WILLIAM WOODS
UNIVERSITY

Speech Theatre Education Annual Assessment
2017-18

Annual Assessment 17-18

Speech Theatre Education

Program Profile

Program Mission Statement

Please insert your program mission statement here

William Woods University supports a three-tiered theatre program whose primary goal is to educate and train students in the art of theatre. The three-tiered program consists of academics and training, co-curricular main stage productions and student workshop productions. This program reflects the mission statement of the University by preparing students for graduate study, professional or non-professional participation in theatre.

A secondary goal of the program is to provide services and performances of outstanding aesthetic caliber for the students, faculty and staff of William Woods University and surrounding communities. We strive to present a varied season of theatre productions to expose the students and audience members to a wide selection of theatrical genres. We feel that not only is it important to educate the student, but it is equally important to educate the audience and provide a quality source of entertainment.

It is the belief of this faculty that self-discipline, self-knowledge and knowledge of man and society are necessary attributes for any creative artist. Believing that theatre is an organic and symbolic expression of life interpreted through a fusion of the arts, the department encourages the student to gain knowledge of other disciplines available in the University's liberal arts-based setting. In turn, the Theatre Program provides a variety of 100 and 200 level courses that meet the Aesthetics objective of the common studies program.

Students are encouraged to develop realistic career goals and aspirations, and whenever possible, are placed in apprenticeship programs which reinforce those career choices. We believe that if an artist is to be ultimately successful, they must identify and communicate with their fellow man; therefore, self-confidence and communication skills are emphasized within the training. Understanding that much of an artist's creative work is accomplished in a solitary fashion, students are encouraged to develop independence and self-motivation.

The following opportunities will be provided in addition to the academic degree programs:

1. A varied selection of co-curricular mainstage performances which will include diversified types, periods and styles.

2. A student laboratory production program that provides broad experiences in all types of theatre.

We also believe that it is the responsibility of this department and faculty to offer students the following:

- A learning atmosphere conducive to creativity and development for our students.
- Pre-professional training and guidance toward successful entrance into the profession of theatre.
- Discipline and responsibility to our students toward themselves and their crafts.
- The highest standards of our crafts that we can and to teach our students to do the same.
- Work toward better classroom technology, equipment, facilities teaching techniques and programs.
- Information on the most current trends and innovations in theatre.

In summary, our main objective is to educate and train our students in the art and profession of theatre using every available resource to mold our students into versatile performers and technicians ready to meet the demands of theatre.

Program Data

Delivery Method

Traditional on Campus (selected)
Online

Hybrid

Students Majors 2016-17

 8

Student Minors 2016-17

 6

Student Majors 2017-18

 11

Student Minors 2017-18

 8

Concentrations 2016-17
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Performance - 4

Musical Theatre 0

Technical - 0

Speech and theatre 4

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Performance - 3

Musical Theatre 0

Technical - 1

Speech and theatre 5

Student Demographics
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

We strive to keep students academically and artistically challenged and on track to degree completion. Transfer students may need an extra semester due to the major requiring 45 credit hours for completion, but typically students are able to complete the degree in a timely fashion. The one exception to this would be the BS in Speech and Theatre Education which tends to add an extra semester for completion due to constant changes in state education requirements and completion deadlines. Student retention in our area is also directly related to the kinds of productions we are able to produce. Just like a winning season attracts new players to a sports team, so too does a successful production season attract and retain students to theatre.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval? Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

National Association of Schools of Theatre. Currently we do not meet the criteria of size of full-time faculty.

