Program Assessment Report (PAR)

Design/Technology (DEST) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

• Demonstrate proficiency in theatre design, theatre technology, or stage management culminating in a successful performance in a leadership role on departmental productions. • Demonstrate knowledge of theatre history, dramatic literature, and methods of script analysis.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

1. Learning Outcome #1 for Assessment - Demonstrate proficiency in theatre design, theatre technology, or stage management culminating in a successful performance in a leadership role on departmental productions. Direct Assessment Method Used - Annual Portfolio Review Scores All Design and Technology majors, other than Freshmen, present a juried portfolio at the end of the Fall semester. All majors present (3) juried portfolios during their time in the program. Due to the Coronavirus pandemic, the portfolio review was held during the Spring semester, not the Fall semester, during the 2020-21 academic year. The jury panel consists of three Design and Technology faculty plus four Design and Technology staff. These juries assess the quality of the student's presentation and of the portfolio itself. The portfolio review process is used as a primary method to determine retention in the program. Detailed comments are provided to the students, both in person and in writing. The students are judged on (7) different aspects of their portfolios and presentations, and those scores are being used for this direct assessment. 2. Learning Outcome #2 for Assessment - Demonstrate knowledge of theatre history, dramatic literature, and methods of script analysis. Direct Assessment Method Used - Embedded question in Theatre History/Literature II final exam Each Theatre Design and Technology major must take a (2) semester sequence of Theatre History and Literature classes; TH3800 (Theatre History and Literature I) and TH3810 (Theatre History and Literature II). A short essay question was included on the TH3810 final examination that

required the students to draw some specific parallels between some historical aspects of pre-20th century theatre and modern theatre practices. The scores on that question are being used for this direct assessment. The text of the question was as follows

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Having now completed two semesters of theatre history and literature, I want you to demonstrate your ability to "connect the dots", so to speak. The importance of theatre history and literature to contemporary theatrical practitioners is in understanding the ideas that connect the past and the present, and how those ideas make us more effective practicioners of the theatrical art form. Pretty sure that is the first idea that I discussed at the beginning of the semester.
So, here is what you need to do. 1. Select a period, genre, play, or person from theatre history BEFORE 1900. Does not matter what or who. Your choice. 2. Write a minimum of five detailed paragraphs demonstrating how that person/place/thing influences how theatre is or has been done AFTER 1900. Please take your time and consider this carefully. I expect a great deal of specificity in your response.

B. Scoring of Student Work

Measurement used for Learning Outcome #1 - Demonstrate proficiency in theatre design, theatre technology, or stage management culminating in a successful performance in a leadership role on departmental productions. The annual portfolio reviews are graded on a Pass/Fail basis. Of the (21) Design and Technology majors who presented their portfolios to the area faculty and staff during the Fall of 2019, (0) failed portfolio review and were required to redo their presentations at a later date. 100% of the students who participated in the portfolio review process passed. A passing grade is required for continuance in the program. The following are the average scores for each segment of the portfolio reviews that were judged; 4 being the highest score possible (Excellent), 1 being the worst (Unsatisfactory). A blank copy of the scoring sheet used has been attached to this report. Quality of Presentation Average 3.47 out of 4 Portfolio Materials (Content) 3.31 out of 4 Portfolio Materials (Quality) 3.36 out of 4 Portfolio Materials (Format and Organization) 3.43 out of 4 Attention to Detail 3.43 out of 4 Appearance / Demeanor 3.59 out of 4 Resume and Cover Letter 2.53 out of 4 Measurement used for Learning Outcome #2 - Demonstrate knowledge of theatre history, dramatic literature, and methods of script analysis. (11) Design and Technology majors were enrolled in TH3810 (Theatre History and Literature II) in the Spring semester of 2021. The average score (out of a maximum of 10 points) on the question used for direct assessment was 7.95.

