

**ANNUAL ASSESSMENT REPORT FOR 2009-10
Due October 1, 2010**

Department/Program: JFCA Theatre

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Mission: To prepare its graduates for a lifetime of commitment to the art of theatre and its place in our society.

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (S'09-F09)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
1. Demonstrate an understanding of the basic production process such as acting, directing, stage costume and lighting design. <i>Production Fundamentals Productions/TalkBacks</i>	Direct Exit and other interviews	Rubric rating of at least 70%	Indirect Simulations Portfolios		S09
2. Demonstrate an understanding of contemporary thinking about theatre and related arts. <i>Idea of Theatre</i>	Direct Locally Developed Examinations	Rubric rating of at least 70%	Direct Performance Appraisal	Rubric rating of at least 70%	

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (S'09-F09)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
3. Demonstrate an understanding of the relationship between the theatre arts of other cultures and other times. <i>History of Theatre Dramatic Literature</i>	Direct Locally Developed Examinations	Rubric rating of at least 70%	Direct Behavioral Observations	Rubric rating of at least 70%	
4. Demonstrate an understanding of the relationship between theatre and other art forms. <i>Production work TalkBack</i>	Direct External Examiner	Rubric rating of at least 70%	Direct Behavioral Observations	Rubric rating of at least 70%	
5. Demonstrate an understanding of moral and ethical problems in the discipline. <i>Costume Design</i>	Direct Behavioral Observations	Rubric rating of at least 70%	Indirect Focus Groups	Rubric rating of at least 70%	
6. Communicate with accuracy, cogency and persuasiveness. <i>All Course Work</i>	Direct Behavioral Observations	Rubric rating of at least 70%	Direct Locally Developed Examinations	Rubric rating of at least 70%	S09
7. Create and present public performances in the theatre. <i>Productions</i>	Indirect Simulations	Rubric rating of at least 70%	Direct Performance Appraisals	Rubric rating of at least 70%	S09

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (S'09-F09)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
8. Display ability in visual and aural perception through theatre performance. <i>Productions TalkBack/Meet & Greet</i>	Indirect Simulations	Rubric rating of at least 70%	Indirect Focus Groups	Rubric rating of at least 70%	
9. Display familiarity with the use and structure of language in playwriting. <i>Play Analysis</i>	Direct Locally Developed Examinations	Rubric rating of at least 70%	Direct Portfolios	Rubric rating of at least 70%	
10. Display a familiarity with a variety of theatre techniques. <i>Directing All Theatre course work</i>	Indirect Simulations	Rubric rating of at least 70%	Direct Performance Appraisals	Rubric rating of at least 70%	
11. Display ability to make assessments of quality in works of theatre. <i>Idea of Theatre</i>	Indirect Focus Groups	Rubric rating of at least 70%	Indirect Written Surveys	Rubric rating of at least 70%	
12. Value invention, honesty, collaboration, quality, intensity and positive effort in the arts.		Rubric rating of at least 70%		Rubric rating of at least 70%	

1. **Findings**—*Summarize the findings from the assessment activities for each SLO that was assessed. Identify the SLO # and append supporting documentation such as rubrics, scales, pass rates, test scores, or other measurements used to assess each SLO.*

Spring 2010 was the beginning of a significant transition in the Theatre Department and the JCFA. As such, assessment of SLO's was not undertaken.

2. **Use of Results**—*What programmatic changes, if any, were needed in response to the findings? Reference the SLO #.*

The new a chair will lead the faculty in beginning a review of the curriculum that should have bearing in next Fall's assessment. We will choose three SLO's .

3. What **support services or resources** for faculty would help your department assess its SLOs better?
4. What **revisions**, if any, to current SLOs did you make or are under consideration?

The one change, based on comments from the Fall of 2008 report, is that we will, for now, eliminate our SLO #12. For Spring 2011 we will aim to address SLO #12 values in a more identifiable and measurable context or incorporate them into existing and functioning SLO's.

