

**Office of Academic Program Assessment, Office of Academic Affairs**  
**The 2012-2013 ANNUAL ASSESSMENT REPORT**  
**Department of Theatre and Dance**  
**THEATRE ARTS BA PROGRAM**

*1. As a result of last year's assessment effort, have you implemented **any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?***

*a. If so, what are those changes? How did you implement those changes?*

The department did not implement any changes to its assessment plan this past year.

*b. How do you know if these changes have achieved the desired results?*

*c. If no, why not?*

The department continued to assess THEA 121 by examining one particular outcome.

*2. As a result of last year's assessment effort, have you implemented **any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?***

*a. If so, what are those changes? How did you implement those changes?*

As a result of our 2010-2011 Assessment Report, the program did implement one change from the previous year regarding crew training. This year, potential crews met twice with the Production Manager at the beginning of the semester. These meetings outlined the course requirements and expectations, divided the students among particular shows, and began actual training sessions.

*b. How do you know if these changes have achieved the desired results?*

Based on faculty observations, this change better organized the crews. Communications improved and students understood their responsibilities quickly. Crews were more prepared once performances began.

*c. If no, why not?*

*3. What **PROGRAM** (not course) learning outcome(s) have you assessed this academic year?*

This year, the program assessed students' ability to demonstrate professional standards as actors by preparing for auditions. In other words, how well do students prepare individually for auditions and subsequently get cast in productions?

*4. What method(s)/measure(s) have you used to collect the data?*

Student self-evaluations as well as casting results were used to collect the data.

*5. What are the criteria and/or standards of performance for the program learning outcome?*

Faculty considered the following criteria:

1. Casting. Was the student cast in a faculty-directed production?

2. Student experience. How many times has the student auditioned for the department?
3. Audition Preparation. How well prepared/rehearsed is the student for the audition? How did the student prepare for the audition?

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

During fall 2012, 101 individuals (95 Sac State students and 6 non-students) auditioned for 2 faculty-directed productions: *for colored girls who have considered suicide when the rainbow is enuf* and *Robin Hood*. Across the 2 shows, there were 55 available roles. In the end, 40 individuals were cast with 15 students double-cast within one show. This means that 39.6% of the individuals who auditioned were cast.

The following chart presents additional collected data:

	Number Auditioning (%)	Average Assessment Self-Score
Auditioning for 1 <sup>st</sup> time ( <i>typically transfers/incoming freshmen</i> )	46 (45.5%)	6.5/10
Auditioning for 2 <sup>nd</sup> time ( <i>typically sophomores/2<sup>nd</sup> year transfers</i> )	24 (23.7%)	7.6/10
Auditioning for 3 <sup>rd</sup> /4 <sup>th</sup> time ( <i>typically juniors</i> )	21 (20.8%)	6.2/10
Auditioning for 5 <sup>th</sup> /6 <sup>th</sup> time ( <i>typically seniors</i> )	6 (0.6%)	8.3/10
Auditioning for 7 <sup>th</sup> or more times ( <i>typically "super" seniors</i> )	4 (0.4%)	7.75/10
<b>TOTALS</b>	<b>101</b>	<b>7.27/10</b>

This data shows 1) the majority of those who auditioned were the least experienced which decreased the probability of being cast; and 2) Those who auditioned ranked themselves, on average, rather equally across number of times auditioning. However, those with 5-6 semesters auditioning experience felt the most confident in their performance.

The student self-assessments show that, on average, students graded themselves at 72.7% on their overall audition performance, which is a 0.63% improvement compared to fall 2011. In contrast, the results of an open-ended exit survey completed by graduating seniors showed that they felt even more confident about auditioning upon graduation. The average overall audition preparation percentage was 92.5%, meaning that graduating seniors felt 92.5% prepared for future auditions.

In terms of students' preparation for auditions, the department provides detailed casting information to students each semester and holds an audition workshop to help prepare students for auditions. Approximately 50 students attended the workshops (the number of workshop attendees continues to increase). Based on feedback from the students, both have proven to be helpful. Students must then select their own material and prepare for auditions individually. This year students selected monologues; they memorized their lines; and they rehearsed repeatedly and very often in front of friends and family members for feedback. Students cited "nerves," distractions, and timing as the greatest hindrance to their auditions.

a. In what areas are students doing well and achieving the expectations?

Students are doing fairly well, despite being their worst critics, preparing for auditions. Several take the basic, necessary and conscientious steps to prepare for auditions.

*b. In what areas do students need improvement?*

Students need to improve their casting potential. In other words, they need to audition with particular roles in mind. This alters/adds to the audition process and encourages students to research the plays more and select comparable audition material.

*7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?*

Yes.

*a. If so, what changes do you anticipate? How do you plan to implement those changes?*

Several students recommended that the department hold more than one audition workshop to avoid class conflicts and allow students time to prepare in the actual theatre. We anticipate adding another workshop and holding mock auditions to assist with the issue of "nerves" and requests to be in the space. Our goal is for students to strengthen/improve their audition packages and preparations.

Students also expressed that they either found out about auditions late or did not have the pertinent information. This coming year, the department will cast a broader net in terms of advertising and post information on the website as soon as possible.

*b. How do you know if these changes will achieve the desired results?*

Student self-evaluations will reflect more confident comments regarding their audition.

*8. Which program learning outcome(s) do you plan to assess next year? How?*

In addition to THEA 121, the program will assess our learning outcome: Students will be able to interpret the elements of drama (plot, character, thought, language/ diction, song, and spectacle) that together compose theatrical productions. This outcome will be evaluated in THEA 4 and THEA 11 using a pre-test and post-test format.

Furthermore, in an effort to reinstate our National Association of Schools of Theatre (NAST) accreditation, the Theatre program plans to revise its entire BA curriculum, so it better aligns with NAST standards. The Theatre program will then refine our assessment plan in light of our new curriculum.