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
EDU-THA.1	Understand elements of communication and the role of speech in public discourse.
EDU-THA.2	Understand and apply oral, visual, and written language skills.
EDU-THA.3	Understand principles and characteristics of interpersonal and small-group communication.
EDU-THA.4	Understand principles and characteristics of public speaking and debate.
EDU-THA.5	Understand principles and characteristics of mass communication and media literacy.
EDU-THA.6	Understand principles of acting.
EDU-THA.7	Understand principles of playwriting and directing.
EDU-THA.8	Understand principles of design and technical theater.
EDU-THA.9	Understand theater history and culture.
EDU-THA.10	Understand the interdisciplinary nature of theater.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Course #	Course Name	Critical Analysis: (9 credit hours) Critical Thinking (3 credit hours) Ethical Reasoning (3 credit hours) Meaning (3 credit hours)	Quantitative Inquiry: (10 credit hours) Natural Sciences (7 credit hours) Mathematics (3 credit hours)	Society & the Individual: (12 credit hours) Social Science (3 credit hours) Diversity (3 credit hours) Historical Perspective (6 credit hours)	Creative Expression: (12 credit hours) Communication (9 credit hours) Fine & Performing Arts (3 credit hours)
THA 110	Introduction to Theatre	x		X	X
THA 115	Theatre Dance: Jazz & Tap	X	X	X	X
THA 116	Theatre Dance: Modern	X	X	X	X
THA 117	Theatre Dance: Ballet	X	X	X	X
THA 120	Introduction to Technical Practicum	X	X		X
THA 125	Costuming Practicum	X	X		X
THA 126	Technical Practicum	X	X		X
THA 151	Performance Practicum	X		x	x
THA 210	Dance Movement I	X	X	X	X
THA 211	Dance Movement II	X	X	X	X

THA 231	Makeup for the Stage	X	X	X	X
THA 232	Stage Management	x	x	X	X
THA 234	Stagecraft	X	X		X
THA 240	Stage Combat	X	X	X	X
THA 250	Survey of American Musical Thratre	X		X	X
THA 255	Acting I: Basic Skills	X		X	X
THA 260	Acting for the Camera	X	X	X	X
THA 331	Stage Lighting	X	x	X	X
THA 354	Acting II: Scene Study	X		X	X
THA 362	Theatre History I	X		X	X
THA 363	Theatre History II	X		X	X
THA 390	Internship I	X			X
THA 418	Methods in Teaching	X		X	X
THA 451	Internship II	X			X
THA 452	Internship III	X			X
THA 454	Acting III: Period Style	X		X	X

THA 470	Directing	X		X	X	
THA 491	Broadway Play Analysis	X		x	X	
THA 499	Senior Project	x			X	

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Speech & Theatre Curriculum

	COM 101	COM 105	COM 190	COM 209	COM 320	THA 110	THA 234	THA 255
EDU-THA.1 Understand elements of communication and the role of speech in public discourse.	I	R	R	R	M, A			
EDU-THA.2 Understand and apply oral, visual, and written language skills.	I	R	R			I	R	R
EDU-THA.3 Understand principles and characteristics of interpersonal and small-group communication.	I	R	R	R	R			R
EDU-THA.4 Understand principles and characteristics of public speaking and debate.	I	R		R	R			
EDU-THA.5 Understand principles and characteristics of mass communication and media literacy.			M, A	M, A				
EDU-THA.6 Understand principles of acting.								
EDU-THA.7 Understand principles of playwriting and directing.						I		R
EDU-THA.8 Understand principles of design and technical theater.						I		R
EDU-THA.9 Understand theater history and culture.						I	R	
EDU-THA.10 Understand the interdisciplinary nature of theater.						I		R

	THA 331	THA 362	THA 418	THA 470
EDU-THA.1 Understand elements of communication and the role of speech in public discourse.				
EDU-THA.10 Understand the interdisciplinary nature of theater.			R	M, A
EDU-THA.2 Understand and apply oral, visual, and written language skills.			M, A	R
EDU-THA.3 Understand principles and characteristics of interpersonal and small-group communication.			R	M, A
EDU-THA.4 Understand principles and characteristics of public speaking and debate.				
EDU-THA.5 Understand principles and characteristics of mass communication and media literacy.				
EDU-THA.6 Understand principles of acting.				M
EDU-THA.7 Understand principles of playwriting and directing.		R	R	M, A
EDU-THA.8 Understand principles of design and technical theater.	M, A			
EDU-THA.9 Understand theater history and culture.		M, A		

Assessment Findings

Assessment Findings for the Assessment Measure level for Speech & Theatre Curriculum (Imported)

EDU-THA.1 Understand elements of communication and the role of speech in public discourse.

