



Office of Program Review & Assessment  
400 Hal Greer Boulevard  
Huntington, West Virginia 25755-2003  
304/696-2494 Fax: 304/696-6612

File

7-2002

MEMORANDUM

TO: Prof. Lang Reynolds, Chair, Department of Theatre  
FROM: Bob Edmunds, Coordinator for Program Review and Assessment  
DATE: August 4, 2003

SUBJECT: Review of Yearly Assessment Report  
PROGRAM: BFA Theatre

1. Thanks for submitting the yearly assessment report for BFA Theatre. Your report has been reviewed by members of the University Assessment Committee. What follows is a brief summary of the reviewer's comments as well as some suggestions for completion of the report for AY 2003, due in this office by October 1, 2003.
2. Guidelines for Yearly Assessment Reports:
  - a. Program Goals: The goals were well stated.
  - b. Learning Outcomes and Data Collection: The specific outcomes were not stated in the document. However, programmatic changes are being initiated as a result of perceived need.
  - c. Results: The program needs to document the need for programmatic changes.
  - d. Assessment Chart: No chart was provided. With the program review documents being prepared, a 5 year summary assessment chart must be submitted.
  - e. BOT Initiative #3: No national standards exist; however, the program is investigating ways to use various means by which standards can be developed.
  - f. Plans for the current year: Well stated. Data collection projects are scheduled for the Capstone Senior Projects and a jury system is being instituted, as well as a comprehensive exam for graduating seniors.
  - g. Assistance needed: There are ideas for national adjudicators; however, no funding is present at this time.

- h. Lessons learned: Well stated.
3. The feedback loop from data collection, analysis and interpretation to the addressed faculty will be important in future reports. Specific changes in the courses, program, requirements, etc., should be well documented. Programmatic changes should be based upon careful examination of the data presented.
  4. Primary Traits Analysis: As a part of our ongoing accreditation process with NCA/Higher Learning Commission, UAC has completed a chart identified as Efficacy of Assessment at the Program Level. This is based on the student academic achievement assessment levels of implementation. Here is the committee's perception of the program's Efficacy of Assessment:
    - a. Learning Objectives: Level 1
    - b. Assessment Measures: Level 1
    - c. Feedback Loop: Level 2

Overall Score: 4

Range:

<b>Level One: Beginning Implementation of Assessment Programs</b>	<b>1-3</b>
<b>Level Two: Making Progress in Implementing Assessment Programs</b>	<b>4-6</b>
<b>Level Three: Maturing Stages of Continuous Improvement</b>	<b>7-9</b>

The program scored a 4 on the primary traits analysis which places it in the beginning level 2: Making Progress in Implementing Assessment Programs. In order to move forward, please construct a chart of the learning outcomes by which the program is measured. A number of measures have been implemented, but need to be tested and refined to improve the overall score. As well, standards must be set by which students are measured with actual data collected. The program is in the beginning stages of such data collection.

5. It appears that the BFA Program in Theatre is making progress towards its assessment goals. A summary chart which incorporates the learning outcomes matched with appropriate assessment tools and benchmarks/standards would be most helpful. Specific data concerning the success or failure of the program outcomes needs to be highlighted as well. Action taken should be based on a thorough analysis of the data presented.
6. Thank you for your report. If you have any questions please do not hesitate to contact this office.

**Assessment Committee Analysis of Yearly  
Departmental/Program Assessment Reports  
Report for the Academic Year 2001-2002**

Program: BFA THEATRE

Assessment Report Guidelines	Evaluator's Comments
I.a. Program Goals	<i>Well stated</i>
b. Learning outcomes data collection	<i>- Outcomes not specifically stated - Actions concerning data were stated</i>
c. Results	<i>Changes are being made</i>
(Is there a chart which identifies the program objectives/ the appropriate assessment tools/ standards/results/actions taken.)	Yes _____ No <u>X</u> <i>Please include a chart based on the outcomes for the program.</i>
II. BOT Initiative #3 ( <u>Undergraduate</u> Programs Only.)	(This is for undergraduate programs only.) <i>- None yet.</i>
III. Plans for current Year	<i>Goal set of plan</i>
IV. Assistance needed	<i>- Benchmark setting.</i>
V. Most important thing learned through this process	<i>- Regular assessment of the program.</i>

## Marshall University

## PRIMARY TRAIT ANALYSIS

NCA Levels of Implementation 2002-2003

DATE: Spring 2008

## 1. Learning Objectives

## Level 0

 No objectives were provided.