5. Map each of your program's SLOs to the University Learning Outcomes. Make annual updates only if your SLOs changed. For example:

I have left the map submitted last time.

Butler University students will:

1. Explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytic reasoning, and creative arts. (*Know*)
2. Articulate and apply required content knowledge within their area(s) of study. (*Know*)
3. Find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (*Know*)
4. Explore a variety of cultures. (*Know*)
5. Recognize the relationship between the natural world and broader societal issues. (*Know*)
6. Communicate clearly and effectively. (*Do*)
7. Demonstrate collaborative behavior with others. (*Do*)
8. Practice ways and means of physical well-being. (*Do*)
9. Acquire the skills to make informed, rational and ethical choices. (*Do*)
10. Appreciate diverse cultures, ethnicities, religions and sexual orientations. (*Value*)
11. Share their talents with Butler and the greater community at large. (*Value*)
12. Be exposed to the value of lifelong learning. (*Value*)

Theater Student Learning Outcomes:	Butler University Learning Outcomes											
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	1	2	3	4	5	6	7	8	9	10	11	12
1. Demonstrate an understanding of the basic production process such as acting, directing, stage costume and lighting design.	X	X				X	X	X			X	X
2. Demonstrate an understanding of contemporary thinking about theatre and related arts.	X	X	X		X	X			X	X		X
3. Demonstrate an understanding of the relationship between the theatre arts of other cultures and other times.	X	X	X	X	X	X			X	X		X
4. Demonstrate an understanding of the relationship between theatre and other art forms.	X		X	X		X	X		X			X
5. Demonstrate an understanding of moral and ethical problems in the discipline.		X	X						X			X
6. Communicate with accuracy, cogency and persuasiveness.			X			X						
7. Create and present public performances in the theatre.	X	X	X			X	X	X		X	X	X
8. Display ability in visual and aural perception through theatre performance.	X	X				X						
9. Display familiarity with the use and structure of language in playwriting.	X	X	X			X			X			
10. Display a familiarity with a variety of theatre techniques.	X	X	X			X						
11. Display ability to make assessments of quality in works of theatre.	X	X	X	X	X	X	X	X		X	X	X
12. Value invention, honesty, collaboration, quality, intensity and positive effort in the arts.								X				X

6a. List all courses in the program and map each of your SLOs to the **curriculum** in which the learning occurs, indicating the extent to which the outcome is introduced (I) or refined (R). [Make annual updates only if your SLOs or curriculum changed.]

* The one change is that I have cleared the column for our SLO #12

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11	SLO* 12
TH 100	I					I	I	I		I		
TH 105	I			I		I		I		I	I	
TH 111	I					I	I	I		I	I	
TH 112	R					R	R	R	I	R	I	
TH 113		I	I	I	I					I		
TH 114												
TH 200	I						I	I				
TH 201	I			I		I		I		I		
TH 202	I					I	R	R		R		
TH 231	R					R	R	R				
TH 232	R						R	R		R		
TH 300	R					R	R	R		R		
TH 322			R									
TH 323W			R									
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11	SLO 12*
TH 324			R					R		R		
TH 325	R					R	R	R		R		
TH 331	R					R	R	R		R		
TH 333		R	R		R		R	R	R			
TH 385		R	R		R				R			
TH 403												
TH 404												
TH 405				R	R	R	R	R	R	R	R	
TH 411	R				R	R	R	R	R	R		
TH 422			R									
TH 423			R									

TH 424		R	R	R			
TH 496	R				R	R	
TH 498	R				R	R	
JC 100			I	I	I		I
JC 200			R	R	R		R
JC 300			R	R	R		R
JC 400			R	R	R		R

6b. **Learning/developmental opportunities for students outside the classroom**—*If any SLO was addressed outside the classroom, explain where and how the learning/developmental opportunities were provided to students in your program? (i.e., internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you may have employed.)*

Department of Theatre
Student Learning Outcomes
Locally Developed Examinations
Assessment Rubric

The following student learning outcomes are measured by this rubric:

I have included the Rubric last submitted.

