

Assurance of Student Learning Reflection 2024-2025

Potter College of Arts and Letters	Department of Theatre & Dance
BA Theatre 798	
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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	This learning outcome is in agreement with National Association of Schools of Theatre (NAST) standards. It is currently undergoing a change that brings more into agreement with PCAL goals by changing the method from written to verbal.
Measurement Instruments	Previous Method: Faculty will review and score an anonymized sample of reading response assignments from our World Theatre History I and US Theatre History courses based on the attached rubric. Instrument implemented spring 2025 Update to Courseleaf pending: Students will <i>verbally</i> demonstrate the ability to think conceptually and critically about the interrelationships between text, performance, production, and artistic and cultural contexts. The measurement instrument will be changed so that instead of a written assignment students will participate in a discussion regarding a creative project they worked on in the department. The prompt provided in advance will be "Choose a creative project that you feel helped you think about the relationship between theatre (as a script, in performance, or both) and the time and place it's happening in. This could be anything: a scene you did in a class, dramaturgy you did for a production, something you created for New Works or solo performance, a design you created (realized or on paper), a role you played, a directing concept you developed, a theatre company you "created," etc. Come ready to tell us a little bit about it, and then answer a couple of questions: When you moved from the page to the stage, what kinds of things did you think about? How did your understanding of the piece and what it was about influence the creative choices you made? What about the cultural and/or artistic context the show(s) you were dealing with were originally created for? How did the specific time / place / audience you were creating the work for influence your choices?"

Criteria & Targets	The targets and metric will remain the same 70% of students meet the target measurement of 12 points out of 20 according to the attached metric.
Results & Conclusion	<u>Results:</u> 100% of Students met the metric <u>Conclusions:</u> Students were notified in advance of the discussion questions, but even those that missed the email were prepared to discuss projects in depth. Sometimes questions not originally included were required.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We found this to be an efficient method for this metric. However the first implementation indicated that additional questions may be needed such as “Can you give an example of a creative challenge you encountered and what solution you found?” and a followup question that specifically focuses on the historical context of the student’s chosen piece.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Courseleaf: Students will demonstrate the ability to develop and support informed judgements about theatre.
Evaluation	The ability to form judgements and express arguments supporting them is an important part of the liberal arts degree. This review has begun a discussion if this is still the best method for measuring this learning outcome.
Measurement Instruments	All students in the BA Theatre program are required to take at least two classes in our Theatre History area (World Theatre History I, World Theatre History II, and U.S. Theatre History). As part of these courses, they complete brief reading responses for plays read over the course of the semester. In order to assess students’ ability to develop and support informed judgements about theatre, a faculty member will review a sample of these reading responses and score them according to the attached rubric. Reading responses submitted by BA students from the two theatre history courses taught this year, THEA 363 and THEA 364, were downloaded from Blackboard. While these classes include students from sophomore year onward, only responses completed by juniors and seniors were included. This choice was made in order to focus our assessment in a way that provides more meaningful information; sophomores shouldn’t be expected to be achieving at the same level as upper class students. Because students complete multiple versions of the same assignment, one sample from each junior or senior student was randomly selected. The selected responses were then anonymized. This year we had access to a full sections of samples and were able to continue review until 10 successful instances were found They were then scored according to the attached rubric 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 them effectively. The efficacy of this measurement method is being discussed by the curriculum committee.
Criteria & Targets	To be considered successful in regards to this outcome, a student’s response will score at least 12 points out of a possible 20 according to the rubric.