## Level 1

 Learning objectives were identified. GOALS

## Level 2

Learning objectives were identified.  
 They describe student behaviors.  
 They are program, not class or course, objectives.  
 They are clear.

## Level 3

Comprehensive learning objectives are identified.  
 Objectives are appropriate in number.  
 They describe student behaviors.  
 They are program, not class or course, objectives.  
 They are clear.  
 They are measurable.  
 They support Marshall's educational goals.  
 They span multiple learning domains.

## 2. Assessment Measures

## Level 0

 No measures were identified.

## Level 1

 Measures were identified.

## Level 2

Measures were identified.  
 They relate to the learning objectives.  
 They include direct measures of student learning.

## Level 3

Measures were identified.  
 They relate to the learning objectives.  
 They emphasize direct measures of student learning.

They are multiple.  
 They emphasize direct learning.  
 They focus on real-world tasks.  
 They stress higher order learning.  
 They are integrated in the curriculum.  
 They allow performance to be gauged over time.

## 3. Feedback Loop

## Level 0

 The feedback loop was not described.

## Level 1

Some data are being collected but not interpreted or not used.  
 No performance expectations/standards have been established.  
 Assessment is largely the responsibility of the department chair.

## Level 2

Data are being collected, interpreted, and used by faculty to improve student learning.  
 Performance expectations/standards have been established.  
 Data are being shared by other appropriate constituents.  
 Data are considered in departmental planning and budgeting processes.

## Level 3

Data are routinely collected, interpreted, and used by faculty to improve student learning.  
 Clear performance expectations/standards have been established for all measures.  
 Data are being shared with other appropriate constituents.  
 Data are an integral part of departmental planning and budgeting process.  
 The improvement of student learning is central to the department.  
 Assessment is a part of the culture of the department.

**Assessment Committee Analysis of Yearly  
Departmental/Program Assessment Reports  
Report for the Academic Year 2001-2002**

Program: Theater

Assessment Report Guidelines	Evaluator's Comments
I.a. Program Goals	<i>present</i>
b. Learning outcomes data collection	<i>needs work - in progress</i>
c. Results	<i>not found</i>
(Is there a chart which identifies the program objectives/ the appropriate assessment tools/ standards/results/actions taken.)	Yes _____ No <u>✓</u>
II. BOT Initiative #3 ( <u>Undergraduate</u> Programs Only.)	(This is for undergraduate programs only )  <i>Noted</i>
III. Plans for current Year	<i>good</i>
IV. Assistance needed	<i>good</i>
V. Most important thing learned through this process	<i>good</i>

DEPARTMENT OF THEATRE  
ANNUAL ASSESSMENT REPORT  
September 26, 2002

1. Program Goals

- A. Programmatic: The Department of Theatre will: 1) educate and train those seeking professions in the theatre; 2) provide a balanced academic curriculum consistent with theatre training programs; 3) support the University's general academic curricula by providing courses which stimulate understanding and response to theatre; 4) present regular, varied programs in theatre for the enrichment of the students and the community; 5) provide leadership in the theatre, promoting it through service and programs; and 6) provide development opportunities to all faculty members for the professional growth and enrichment of the program and individuals.

These goals were formulated five years ago. .

