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| Department/Program: Performing Arts | Chair/Director: David Klamen | Assessment cycle/year: 2013-14 |
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Mission/Purpose

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

- goal 1. Students develop general knowledge of the vocabulary, methods, and skills required for theatre production
- goal 2. Students gain familiarity with the literary foundations and historical conventions of western and contemporary theatre.
- goal 3. Students prepared to be participants in the theatre experience.
- goal 4. Students develop a personal voice and individual point of view through participation in actualized theatre production.

Which Student learning outcomes (Goals) did you assess this year?

- goal 3. Students prepared to be participants in the theatre experience.
- goal 4. Students develop a personal voice and individual point of view through participation in actualized theatre production.

Assessment Summary

| Outcomes/Objectives | Measure(s) | Findings | Action Plans |
|--|--|---|---|
| <i>Ex. Students will demonstrate proficiency in oral communication.</i> | <i>Rubric applied to capstone project presentations.</i> | <i>60% of students scored a 3 or higher.</i> | <i>Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.</i> |
| goal 3. Students prepared to be participants in the theatre experience. | a.) T100 Intro to Theatre – final course grades b.) T120 Acting I – participation in class activities | a.) Of 35 T100 students, 71% earned a final grade C- or higher. b.) Of 71 students, 91% scored a B or higher on the "Contribution and Collaboration" portion of their grade. | Develop a new course in Chicago Theatre that will take advantage of our proximity to Chicago and expose students to current theatre productions, as well as the history of the city and the development of Chicago theatre. |
| goal 4. Students develop a personal voice and individual point of view through participation in actualized theatre production. | Evaluation of a capstone course that requires students to demonstrate individual expression in an actual production. | All of the students who enrolled in the capstone course last year passed with a C- or higher. | Invite professional theatre artists to campus to demonstrate high quality, professional-level theatre practice, and interact with students. |

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

We plan to introduce intensive writing component to an upper-level theatre class to enhance higher level critical thinking and communication skills.

Both action plans indicated above, are specifically chosen to take advantage of our geographical proximity to Chicago. An enhanced relationship between the Chicago theatre and IU Northwest communities could improve current student learning, provide professional development opportunities for our graduates and help increase the recruitment of future theatre majors.