Theatre Annual Assessment 2018-2019

Annual Assessment 18-19

Theatre

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 2017-18	**Student Majors 2018-19**
8	9

Student Minors 2017-18	**Student Minors 2018-19**
6	3

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

Performance Concentration - 4

Musical theatre - 0

Technical - 0

Speech and theatre Education - 4

Concentrations 2018-19
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Performance Concentration - 6

Technical 1

Speech & theatre Education - 2

Student Demographics
What are the program goals for student retention, persistence and degree completion? 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.

Marketing Materials
Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

We have worked hand in hand with Admission and marketing over the past 23 years to help recruit potential students who come to our campus as theatre majors or speech and theatre majors (secondary education majors). We certainly appreciate their willingness to share the cost of our recruiting trips to both the Missouri State thespian Conference and the International Thespians Festival. Often times these students are double majors in such combinations as Theatre/Communications, Theatre/English, Theatre/Interpreting, Theatre/Art, Theatre/Psychology and even Theatre/Equestrian. We attend on a regular basis The International Thespian Festival and the Missouri State Thespian Conference and sometimes the St. Louis Fine Arts Fair held at Webster University. At those events we take school marketing materials as well as theatre specific one-page sheets that we can give to prospects. For several years we even put ads in the International Thespian magazine at these events, but eventually discontinued placing the ads due to rising cost. The ads helped because they went to high school students in every state and U.S. territory.

Through these events we have made invaluable contacts with high school faculty and administrators. Our ability to offer theatre scholarships has been a great help in attracting qualified students. We have distinguished ourselves as a competitive theatre program with the flexibility to allow our students to explore other avenues of interest and even double major. I (Joe Potter) recently returned from a recruiting trip to the International Thespian Festival. At the Festival College Fair in a room with 60+ colleges/universities, a high school theatre teacher I have known for years walked up to our table and said to me, "William Woods University Theatre has one of the most underrated programs around!" He tells his students this all the time and sends us many of his students as prospects. As a friend and theatre colleague, I thanked him for his great compliment to what we have achieved. That being said, our challenge is to move forward and make the Theatre Department attractive and highly rated beyond what it has to offer attractive to prospective students as a highly rated program. by -

- Continuing to go to both the International Thespian Festival and the Missouri State Thespian Conference.
- We should be attending regularly the St. Louis Fine Arts Fair.
- Continue to offer competitive theatre scholarships
- Working with Admissions we need to find better ways to reach out to the following states, rich in active, vital high school theatre programs and attend their state conference events including Texas, Kansas, Colorado, Georgia and Arkansas.
- We need to change our way of thinking about recruiting and instead of focusing on the states that touch Missouri, we should be thinking about students within a 12-15 hour driving radius from our campus.
- We need to explore how to improve our electronic presence to the high school theatre world by advertising on line.
- Advertise in Dramatics Magazine which reaches thousands of students and teachers across the US and US Territories.
- Specifically, on our website -
    - Our website offers a good glimpse at course work and a production picture or two but students are more interested in seeing pictures of facilities and production photos.

- They also are interested in hearing about graduates who are working professionals. One example would be the recent feature on alum Dustin Z. West. We need more success stories posted.
- Most thriving college theatre programs have a wide variety of production photos showing students and faculty in rehearsal and actual performance. We need to a page or two of photos for prospects to look at. the only place they can see these right now is on our Facebook page.

Marketing Material

BA_in_Theatre_2018.pdf
Speech___theatre_education_2018.pdf
Theatre_Scholarship_2018.pdf
Alumni_2018.pdf

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
THA.1	Demonstrate proficiency in performance or technical theatre.
THA.2	Demonstrate knowledge of theatre history and dramatic literature.
THA.3	Critically evaluate all aspects of theatrical production.

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 Theatre	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	Internship III	X			X

452					
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

Theatre Curriculum required courses

	THA 110	THA 234	THA 255	THA 362	THA 363	THA 499	BUS 206	ENG 414
THA.1 Demonstrate proficiency in performance or technical theatre.	I	M, A	R			M, A	R	
THA.2 Demonstrate knowledge of theatre history and dramatic literature.	I		R	R	R, A	M, A		R
THA.3 Critically evaluate all aspects of theatrical production.	I	M, A	R	R	R, A	M, A		

Performance Concentration

	THA 210	THA 354	THA 454	THA 470
THA.1 Demonstrate proficiency in performance or technical theatre.	I	R	A, M	A, M
THA.2 Demonstrate knowledge of theatre history and dramatic literature.		R	A, M	R
THA.3 Critically evaluate all aspects of theatrical production.		R	R	M, A

Technical Theatre Concentration

	THA 231	THA 232	THA 331	THA 470	ART 105
THA.1 Demonstrate proficiency in performance or technical theatre.	R	R	M, A	M, A	
THA.2 Demonstrate knowledge of theatre history and dramatic literature.				R	
THA.3 Critically evaluate all aspects of theatrical production.	R	R	M, A	M, A	

Changes to Curriculum
Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

This year changes are being made to the major. We have eliminated the musical theatre concentration and reworked the courses that count toward General education. The rationale for these changes was driven by low enrollments in musical theatre and too many choices for general education courses in theatre. Theatre general education courses have been reduced to -

THA110 Introduction to Theatre

THA 210 Dance Movement I

THA 240 Stage Combat

THA 250 Survey of Amercian Musical Theatre

THA 255 Acting I

Assessment Findings

Assessment Findings for the Assessment Measure level for Theatre Curriculum required courses

~ non reported

Assessment Findings for the Assessment Measure level for Performance Concentration(Imported)(Imported)

~ non reported

Assessment Findings for the Assessment Measure level for Technical Theatre Concentration(Imported)(Imported)

~non reported

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.

Improvement Narrative List

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?

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

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?

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

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

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.

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.

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

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.

Assessment Rubric

	3.000 **Exceeds**	2.000 **Meets**	1.000 **Falls Below Expectations**	**N/A**
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	the program lays out a matrix of all the courses in the major and how they overlap with the areas of GE			
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	✓ The curriculum map is complete	The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	the assessment map was not completed, so it is not clear what the assignments were that were marked. There was no detail provided the kind of assignment and who would be doing the assignment. Also, the benchmarks were omitted from the map.			

Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A
Comment:	there was no information provided this content			
Documentation provided on assessment findings weight: 1.000	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:	there was no information provided this content			
Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:	there was no information provided this content			
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:	there was no information provided this content			
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:	there was no information provided this content			
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:	there was no information provided this content			

Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:	there was no information provided this content			
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:	there was no information provided this content			