Assessment Measures

Com 320

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 80% of students achieve 75% or better been met yet?			

EDU-THA.2 Understand and apply oral, visual, and written language skills.

Assessment Measures

Tha 418

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 80% of students achieve 75% or better been met yet? Not met	Not taught this semester		

EDU-THA.3 Understand principles and characteristics of interpersonal and small-group communication.

Assessment Measures

Tha 470

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 80% of students achieve 75% or better been met yet? Not met	Not taught this semester		

EDU-THA.4 Understand principles and characteristics of public speaking and debate.				
Assessment Measures				

Com 209				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 80% of students achieve 75% or better been met yet? Not met	Not taught this semester.		

EDU-THA.5 Understand principles and characteristics of mass communication and media literacy.				
Assessment Measures				

Com 190				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 80% of students achieve 75% or better been met yet? Met	62% achieved 75% or better		

EDU-THA.7 Understand principles of playwriting and directing.				
Assessment Measures				

Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 80% of students achieve 75% or better been met yet? Not met	Not taught this semester		

EDU-THA.8 Understand principles of design and technical theater.
Assessment Measures

Com 331				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 80% of students achieve 75% or better been met yet? Not met	Not taught this semester		

EDU-THA.9 Understand theater history and culture.
Assessment Measures

Tha 362				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 80% of students achieve 75% or better been met yet? Not met	Not taught this semester		

EDU-THA.10 Understand the interdisciplinary nature of theater.
Assessment Measures

Tha 470				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 80% of students achieve 75% or better been met yet? Not met	Not taught this semester		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Course assessment and portfolio outcomes are being used to assess the effectiveness of the curriculum. The same process is used for both theatre and speech & theatre majors. We have altered the portfolio review to better reflect the outcomes of the theatre major. Both performance-based assessment and test based assessment were used in the process. Students scored poorly on the history/literature section of the written test. This has alerted the faculty to change the curriculum to better the results. Rentention of historical facts and periods of theatre history has been problematic.

 Portfolio Guidelines

Theatre portfolio review is a yearly process by which the Theatre department faculty, staff and invited theatre professionals measure and assess student progress and the effectiveness of the current Theatre curriculum. All Theatre majors, are required to participate in this review. Theatre Portfolio Review is scheduled in February over a two-day period. At that time classes are canceled across campus. A sign-up sheet will be posted on the Theatre department office door so you can sign up for a review time.

The Review process consists of:

1. A 45-minute time slot to make your performance, or technical presentation and be evaluated and critiqued, both verbally and in writing by the theatre faculty, staff and guest professional evaluators.
2. Your self-reflection paper (to be turned in for review at your presentation).
3. Your character analysis or design conceptualization (to be turned in for review at your presentation).
4. A progress/content check of your audition books (to be turned in for review at your presentation). (performance & musical theatre concentrations).
5. A progress/content check of your musical theatre audition book (to be turned in for review at your presentation). (musical theatre concentration only).
6. Electronic portfolio/Website construction evidence.
7. A general knowledge of theatre test.

You may choose the performance, musical theatre, technical, or theatre education portfolio review process. The criteria for the reviews follow.

