

Assurance of Student Learning Reflection 2024-2025

Potter College of Arts and Letters

Department of Theatre and Dance

BFA Performing Arts 588/588P,

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Is this an online program? ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here

☐ Yes, they match! (If they don't match, explain on this page under **Evaluation**)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome

Students will demonstrate the ability to think conceptually and critically about the interrelationships between text, performance, production, and artistic and cultural contexts.

Evaluation

The BFA Performing arts program is undergoing changes to the curriculum and program to become more in line with National Association of Schools of Theatre (NAST) standards, including a name change to BFA in Theatre. The Student Learning Outcomes (SLO) included in this document are not currently in CourseLeaf. As part of the curriculum review the SLO for this program are under review.

Per the most recent curriculum committee meeting this learning outcome is still relevant. There is currently discussion about the efficacy of the measurement. The SLO is measured through student writing samples from a class all majors are required to take. In that sense a sufficient number of student writing samples are reviewed.

Measurement Instruments

"All students in the BFA – Performing Arts program are required to take either World Theatre History I or World Theatre History II. Students in the Acting, Design & Technology, and Theatre concentrations are required to take a second course in the theatre history area, which includes those two courses as well as U.S. Theatre History. As part of these courses, students complete brief reading responses for plays read over the course of the semester. In order to assess students' ability to think conceptually and critically about the interrelationships between text, performance, production, and artistic and cultural contexts, a faculty member will review a sample of these reading responses and score them according to the attached rubric."

Reading responses submitted by BFA students from THEA 365 were downloaded from Blackboard. They were then sorted to ensure that no student was represented more than once. Following that, they were anonymized. A sample of 10 responses was then randomly selected from that group and assessed according to the attached rubric.

The sample responses were scored according by a faculty member who was not the instructor of the course. The choice to have only one reviewer was based on the fact that only one other faculty member has the level of familiarity with the range of plays and theatrical traditions covered in the responses to evaluate these responses effectively

	Using student writing samples with the rubric does measure the SLO. Depending on the nature of the change the measurement instrument might also need to be changed. If using AI were to interfere with the writing samples then discussion could be used to measure the same SLO to determine if a student could demonstrate the same thinking abilities. The rubric for this is focused on how the student demonstrates understanding and makes the arguments understood and supported so moving from written to verbal methods of communication would not require a change.
Criteria & Targets	“To be considered successful in regards to this outcome, a student’s response will score at least 15 out of 25 points according to the rubric.” Target goal 70%: most recent achievement 90% We could increase the target goal for this instrument.
Results & Conclusion	Results: This learning outcome was met above the target measure. Conclusions: The measurement exceeded the target.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	For the next cycle the plan is to continue to use this method of evaluation. Given that we had a 90% success rate and the success target is relatively low, we will consider raising this number going forward.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Demonstrate the ability to present themselves and their work in ways appropriate for their post-graduate career goals.
Evaluation	This assessment is relevant for the learning outcome and for students’ next step after graduation. This SLO needs to be revised so that the goals are specific and more clear. As of this writing not all faculty are confident in the effectiveness of measurement instrument.
Measurement Instruments	Graduating seniors submit a professional resume appropriate to their area(s) of focus as part of our departmental jury process. Students submitted a printed copy of their resume during their exit jury. 10 resumes were randomly selected for review. Resumes were reviewed based on industry standards using the attached rubric. Because each resume is specific to the student in question, performance resumes are expected to include a headshot, and the formatting choices made for names and contact information are a necessary part of the evaluation, the samples could not be anonymized before review.
Criteria & Targets	Target: 80% of students achieve a rating of “good” or “superior” based on the attached rubric. Achievement: 100%
Results & Conclusion	Results: The majority of students presented professionally styled resumes appropriate for their chosen concentration in the industry. One student presented a resume appropriate for an entry-level job seeker without specific concentration.