- B. Learning Outcomes/Data Collection: The following assessment data collection began in the Spring semester of 1998 and continues:
- C. 1) The department has revisited Capstone Senior Projects. Beginning this year the faculty have added to the student's responsibilities a formal presentation of the project and a section requiring the student to assess their work on the project. In addition, students will have to defend their proposals based on their qualifications and experiences gained as a student in this program. Students will continue follow a single format for the thesis materials and a copy of the thesis is will be kept on file in department office); 2) syllabi are collected and analyzed, with special attention paid to those courses which have multiple/sections /instructors. All instructors regularly change in their syllabi in response to comments received. Beginning in Spring, 2000: 1) an exit interview process for seniors was initiated as part of the Capstone course; 2) The structure of Theatre 101, Introduction to Theatre, has been revisited for content and philosophy. This course is now team-taught and uses textual analysis to develop the student's understanding of an overview of the various aspects of theatre and to introduced them specifically to the Marshall program and its academic expectations of its students.
- D. Mike Murphy's sabbatical is providing an external Survey for employers and graduate schools, to assist our program in assessing the strengths and weaknesses of the production areas relative to future student employment. Consideration; The Department is considering requiring Theatre 490, Internship, of all students. Students will be required to provide a journal and a statement of their success from the employer which is kept on file in

the Department office; 4) A sophomore review was implemented in Fall of 2000.

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Annual Assessment Report  
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In the future all records of the Sophomore Review will be kept on file in the Department Office. 5) Further, beginning in the spring of 1999, an assessment of all sections of Theatre Appreciation was operational as part of the COFA response to the assessment of general education courses. This response resulted in asking students to write an essay at the beginning of the course and at final exam time on the question, what is Theatre? These responses are collated by the department secretary and kept on record in the Department office for faculty reference with a sampling of examples forwarded to the Dean as requested. The Dean's Office has refined this procedure in Fall 2001.

- E. The department is reviewing its curriculum to check for consistency with departmental goals and review the appropriateness of those goals to Marshall student's professional future; and 2) the department will review its syllabi as well as its curriculum to check for consistency with departmental goals.
- F. Results: Some data has been collected that indicates initially some very positive results, but the data is still too limited.

### III. Board of Trustees Initiative 3 Compliance

No statewide or national testing has been identified to serve as a benchmark in assessing the knowledge and skills of departmental graduates.

Insufficient data has been collected to develop appropriate benchmarks.

### III. Plans for the Current Year

- Will implement an evaluation system based on a 100-point scale for Capstone Senior Projects.
- A jury process as part of the Capstone process is in place for graduating seniors. An exit interview is included as part of the jury process.
- A new course THR 230 and some non-credit workshops focusing on the audition process and portfolio and resume presentation will be implemented in the spring of 2001.
- Complete work and refine creation of an exit exam for graduating seniors.
- Sophomores continue to be evaluated through a Sophomore Review.
- As part of the ongoing curriculum review, the faculty will evaluate assessment tools to assist the department to measure their effectiveness.

- The Department is developing stronger connections with the American College Theatre festival, The Southeastern Theatre Conference and the University and Regional Theatre Association with respect to using these organizations as professional development for students and faculty and for student assessment with regard auditions and portfolio review for professional positions and graduate school acceptance. Students will have to participate in these events if the Internship requirement becomes part of the new curriculum.

#### IV. Assistance Needed

How do we develop a benchmark when none exists in the discipline?

1. The Department is exploring South East Theatre Conference, the American College Theatre Festival, the Irene Ryan Competition, and the West Virginia Theatre conference auditions and portfolio presentations as a benchmark for student progress from the sophomore year on, and the success of our students in acceptance to graduate school or employment in arts related fields to evaluate our overall curriculum. Additional funding is essential if we are employ national figures as adjudicators.
2. Outside adjudicators from across our region are invited to campus to view each of our season productions. These adjudicators provide written Documentation with reference to the skill of our students and faculty. Copies of these adjudications are kept on file in the department and shared with students and faculty. We may want to consider sending these evaluations to the Dean's Office as well.

#### V. What has the Department Learned from this Process?

The theatre curriculum has been re-evaluated over the past three years for its appropriateness to our student constituency, the present and future employment environment, and the theatre curriculum's effectiveness in preparing students for a variety of professional opportunities, consistent with present resources. Faculty sabbaticals have focused on professional development and audition/portfolio practices and skills necessary for West Virginia students to compete on a national level. We need to provide more consistent and regular assessment of our program and to look for additional tools to guide us in this process.