1. **What student learning outcomes were assessed this year, and why?**

The attached tools will be used as a holistic review of the work, as both the Student Learning Outcomes and assessment tools are newly developed. It is expected that as areas of concern are identified we will look for ways to more closely analyze the specific area(s) and refine the tools for assessment.

This is the first year using the newly developed Student Learning Outcomes and assessment rubric. It is hoped that this this year’s holistic review will help the faculty further refine areas to examine in subsequent reviews.
# Student Learning Outcomes

**Department:** Theatre Arts  
**Program:** Bachelor of Fine Arts – Performance

<table>
<thead>
<tr>
<th>Student Learning Outcomes (performance, knowledge, attitudes)</th>
<th>Related Program/ Departmental Goals</th>
<th>Related College Goals</th>
<th>Related University Goals</th>
<th>Method(s) of Assessment (What is the assessment?)</th>
<th>Who Assessed (Students from what courses – population)**</th>
<th>When Assessed (term, dates) ***</th>
<th>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</th>
</tr>
</thead>
</table>
| 1. Ability to analyze a given text and identify key components for creating a character. | The program will be widely recognized as a unique pre-professional actor training program with regional & national distinction, with the ability to provide skills appropriate and necessary to pursue further advanced training and/or enter the profession. | 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs. | A standardized text & character analysis format | Faculty will evaluate students entering the degree program in the classroom, through written assignments, oral discussions, and exercises. Cast members of a production/Senior Project under supervision of faculty director. | Baseline Assessment: Basic Acting Sequence courses [TH 144, TH 244, & TH 246]  
Endpoint Assessment: Portrayal of a character in faculty supervised production during Senior year. | 90 % of all students will earn a score of “Met Proficiency” or higher on Endpoint Assessment |
| 2. Awareness of physical capabilities & ability to flexibly adjust physicality to portray a character. | Training will provide skills appropriate and necessary to pursue further advanced training and/or enter the profession. | 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs. | A standardized Body Awareness Checklist & Physical Life Observation. Related in-class exercises. | Faculty will evaluate students entering the degree program in the classroom, through written assignments, oral discussions, and exercises. Cast members of a production/Senior Project under supervision of faculty director. | Baseline Assessment: Basic Acting Sequence courses [TH 244, TH 245, & TH 246]  
Endpoint Assessment: Portrayal of a character in faculty supervised production during Senior year. | 90 % of all students will earn a score of “Met Proficiency” or higher on Endpoint Assessment |
| 3. Awareness of vocal capabilities & ability to flexibly adjust vocally to portray a character. | Training will provide skills appropriate and necessary to pursue further advanced training and/or enter the profession. | 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs. | A standardized Vocal Awareness Checklist & Vocal Life Observation. Related in-class exercises. | Faculty will evaluate students entering the degree program in the classroom, through written assignments, oral discussions, and exercises. Cast members of a production/Senior Project under supervision of faculty director. | Baseline Assessment: Basic Acting Sequence courses [TH 244, TH 245, & TH 246]  
Endpoint Assessment: Portrayal of a character in faculty supervised production during Senior year. | 90 % of all students will earn a score of “Met Proficiency” or higher on Endpoint Assessment |
| 4. Ability to identify units of action [beats], select playable actions, and execute those actions in performance. | Training will provide skills appropriate and necessary to pursue further advanced training and/or enter the profession. | 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs. | Written score of text for scene or monologue. Evaluation of score application to scene or monologue performance. | Faculty will evaluate students entering the degree program in the classroom, through written assignments, oral discussions, and exercises. Cast members of a production/Senior Project under supervision of faculty director. | Baseline Assessment: Basic Acting Sequence courses [TH 144, TH 244, & TH 246]  
Endpoint Assessment: Portrayal of a character in faculty supervised production during Senior year. | 95 % of all students will successfully portray a role in production by applying their score of the text through execution of playable actions in performance |
2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?

The following rubric will be used in this review. Since this is the first time we are implementing this assessment, we will be gathering baseline data this year. Instructors will evaluate written documentation, oral discussions, and the culminating performance, which will be presented in class.