	70% of students will reach the target measurement.
Results & Conclusion	Results: 83% of students met the target Conclusions: Overall this measurement was effective though at times had an extremely small sample group due to fluctuating enrollment numbers.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	There are not specific plans for change but the faculty may review this SLO as part of the curriculum review.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Courseleaf: Students will demonstrate the ability to articulate experience in at least three aspects of theatrical production.
Evaluation	This continues to serve as an effective measure of the students' experience applying skills in theatrical experience though positions executed in the department productions.
Measurement Instruments	Students in the BA Theatre major are required to submit a Student Production History that reflects their participation in production work during their time at WKU. Students are asked to update this resume each semester via an editable google form, although faculty typically only check these forms in the student's first, fourth, and final semesters. In order to assess whether students are able to articulate their experience in at least three areas of theatrical production, a faculty member will review Student Production Resumes submitted by students graduating with a BA in Theatre and complete the attached rubric. Production history forms submitted by 5 graduating BA students were reviewed via google forms app or a Blackboard Journal. Because faculty know who worked on shows and in what capacities, these records were not anonymized. A faculty member reviewed each set using the attached rubric. The results were then tabulated.
Criteria & Targets	In order to demonstrate success in this learning outcome, a student's resume should demonstrate that they have experience in at least three of the listed areas (see rubric) and have used the appropriate terminology, based on industry standards, to identify that experience. Target success rate 90%
Results & Conclusion	Results: 100% success rate met Conclusions: The methods proved effective in measuring the SLO. The only difficulty was the limitations of the technology. Google forms proved to be a problem due to the privacy/security methods of the system. Students occasionally could not find or review their previous information from semester to semester. This would result in duplicate records and information that was difficult for students to update and faculty to evaluate.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Starting with the current incoming class we moved the production history forms to Blackboard journals. It is an internal solution supported by WKU IT that addresses all the challenges with the previous solution. Upper class students will still be supported in the use of Google but by the end of the assessment cycle and as they graduate the goal is for all students to use blackboard.

Metrics.

STUDENT LEARNING OUTCOME 1

MEASUREMENT INSTRUMENT 1

Overall Ratings

Successful: NA

Unsuccessful: NA

SAMPLE RUBRIC

	Excellent (5)	Strong (4)	Acceptable (3)	Poor (2)	Very Poor (1)	Missing (0)
Reflection makes substantive, clear, and appropriate connections between some combination of the following: text, performance, production, artistic context, cultural context.						
Ideas are supported effectively and don't rely heavily on generalizations or assumptions						
Reflection demonstrates an overall understanding of material						
Reflection is thoughtful and goes beyond surface level observations						

Successful: 12+ points

Unsuccessful: 0 – 11 points

STUDENT LEARNING OUTCOME 2

MEASUREMENT INSTRUMENT 1

Overall Ratings

Successful: 10

Unsuccessful: 2

ID#:

TOTAL SCORE:

	Excellent (5)	Strong (4)	Acceptable (3)	Poor (2)	Very Poor (1)
Claim(s) are clear, specific, reasonable, and arguable					
Discussion of content (themes, message, and/or story) and/or form demonstrates a clear understanding of the text					
Claim(s) are supported effectively with clear, specific, well-chosen evidence					
Analysis is thoughtful and goes beyond surface level observations					

Successful: 12+ points

Unsuccessful: 0 – 11 points

STUDENT LEARNING OUTCOME 3

MEASUREMENT INSTRUMENT 1

Overall Ratings

Successful: 5

Unsuccessful: 0

RESUME ID	
AREA 1	
Correct Terminology	
AREA 2	
Correct Terminology	
AREA 3	
Correct Terminology	
Number of Additional Areas	
Meets Objective	

Key: Possible Areas

CD/C	<i>Costume Design & Construction</i>	Perf	<i>Performance</i>
Crew	<i>Production Crew (includes Run Crew, Board Operators, Spot Operators, and Wardrobe Crew)</i>	Props	<i>Properties</i>
Dir	<i>Directing</i>	SD	<i>Sound Design</i>
Dram	<i>Dramaturgy</i>	SD/C	<i>Set Design & Construction</i>
FoH	<i>Front of House (includes Box Office, Ushers, House Management)</i>	SM	<i>Stage Management</i>
LD/E	<i>Lighting Design & Electrics</i>	W	<i>Writing</i>
P&M	<i>Publicity and Marketing</i>		