C. Indirect Assessment

1. Learning Outcome #1 for Assessment - Demonstrate proficiency in theatre design, theatre technology, or stage management culminating in a successful performance in a leadership role on departmental productions. Indirect Assessment Method Used - Informal Post-mortem process. Theatre Design/Technology/Stage Management majors, in their last two years in the program, serve as designers, stage managers, and lead technicians on our season of three plays, three musicals, two dance concerts, and a variety of special events. The Design and Technology faculty and staff hold informal post-mortems with the faculty and staff directors, musical directors, and choreographers of these productions to determine how well our upper-class students fulfilled their specific responsibilities. Even while dealing with a rapid shift to virtual, remote productions, the ancedotal evidence and input received from our colleagues in Acting, Musical Theatre, and Dance clearly demonstrates that our upperclass students are, to a very large extent, working successfully in leadership roles on departmental productions. 2. Learning Outcome #2 for Assessment - Demonstrate knowledge of theatre history, dramatic literature, and methods of script analysis. Indirect Assessment Method - Realized and Theoretical Design Processes Our students spend a great deal of time in classes working specifically on building their analytical skills, specifically in the area of script analysis. They serve as designers on theoretical class projects, as well as for our realized productions on our production season. This provides us with an opportunity to review our students' ability to properly and artistically analyze scripts, as well as to create and follow-through on effective design concepts based on their analytical work. We have the option of removing students from production design assignments, and have done so in the past when it was clear that a student was unable to successfully fulfill their assignment. We have not needed to remove a student from a production design assignment in well over a decade, indirectly providing a clear indicator that our program is creating ample opportunities for our students to successfully develop their analytical skill sets.

III. ASSESSMENT RESULTS/INFORMATION:

1. Spring 2021 Portfolio Reviews 2. Grade on Theatre History/Literature II final exam question developed to access our students' knowledge in the areas of theatre history, theatre literature, and script analysis.

1. 100% of Design and Technology students above the freshman level passed their portfolio reviews. We are using a score of 3.25 out of 4 as benchmark to aim for. This benchmark score was reached on (6) out of (7) of the catagories judged during the portfolio reviews. The mean score of 2.53 on the Resume and Cover Letter catagory is well below the benchmark, and it is clear that we need to reconsider and revamp our training when it comes to the authoring of proper theatrical resumes and cover letters. 2. The average score of our Theatre Design/Technology/Stage Management majors on the Theatre History and Literature II final exam question was a 7.95 out of 10. This past academic year is the first time we used a question on the final exam in TH3810 (Theatre History and

Literature II) are a marker, and, overall, we are pleased with the mean score of 7.95 out of 10. We plan to establish benchmark score of 7.5 as an assessment metric in the future.

1. Design and Technology majors demonstrated skills in integrated drawing, drafting, painting, presentation and construction skills, as well as proficiency in selected computer design and graphics software. Their skills and presentational abilities were praised by the industry professionals that attended the portfolio open showing. The portfolios presented in the Fall 2019 portfolio review process are a clear indicator that the individual and group mentoring provided by area faculty and staff are supplying the necessary guidance in creating strong and effective digital and hard portfolios. 2.Senior and junior design and technology majors demonstrated knowledge of technical theory, application and craft in their area of focus. The grades in these classes parallels, in many ways, the post-graduation success of the area graduates.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Faculty and staff in the Design/Technology/Stage Management program will continue to re-evaluate the requirements for portfolios in the field. A large percentage of entertainment design and production professionals are moving towards digital portfolios and websites. The Theatre Design and Technology Program will continue to utilize the portfolio review process as a significant standard to test the majors' ability to present themselves and their work effectively, and at a early-career professional level. The addition of outside professional respondents at the annual open portfolio provides varied and valuable input from those actively working in the field. Students have been offered professional positions on the strength of their presentations during the open portfolio showings. The one average score from the Spring 2021 portfolio reviews that we view as lower than acceptable was on Resumes and Cover Letters (2.53 out of 4). It is clear that we need to provide a higher level of instruction on the authoring of high-quality resumes and cover letters. We do provide a great deal of portfolio and resume preparation materials to our students on the Theatre Design and Technology Student Sharepoint site, but it seems that they are not taking advantage of those learning materials. We also provide formal and informal portfolio review workshops. Attendance at the formal workshops has not been mandatory, and we will reconsider that decision. Our Sharepoint materials can be provided to support the above thoughts regarding Measure 1. The Design and Technology Area faculty, staff, and students meet at the beginning of every academic year to discuss, among other topics, the portfolio review process and assessment of student learning. We have implimented a formal exit survey for our graduating seniors to help us learn where we are succeeding, and what areas we need to work on. That survey is helpful is accessing Measure 2 in regards to the graduating students' perceived knowledge in theatre history, theatre literature, and script analysis. That survey is attached to this report.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.