	Conclusions: The program will continue to monitor what the industry standards are for resume format and update information in professional preparation classes as needed.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The curriculum committee will review this outcome.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Demonstrate the ability to apply their theatrical knowledge and skills to staged productions by contributing in substantive ways (as appropriate to their area(s) of focus) to the creation and/or execution of publicly shared theatrical performances.
Evaluation	This learning outcome is still relevant to measure students' ability to apply knowledge beyond conceptual thinking into practice. The student Resume serves as an artifact of what positions and skills the student has performed during their time at WKU. It also indicates if the department is providing sufficient production experiences for students in accordance with NAST requirements.
Measurement Instruments	Student Production Resumes are submitted by each student as part of our departmental jury process. These document overall participation in production work at WKU, including Mainstage, Next Stage, Rising Artist, and end of semester showcase projects. Student production resumes were submitted electronically as part of the jury process. 10 were selected randomly for review. The resumes were then scored using the attached rubric. The rubric used to assess these resumes was designed with four categories, in order to best represent the various areas of student specialization. Because our program emphasizes the acquisition and application of skills beyond a student's primary area, students were scored in all four categories regardless of specialization, with a target for their overall contributions as well as their work in their primary area. Performance was considered the primary area for students in the Musical Theatre and Acting concentrations. Design and Technology students' primary area could be assessed based on either the Design & Technology or the Stage Management & Crew categories. Since the theatre concentration is explicitly designed for students whose work crosses areas, they don't have a singular primary area for our measurement purposes. For this reason, students in that concentration are expected to reach a larger number of total points, as well as evidence of significant contributions in at least two areas.
Criteria & Targets	For students in the Acting, Design & Technology, and Musical Theatre concentrations, at least 14 points in their primary area(s). For students in the Theatre concentration, at least 20 points overall, with a minimum of 8 points in two separate categories. For all students, at least 18 points overall. The success target is 80% and achievement was 90%
Results & Conclusion	Results: Based on these results, the BFA – Performing Arts program continues to prepare students in a broad array of skills. Conclusions: The measurement exceeded the target.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Reviewing this SLO revealed some discrepancies in the methods. Resumes were more often submitted in hard copy instead of electronically and were not anonymous. The description of the method will be updated to match method.

Metrics.

STUDENT LEARNING OUTCOME 1

MEASUREMENT INSTRUMENT 1

Overall Ratings

Successful: 9

Unsuccessful: 1

SAMPLE RUBRIC

	Excellent (5)	Strong (4)	Acceptable (3)	Poor (2)	Very Poor (1)	Missing (0)
Discussion of text makes substantive, clear, and appropriate connections between some combination of the following: performance, production, artistic context, cultural context.						
Claim(s) are clear, specific, reasonable, and arguable						
Claim(s) supported effectively with clear, specific, well-chosen evidence						
Demonstrates an overall understanding of material						
Analysis is thoughtful and goes beyond surface level observations						

Successful: 15+ points

Unsuccessful: 0 – 14 points

STUDENT LEARNING OUTCOME 2

MEASUREMENT INSTRUMENT 1

Overall Ratings

Good or Superior: 10

Unimpressive or Poor: 0

SAMPLE RUBRIC

	SUPERIOR	GOOD	UNIMPRESSIVE	POOR
	- No typos or spelling errors - Formatting is clear, attractive, and professional - Formatting and information are appropriate for chosen field - Includes all necessary information - Conveys a sense of personality	- No typos or spelling errors - Formatting is generally appropriate but may not be compelling or entirely consistent - Formatting and information are generally appropriate for chosen field - Includes adequate information	- A few minor typos or errors - One or two formatting errors. Presentation may be somewhat confusing - Formatting and information may not be presented in a generally acceptable format for chosen field - Includes sufficient information	- Easily noticeable typos or spelling errors - Formatting is inconsistent, unattractive, confusing, or minimal - Information is missing or presented in an incomplete or confusing way - Formatting is not appropriate for chosen field
TOTAL	9	1	0	0

STUDENT LEARNING OUTCOME 3**MEASUREMENT INSTRUMENT 1****Overall Ratings**

Successful: 9

Unsuccessful: 1

SAMPLE RUBRIC

Points	Performance		Design & Technology		Playwriting, Dramaturgy, Directing, Devising, Other		Stage Management & Crew	
4	Lead Role, M or NS		Designer, M		Playwright, M or NS		PSM, NS	
	Major Supporting Role, M		Technical Director, M		Dramaturg, M		SM, M or NS	
			Draper, M		Director, NS			

		Master Electrician, M	Choreographer (inc. Intimacy & Combat), M or NS		
		Properties Master, M	Music Director, M or NS		
		Paint Charge, M			
3	Major Supporting Role, NS	Designer, NS	Asst. Director, M	ASM, M	
	Supporting Role or Ensemble, M or NS	Asst. Designer, M	Asst. Choreographer (inc. Intimacy and Combat), M or NS		
	Understudy or Swing, M	Technical Director, NS	Asst. Dramaturg, M		
	Lead Role, NS or 15+	Draper, NS	Dramaturg, NS		
		Master Electrician, NS			
		Properties Master, NS			
		Paint Charge, NS			
2	Understudy or Swing, NS	Lead Stitcher	Writer, RA or 15+	ASM, NS	
	Other Performance, RA or 15+	Head Carpenters	Director, RA or 15+	PA, M	
		Designer, RA or 15+	Dramaturg, RA or 15+	SM, RA or 15+	
1	Performer, O	Designer, O	Writer, O	Crew, Board Op	
			Dramaturg, O	Carpenter	
			Director, O	Electrician	
				Stitcher	
				SM, O	
TOTAL	Performance	Design & Technology	Playwriting, etc.	Stage Management & Crew	

KEY

M = Mainstage; NS = Next Stage Series; RA = Rising Artist Series; 15+ = Showcases and Other Public Performances, approximately 15 minutes or more; O = Showcases and Other Public Performances, less than 15 minutes