**BFA Performance - Culminating Project Evaluation Rubric**

<table>
<thead>
<tr>
<th>Rating/score</th>
<th>5 Exemplary Distinguished Professional Exceptional Excellent Superior Outstanding</th>
<th>4 Proficient Effective Above Standard Skillful Admireable</th>
<th>3 Satisfactory Developing At Standard Competent Acceptable Good Intermediate</th>
<th>2 Basic</th>
<th>1 Unsatisfactory Pre-emergent Below Standard Weak Unacceptable Unacceptable Substandard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates exceptional understanding of components in a domain and applies elements at consistently a high level; shows attributes of accomplished practice.</td>
<td>Demonstrates specific understanding of concepts in a domain and applies them at a high level; shows some attributes of accomplished practice.</td>
<td>Demonstrates general understanding of concepts in a domain and generally applies them well.</td>
<td>Demonstrates some understanding of concepts in a domain and attempts to apply elements. Application is not always achieved or successful.</td>
<td>Deficient in understanding performance and/or application of concepts in a domain.</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

1. Student demonstrated the ability to analyze a given text and identify key components for creating a character.

2. Student demonstrated awareness of physical capabilities

   Student demonstrated ability to flexibly adjust physicality to portray a character.

3. Student demonstrated awareness of vocal capabilities

   Student demonstrated ability to flexibly adjust vocally to portray a character.

4. Student demonstrated ability to identify units of action [beats] in a score of the play text.

   Student demonstrated ability to select playable actions in a score of the play text.

   Student demonstrated ability to execute selected actions in performance.

B) Who was assessed?

All Senior BFA candidates who play roles in a faculty supervised production.

C) When was it assessed?

Each student in their final year of study who is cast in a faculty supervised production will be evaluated, primarily by the faculty director of the production and secondarily by each of the remaining Performance Faculty members.
3. **What was learned?** In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

Since baseline assessment is in process this quarter [fall 2014], no endpoint assessment has yet been done. Our plan is to implement the endpoint assessment in spring 2015.

**BFA Performance- Culminating Project Evaluation Rubric**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Project Name</th>
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<th>Date of Examination</th>
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</table>

| Rating/score | 5 Exemplary Professional Exceptional Outstanding | 4 Proficient Effective Above Standard Skilful Admireable | 3 Satisfactory Developing At Standard Competent Acceptable Good Intermediate | 2 Basic | 1 Unsatisfactory Pre-emergent Below Standard Weak | Unacceptable Unaware Substandard |
|--------------|------------------------------------------------|-------------------------------------------------|-------------------------------------------|---------------------------------|----------------------------------|
|              | Demonstrates exceptional understanding of components in a domain and applies elements at consistently a high level; shows attributes of accomplished practice. | Demonstrates specific understanding of concepts in a domain and applies them at a high level; shows some attributes of accomplished practice. | Demonstrates general understanding of concepts in a domain and generally applies them well. | Demonstrates some understanding of concepts in a domain and attempts to apply elements. Application is not always achieved or successful. | Deficient in understanding performance and/or application of concepts in a domain. |

**Student Learning Outcomes**

1. Student demonstrated the ability to analyze a given text and identify key components for creating a character.

2. Student demonstrated awareness of physical capabilities

   Student demonstrated ability to flexibly adjust physicality to portray a character.

3. Student demonstrated awareness of vocal capabilities

   Student demonstrated ability to flexibly adjust vocally to portray a character.

4. Student demonstrated ability to identify units of action [beats] in a score of the play text.

   Student demonstrated ability to select playable actions in a score of the play text.

   Student demonstrated ability to execute selected actions in performance.

4. **What will the department or program do as a result of that information?**

   In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

For this review, the faculty has no data to react to, as we have only recently developed and revised the assessment tools. We are in the process of applying them this year and plan on doing endpoint assessment in the spring.

5. **What did the department or program do in response to last year’s assessment information?**

   In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

No report was completed last year. The primary reason for revamping the outcomes and review tools was to find areas that faculty were most interested in reviewing to aid student success and develop a tool for review that was
streamlined and less complex than previous versions. It appears that we have found a model that will be easier implemented.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University: