

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Theatre Arts

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
<p style="text-align: center;">2012 – 2013</p>	<p>SLO #1. Ability to comprehend the aesthetic ideas and concepts of theatre within its historical and cultural contexts.</p>	<p>THEA 150 "Foundations of Drama" was targeted for this assessment. Both Theatre Arts and Musical Theatre majors are supposed to take THEA 150 at the beginning of their first year in the programs. This course helps students acquire comprehension of the aesthetic ideas and concepts of theatre within its historical and cultural contexts. Several specific course objectives directly address SLO #1:</p> <ul style="list-style-type: none"> • To examine the innate human impulse toward mimesis and the social need for ritual and myth inherent in the origin, nature and purpose of drama and the theatre. • To examine some key periods, artists, developments, forms of drama and theatre practice, and to understand them in their historical and cultural contexts. 	<p>Our findings indicate that student achievement was mixed (best described as a “camel-hump shaped curve”): several students excelled as “high achieving,” very few students achieved solidly above average, a large portion of the class grouped tightly in the middle range, and a substantial number of students (at least equal to the number at the top) were close to or below the failing mark.</p>	<p>While no program improvement plans have been directly implemented yet, it has opened up discussions among faculty about the reasons behind the wide-range of achievement of SLO1 in this particular course. Some feel that the mixed composition of the course might be responsible for the varying degrees of student achievement: predominantly freshmen taking their first college courses along with a sizable group of sophomores, juniors and even a senior, who for various reasons are in this course out-of-sequence and have more discipline content under their belts as well as more experience and savvy at undertaking college level work. If this is indeed the case, it would strengthen the argument for course sequencing and early advising.</p>

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
		<ul style="list-style-type: none"> • To examine significant ideas about aesthetics, dramatic theory, and criticism from several prominent writers on the subjects. • To examine several models of contemporary theatre production process from the aspects of acting and performance, direction, design, management and promotion. <p>Thus, embedded assessment was performed by collecting data from assignments, quizzes, and exams which directly addressed those objectives. Specifically, faculty evaluated student achievement on the following: two separate comprehensive exams, several reading quizzes, and two written critical response papers.</p>		
2013 – 2014	SLO #2: Ability to understand theatre within its historical and cultural contexts -- both locally and globally.	THEA 350/353 "History of Modern Theatre" was targeted for this assessment, as this sequence of courses provides students with a background of the broad history of the theatre, as well as the historical outline of its major figures, events, and movements. Embedded assessment was performed	Findings indicate that student achievement was adequate, although perhaps not as high as faculty would have liked. Of 30 students, 6 received scores of "high achieving" (20%), 19 received scores of "achieving" (63%), and 5 received scores of "not achieving" (17%). Thus, the majority of students seemed to show understanding of the	Faculty felt that no program improvement plans were needed.

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
		by collecting data, and using rubrics to evaluate one written assignment and two exams.	theatre within its historical and cultural contexts, although some did struggle with this.	
2014 – 2015	NA	NA	NA	NA
2015 – 2016	The Student Learning Objectives for Theatre Arts were revised to include the following: When they graduate, our students will possess the following skills and abilities: SLO 1: Students will be able to discriminate, aurally identify, visually identify, and evaluate the structures of music; SLO 2: Students will be able to apply knowledge of the historical foundations to the description, performance, and analysis of music from various stylistic periods; SLO 3: Students will be able to demonstrate knowledge and comprehension of the role and value of music in human culture including the music of diverse cultures; SLO 4: Students will be able to demonstrate performance skills on their primary instrument/voice, as a soloist and/or as part of an ensemble; SLO 5: Students will choose between having a knowledge and comprehension of the	The Theatre Department recently merged with the Music Department and has obtained a new chair. Thus, the newly-formed Department of MUTA has decided to rethink their assessment structure and come up with a shared set of SLOs which reflect the commonalities among the 5 programs in MUTA (while still allowing for select specific objectives for each individual program). In 2015-16, we came up with a new set of goals and SLOs, as well as a revised Mission Statement. We also put into place a plan for specific assessment activities that will not only measure student success but will also provide data for the program's accrediting agency.	We re-conceived and wrote a set of four common core outcomes for MUTA: 1. Students will be able to comprehend and appreciate aesthetic ideas and concepts within the theatrical or musical arts through practice, observation, and study. 2. Students will be able to articulate knowledge, theory and criticism of the musical or theatrical arts within a historical and cultural context through writing, oral presentation, and applied practice. 3. Students will be able to apply individual, collaborative and leadership skills through performance or studio production. 4. Students will have a working knowledge of current industry standards and practices respective to their discipline(s). In addition, we have one specific SLO for the Program in General Music: 5. Students will be able to apply skills, techniques, and theories gained through studio instruction and ensembles in order to advance their personal and artistic development.	NA

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
	<p>science of sound and the technology of capturing and reproducing sound or gaining a knowledge and comprehension of music business including copyright, publishing, and record company structure. However, these objectives failed to unify learning across programs in the Department and thus were revised during the past academic year.</p>			
<p>2016 – 2017</p>	<p>The Student Learning Objectives for Theatre Arts were again reworked to comprehensively include all of the majors offered within the merged program. All MUTA programs are governed by 4 similar SLO's;</p> <ol style="list-style-type: none"> 1. Students will be able to comprehend and appreciate aesthetic ideas and concepts within the theatrical or musical arts through practice, observation, and study. 2. Students will be able to articulate knowledge, theory and criticism of the musical or theatrical arts within a historical and cultural context through writing, oral presentation, and applied practice. 3. Students will be able to 	<p>MUTA underwent accreditation review with NAST and is currently preparing its report for accreditation of Music Education with NASM, both the chief national accrediting bodies. The process is still ongoing, as a final report and departmental response is pending. Within this review, the SLO's were reviewed and approved by NAST as part of the materials submission. MUTA has also been in the process of engineering and implementing a broadly distributed online survey that monitors Freshmen attendance at Departmental events and gauges their experience, compliant with SLO #1 and other variables</p>	<p>Though data collection through MUTA's Performance Tracking Tool, facilitated by Blackboard, is still raw, preliminary numbers suggest that student attendance at departmental events has increased (though no firm baseline tracking is available). In reviewing preliminary survey results, data validates that required attendance performance attendance supports SLO #1.</p>	<p>In lieu of no firm data collection tool being used by MUTA, the MUTA AAC responded by implementing the Performance Tracking Survey in the Fall of 2017. Beyond external accreditation, the development and use of this tool and revision of SLO's, demonstrate concerted effort to improve the MUTA programs, programming and data collection.</p>

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
	<p>apply individual, collaborative and leadership skills through performance or studio production.</p> <p>4. Students will have a working knowledge of current industry standards and practices respective to their discipline(s).</p> <p>Specific SLO's per discipline are attached to the report. The overall restructuring of the SLO's have successfully unified the department, guiding the core curriculum and mission. For the purposes of this report, the committee chose to focus on SLO #1, though is in the process of examining all of them.</p>	<p>that can be used to gather data for use in examining the combined and specific SLO's.</p>		