Performance Portfolio Review Criteria

•   Perform two contrasting monologues. Each monologue must not be more than 5 minutes in length **NO REPEATS PLEASE!** Monologue material must be something you have not performed for portfolio review before (starting with this year's portfolio)
    –   Monologue #1 – modern comedy or drama – 20th century to the present.
    –   Monologue #2 – classical/historical – pre-20th century. Examples could be Shakespeare, Euripides, Sophocles, Moliere, ETC.
•   With an acting partner, perform a short (5 minute) duet scene. Your character should have the strength of the scene. **NO REPEATS PLEASE!** Duet Scene material must be something you have not performed for portfolio review before.
•   Bring an updated resume of your performance experience.
•   Bring your updated headshot.
•   Bring your updated portfolio containing your head shots, reviews, production shots, modeling shots, and any other examples of your best work. **Remember, it's not quantity, its quality that counts.**
•   Write a complete character bio and history for one of the monologue characters in your presentation (to be turned in for review at your presentation). (starting with this year's portfolio)
•   Write a self-reflection paper stating accomplished artistic goals and your goals for the future (to be turned in for review at your presentation).
•   Bring your audition book of monologues (to be turned in for review at your presentation).
•   Show evidence of building your own website/electronic portfolio.

Musical Theatre Portfolio Review Criteria

• Perform two contrasting monologues. Each monologue must not be more than 5 minutes in length **NO REPEATS PLEASE!** Monologue material must be something you have not performed for portfolio review before (starting with this year's portfolio)

– Monologue #1 – modern comedy or drama – 20th century to the present.
– Monologue #2 – classical/historical – pre-20th century. Examples could be Shakespeare, Euripides, Sophocles, Moliere, ETC.

• Sing two contrasting musical selections, **(no more than 32 bars each) NO REPEATS PLEASE!** Musical selections must be something you have not performed for portfolio review before. (starting with this year's portfolio)

– Song selection #1 – modern musical theatre - Stephen Sondheim to the present
– Song selection #2 – Golden Age musical 1900 - 1960

• **OPTIONAL:** You may choose in addition to your contrasting monologues to perform a duet song with a partner. **NO REPEATS PLEASE!** Duet Songs must be something you have not performed for portfolio review before.
• Provide music for the accompanist with all the appropriate cuts noted.
• Bring an updated resume of your performance experience. (See resume criteria and example)
• Bring your updated headshot.
• Bring your updated portfolio containing your head shots, reviews, production shots, modeling shots, and any other important examples of your work. **Remember, it's not quantity, its quality that counts.** (See portfolio content criteria and example)
• Write a complete character bio and history for one of the monologue characters in your presentation. (starting with this year's portfolio)
• Write a self-reflection paper stating accomplished artistic goals and your goals for the future.
• Bring your audition book of monologues.
• Bring your musical theatre audition book of musical selections.
• Show evidence of building your own website/electronic portfolio.

Technical Portfolio Review Criteria

• Prepare and present a 15-minute portfolio presentation highlighting your technical strengths and experiences.
• Bring your updated portfolio for review in the interview. The portfolio should contain examples of your best work including designs, photos, drawings, renderings, slides, and prompt scripts. **Remember, it's not quantity, its quality that counts. (See portfolio content criteria and example)**
• Bring an updated resume of your performance and technical experience.
• Choose a play and write a design conceptualization paper on the play (to be turned in for review at your presentation). (starting with this year's portfolio)
• Write a self-reflection paper stating accomplished artistic goals and your goals for the future, or show us your completed stage management script (if you stage managed a production).
• Show evidence of building your own website/electronic portfolio.

Theatre Education Portfolio Review Criteria

• The requirements are the same as those listed for the performance concentration Perform two contrasting monologues.

Requirement for All Majors

Self-Reflection Paper - Writing in paper/paragraph form, list and discuss the goals and techniques you have learned and mastered since your last review. In addition, list the goals you plan to work towards in the coming year. Be specific and all-inclusive to your talent, technique and knowledge base.

Theatre Test - A test over general theatre knowledge will be administered during the Portfolio Review. This test will cover theatre history, performance technique, technical theatre and dramatic theory and criticism including knowledge of important playwrights.

Results

You will receive a written copy of your portfolio review results before the end of the semester and will be required to make an appointment with the Artistic Director to assess the results of your review.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

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Results

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Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
Theatre_Portfolio_Review_Sign_up_2018.pdf

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Senior Project & ASSIGNMENTS

Performance/Theatre Education Concentration - Students with a concentration in performance will be required to create a 30-60-minute production featuring monologue and duet scene work comprising a variety of genres and styles, demonstrating their range as an actor/actress.

Musical Theatre Concentration - Students with a concentration in musical theatre will be required to create a 30-60-minute production that includes monologues, duet scene work, dance and vocal performance, comprising a variety of genres and styles demonstrating their range as an actor/actress. In addition, musical theatre students will be asked to perform a "senior vocal recital" featuring music from a variety of styles.

Technical Concentration - Students with a concentration in technical theatre will be asked to present an in depth 30-60-minute presentation on their design/tech area of expertise. This will include a final electronic portfolio presentation and power point demonstrating the depth of their knowledge.

Material featured in all three concentrations will be selected in consultation with the faculty.

1. Choose your course of study. **(See below)**

2. Each student will present a final audition/performance/interview portfolio presentation to the public at large.

3. Each student's final performance/project will be critiqued and evaluated.

4. Concept paper 3-5 pages.

5. Complete Script.

6. Production responsibilities.

7. Post mortem written critique.

All senior project content must be chosen from published plays. No movie, television, or radio scripts will be allowed. VIDEO TAPED Performances are not allowed as part of the senior project. All students will display their final portfolios to the public.

COURSE OF STUDY

Choose one of the following courses of study -

1. Performance
2. Musical Theatre
3. Design
4. Theatre Education
5. Research Paper

In each case the student is evaluated by the faculty and staff. Using the attached rubrics.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
Acting_Rubric_2015.pdf
Musical_Theatre_rubric_2015.pdf
Tech_Rubric_2015.pdf
Theatre_Education_Rubric_2015.pdf

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Peer Players Presentation for Freshman Orientation

Jester's Production - Love Minus

Mainstage - Bingo: The Winning Musical

WWU Ghost Tours

Rocky Horror Picture Show

Mainstage - All through the Night

Mainstage - Faith County

Jester's Production - Dog Sees God

Mainstage - Peter Wendy

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any

accomplishments that a student achieved outside of course work or the normal expectations of student success.

Current students stage managed and propped the talking Horse productions

A current student worked all summer for Wagon Wheel Theatre in Indiana, a professional regional theatre.

Selected students participated in the American College Theatre Festival

Current student Victoria Wiley served a fall semester internship in box office and publicity for the theatre department.

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
Joe Potter - Adjudicated the college scholarship auditions for Actors, at the International Thespian Festival, Lincoln, Nebraska, June 2017
Joe Potter - Presented two workshops entitled, "Stage Combat: The Illusion of Fighting" at the Missouri Thespian Festival, St. Louis, MO January 2018
Joe Potter - Presented a workshop on stage combat to the cast of Hallsville High School's production of The Princess Bride.
Rebecca Talbert - co-directed the student Opera in Jefferson City The Magic Flute
Melissa Alpers-Springer - Respondent, Region 5 of the Kennedy Center American College Theatre Festival
Melissa Alpers-Springer - Board member of Coalition Against Rape and Domestic Violence (CARDV)

⌃ Annual Assessment Rubric

<div align="right">4.000 pts 26.67%</div>

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable	N/A
Comment:					
Assessment Measures weight: 1.000	• Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	N/A
Comment:					
Assessment Results weight: 1.000	• All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	✓ • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	N/A
Comment:	only one of the assessment points was completed due to the rotation of the curriculum. The program needs to review the assessment plan and see if there is a way to have several of the objectives assessed each year. If it is on a rotation, that is fine, but we need to look at a consistent view of how students and the program are doing overall. I think the Portfolios look at each component, but that is not included in the matrix? The performance review and the final show/monologue component they woudl be great exit assessment, and then the program could				
Faculty Analysis and Conclusions weight: 1.000	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	• Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	✓ • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:	the process for the assessment is clearly articulated for the senior show and paper, but there is no data on the results that I can see? the processes and the rubrics are included, but the data on how students did is not included.				
Actions to Improve Learning and Assessment weight: 1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	N/A
Comment:					