SLO 2: Demonstrate an understanding of contemporary thinking about theatre and related arts;

SLO 3: Demonstrate an understanding of the relationship between the theatre arts of other cultures and other times;

SLO 6: Communicate with accuracy, cogency and persuasiveness;

SLO 9: Display familiarity with the use and structure of language in playwriting;

SLO 11: Display ability to make assessments of quality in works of theatre

Name:	Outstanding	Above Average	Average	Below Average	Deficient	Points
Topic:	10	9	8	7	5	10 - 5
<i>Length of Paper</i> <i>Word Count</i> <i>Spacing</i>	Paper meets or exceeds required length and word count. Thesis introduced, Developed, supported and concluded; well conceived and covered topic	Paper meets required length and word count. Argument presented Developed Supported concluded	Paper meets required length and word count. Topic introduced Developed Supported Summarized.	Paper barely meets required length and word count. Topic introduced Developed but Lacks depth or Understanding; broad or generalized presentation.	Paper fails to meet required length and word count. Argument deficient Insufficiently developed Not proven	
<i>Sources</i> (minimum number of required scholarly or professional books/journals) complete with annotations	Exceeds minimum number of required books and journals appropriate to college level scholarship, well integrated and cited within paper, including scholarly or insightful annotations.	Includes required number of references to scholarly books and journals, most of which are appropriately integrated and cited within paper and well annotated.	Includes required number of references, most of which are of a scholarly quality and which are integrated into the paper and appropriately cited and annotated.	Sources are not all of a scholarly nature, or ideas are not well integrated into paper but citations are properly done and reasonably annotated	Insufficient numbers or quality of sources, or improper citation format, or annotations focused on personal rather than scholarly assessment.	
<i>Format (MLA)</i>	Perfect use of scholarly format in text, citations, and References.	Excellent use of scholarly format, in text, citations, and references.	Adequate use of scholarly format in text, citations, and references.	One or two mistakes in formatting.	Several mistakes in formatting of text, citations, or references.	

<i>Mechanics</i> (grammatical or typographical errors)	Flawless implementation of grammar including tense, construction, syntax, and spelling.	Excellent implementation of grammar including tense, construction, syntax, and spelling.	Good understanding of grammar including tense, construction, syntax, and no errors in spelling.	Understanding of grammar construction, and syntax, but may have one or two errors or typos.	Inconsistent use of grammar or syntax and more than two errors.	
<i>Mastery of Research</i>	Research is fully understood, concepts are accurately connected to experiences and ideas clearly support the overall thesis.	Research is clearly understood, appropriately connected to experience, and well integrated into paper.	Research is understood, connected to experiences, and applied to ideas in paper.	Limited understanding of research, generalized connection to experience and paper.	Tenuous connection between research, experience and ideas of paper.	
<i>Synthesis of research and personal experience</i>	Clear, articulate, and insightful relationship of ideas and experience supported with concrete specific examples.	Clear, articulate relationship of ideas and experience supported with specific examples.	Research clearly supports understanding of personal experience with some examples.	Research is related to personal experience in obvious ways with shallow consideration or understanding.	Relationship of research to experience is generalized or disconnected.	
<i>Application of subject to other areas of theatre</i>	Clear and articulate connection of theoretical ideas in 3 or more areas of theatre including concrete examples.	Clear and articulate connection of theoretical ideas in 3 areas of theatre including concrete examples.	Clear connection of theoretical ideas in 3 areas of theatre including pertinent examples.	Three areas of theatre are somewhat related to each other with limited examples.	Unclear, over simplified, or missing.	
<i>Writing Effectiveness:</i> How well ideas are developed and expressed.	Exemplary progression of ideas, articulated clearly, supported by concrete examples from research and experience, and concluded with insight.	Organized progression of ideas supported by concrete examples from research and experience, with insightful conclusions.	Organized progression of ideas supported by examples from research and experience, plus insightful summary.	Progression of ideas related to examples from research and experience, but with general rather than insightful summary.	Rambling or unsupported generalizations, failure to incorporate specific research and experience in a meaningful observation.	

<p>Writing Clarity: succinct, logical, and organized presentation.</p>	<p>Exemplary use of topic sentences, supporting sentences, and segues, exact use of language and syntax, seamless and cogent flow. Zero errors.</p>	<p>Good use of topic sentences, supporting information, organization, segues, articulate use of language and syntax, cogent flow, one or two typos allowed.</p>	<p>Clear paragraph and sentence construction, good use of language, clearly understandable. One or two typos.</p>	<p>Acceptable sentence/paragraph construction and organization, adequate use of language. Max 3 typos.</p>	<p>Writing marred by halting flow or repetitive language, poor paragraph development, or poor grammar. More than 3 errors in spelling, punctuation, or grammar.</p>	
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Department of Theatre
Student Learning Outcomes
Performance Appraisal
Assessment Rubric

The following student learning outcomes are measured by this rubric:

I have included the Rubric last submitted.

SLO 1: Demonstrate an understanding of the basic production process such as acting, directing, design

SLO 6: Communicate with accuracy, cogency and persuasiveness;

SLO 7: Create and present public performances in the theatre;

SLO 8: Display ability in visual and aural perception through theatre performance;

SLO 9: Display familiarity with the use and structure of language in playwriting;

SLO 10: Display a familiarity with a variety of theatre techniques.

Name:	Outstanding 10	Above Average 9	Average 8	Below Average 7	Deficient 5	Points 10 - 5
<i>Foundation</i>	Beyond expectations in terms of grasp of subject knowledge	Elevated accuracy of elements	Demonstrates understanding of essential elements	Demonstrates some knowledge of basic elements	Minimal expectations not met	
<i>Execution</i>	Absolute command of technical elements	Proficient command of technical elements	Technical elements minimally achieved	Technique below minimal expectations	No command of technical elements	
<i>Artistry</i>	As near professional level as possible for undergraduate students	Demonstrates firm grasp of performance, execution of tasks	Competent execution of tasks, and grasp of performance	Minimal expertise	No demonstration of mastery of subject	

Department of Theatre
Student Learning Outcomes
Portfolio Review
Assessment Rubric

The following student learning outcomes are measured by this rubric:

I have included the Rubric last submitted.

SLO 2: Demonstrate an understanding of contemporary thinking about theatre and related arts;

SLO 3: Demonstrate an understanding of the relationship between the theatre arts of other cultures and other times;

SLO 4: Demonstrate an understanding of the relationship between theatre and other art forms;

SLO 5: Demonstrate an understanding of moral and ethical problems in the discipline;

SLO 6: Communicate with accuracy, cogency and persuasiveness;

SLO 9: Display familiarity with the use and structure of language in playwriting;

SLO 10: Display a familiarity with a variety of theatre techniques;

SLO 11: Display ability to make assessments of quality in works of theatre.

Name:	Outstanding	Above Average	Adequate	Below Average	Deficient	Points
	5	4	3	2	1	10 - 5
<i>Creative or Artistic Content</i>	Portfolio contains all of the required material. The material is of exceptional quality	Portfolio contains all of the required material. The material is of above average quality	Portfolio contains all of the required material. The material is of adequate quality	Portfolio contains most of the required material. The material is of adequate to below average quality	Portfolio contains little of the required material and/or the quality of the material is unacceptable	
<i>Written Content</i>	Portfolio contains all of the required items. Writing samples show significant student progress and exceptional knowledge of the material	Portfolio contains all of the required items. Writing samples show good student progress and firm knowledge of the material	Portfolio contains all of the required items. Samples show some student progress and some knowledge of the material.	Portfolio contains most of the required items. The writing samples show some to little student progress and/or little knowledge of the material	Portfolio contains few of the required items. The writing samples show little progress and/or little knowledge of the material	
<i>Organization</i>	Portfolio is completely and neatly organized. A reader can easily find information	Portfolio is well organized. A reader can find information fairly easily	Portfolio is fairly well organized. A reader has little difficulty finding information	Portfolio shows some attempt at organization. A reader experiences difficulty finding information	Portfolio shows no attempt at organization. A reader experiences great difficulty finding information	
<i>Mechanics</i>	There are no errors in spelling, punctuation or grammar	There are very few errors in spelling, punctuation or grammar	There are few errors in spelling, punctuation or grammar	Errors in spelling, punctuation or grammar are evident	Errors in spelling, punctuation or grammar are numerous	

<i>Self Assessment</i>	All required reflective writing is present and includes personal reactions that are descriptive and insightful. Excellent evaluation of personal strengths and weaknesses.	All required reflective writing is present, and most includes personal reactions that are descriptive and insightful. Accurate evaluations of personal strengths and weaknesses	All required reflective writing is present and some includes personal reactions that are descriptive and insightful. Fairly accurate evaluations of personal strengths and weaknesses	Most required reflective writing is present but little of the reflective writing includes personal reactions that are descriptive and insightful. Somewhat superficial consideration of personal strengths and weaknesses	Most required reflective writing is absent and/or most of the reflections do not include personal reactions that are descriptive and insightful. Lackluster interest in own work	
<i>Portfolio Presentation</i>	Superior presentation. Student confidently engaged with the audience	Good presentation. Student made good contact with the audience	Solid but predictable presentation. Student made intermittent contact with the audience	Monotonous presentation. Student experienced difficulty engaging with the audience.	Poor presentation. Student lacked clarity and had great difficulty engaging with the audience. Evident lack of preparation.	
<i>Creative Use of Technology</i>	Innovative use of all required technology	Competent use of all required technology	Competent use of most required technology	Competent use of only some of the required technology	Competent use of little or none of the required technology	

Department of Theatre
Student Learning Outcomes
Exit and Other Interviews
Assessment Rubric

The following Student Learning Outcomes are measured by this rubric:

I have included the Rubric last submitted.

SLO 1: Demonstrate an understanding of the basic production process such as acting, directing, and design

SLO 2: Demonstrate an understanding of contemporary thinking about theatre and related arts

SLO 3: Demonstrate an understanding of the relationship between the theatre arts of other cultures and other times

SLO 4: Demonstrate an understanding of the relationship between theatre and other art forms

SLO 5: Demonstrate an understanding of moral and ethical problems in the discipline

SLO 6: Communicate with accuracy, cogency and persuasiveness

SLO 8: Display ability in visual and aural perception through theatre performance

SLO 10: Display familiarity with a variety of theatre techniques

SLO 11: Display ability to make assessments of quality in works of theatre

Skill	Exemplary 5	Proficient 4	Adequate 3	Requires Improvement 2	Poor 1
CRITICAL THINKING					
1. Thinks creatively to produce ideals. Thinking is adaptable and flexible					
2. Accurately interprets statements and identifies relevant arguments					
3. Distinguishes fact from opinion					
4. Demonstrates a willingness to engage in continuous learning					
5. Is able to reflect on what and how they have learned					
6. Appreciates the ethical responsibilities incumbent on becoming a professional within the discipline					
7. Is aware of and responds to the evolving nature of the field					
COMMUNICATION SKILLS					
1. Is able to identify and discuss relevant arguments in an articulate and persuasive manner					
2. Is willing to resolve possible conflicts					
3. Takes initiative in leading discussion					
4. Is able to work in collaboration with others					
PROBLEM SOLVING					
1. Fair-mindedly follows where evidence and reason lead					
2. Thoughtfully analyses and evaluates alternative points of view					
3. Draws warranted conclusions					

4. Develops and understands workable solutions to a problem					
LEADERSHIP					
1. Is a mentor to underclassmen					
2. Is an ambassador for the department to the university					
3. Is an ambassador for the department to the community at large					