Assessment Report
Stage and Screen Arts Major
Stage and Screen Arts Department
submitted by Chair, Robin Murray  September 2017

Dates of the Assessment Cycle
The dates of the assessment cycle for this report are Fall 2016 and Spring 2017

Assessment Methods
On May 11, 2017 the three full time members of the SASA faculty met from 1:00-4:00 pm to assess the curriculum. We used the curriculum map (in assessment plan) to discuss each of the 5 learning objectives for the SASA major.

Because the major did not become official until the spring of 2016, we are still graduating a number of students under the previous major. We were, and are still in transition from one curriculum to another and finding it difficult to implement all the assessment tools due to changes in course requirements and offerings, lack of adequate number of faculty, as well as faculty fatigue.

Many of the 2017 graduates did not take all the courses in the new SASA major curriculum, none of the 8 graduates were under the new major. This affected the way we used the Senior Exit survey. We made the decision to interview each graduate individually and then discuss our findings, because the quantitative data for 8 people without explanation was not as useful. Our findings are reported on the Senior Exit Survey.

Because we are a small department with, at that time, 32 majors, we have found that qualitative data, informed by discussion is the most useful method of assessing learning in specific courses. As we grow majors (count is now 52-53) and shrink faculty and are unable to know every major so well, we realize we will need to use different assessment methods and will look at adjustments to make in December 2017. But for 2016-17 we felt like we were able to have a productive discussion by looking at each of the 5 learning objectives and assessing each course where that objective was emphasized. We found that this perspective enhanced our learning and created opportunity to discuss specific assignments and course specific assessments and make changes that all agreed on.

Learning Objectives: Stage and Screen Arts Major
A graduate with an undergraduate degree in Stage and Screen Arts will be able to:

1. Demonstrate a fundamental understanding of the complex principals of effective collaboration with other artists by effectively collaborating in the creation of successful artistic products in the stage and screen arts.

2. Utilize effective use of oral, written, aural, and visual communication skills necessary to the development, creation and performance of compelling stories in the stage and screen arts.

3. Effectively select and apply the most appropriate method, tools and techniques necessary for producing successful artistic products in the stage and screen arts.

4. Effectively conduct, incorporate and apply critical analysis and
creative/scholarly research to a stage and screen arts performance and/or process.

5. Qualify for entry-level positions in the stage and screen arts and/or successfully compete as independent artists/entrepreneurs and/or enter graduate school in the discipline.

Results by Learning Objective

1. Demonstrate a fundamental understanding of the complex principals of effective collaboration with other artists by effectively collaborating in the creation of successful artistic products in the stage and screen arts. **LO#1 is emphasized in SASA 113 Collaboration for the Stage and Screen Arts, and SASA 160 TV Production and reinforced specifically in required courses, 131, 335 and 490 which were all taught in 2016-17. The results of the embedded assessment for 113 demonstrated noticeable growth by students in learning to effectively collaborate on creative work, however we noticed that students were not as successful at collaborating on scholarly research and work. A discussion yielded suggestions for methods to successfully integrate collaborative theories and applied creative work. The results of observations from the 160 course were discussed and vetted as well.**

335 is the Directing I class, and was taught by a one-time adjunct who is a retired member of the department. She was able to help us consider how to better develop the Screen directing section of the course. There are some courses where collaboration is a natural fit and we have been using collaborative group learning in these courses for many years. We discussed specific ways to refer back to theories being taught in 113 and 160 to SASA 131, 232, and 335.

2. Utilize effective use of oral, written, aural, and visual communication skills necessary to the development, creation and performance of compelling stories in the stage and screen arts. **LOL#2 is emphasized in SASA 112 Storytelling, 121 Acting I, and 131 Visual Elements.** The courses that were taught were 112 and 131. Results of the embedded assessment in the 131 Visual Elements class indicate that students are successfully learning to effectively use basic stage and screen arts visual communication and oral skills to tell compelling stories. Discussion centered around need for an embedded assessment for 121 Acting, however, we do not have a permanent faculty in the Acting area, so we will need to consider how to accomplish this.

3. Effectively select and apply the most appropriate method, tools and techniques necessary for producing successful artistic products in the stage and screen arts. **LOL#3 is emphasized in the design area courses such as SASA 231 Environments, 233, Lighting, 232 Costume/Makeup.** Of those courses 231 and 233 were taught. There was no embedded assessment required for those courses. However, the instructor did report that in general the students who had taken the 131 base visual course were far more likely to be able to select the appropriate method tool and techniques than those students who were taking these courses out of sequence. We are looking forward to being able to teach all courses in sequence once the transition from old to new curriculum is complete.
4. Effectively conduct, incorporate and apply critical analysis and creative/scholarly research to a stage and screen arts performance and/or process. 

**LOL#4 is emphasized in the 301 History of Film and 337 History of Theatre and 294 Scholarly and Creative Research Methods.** 337 was taught by a one time adjunct so we have few results. The embedded assessment is in 294 Research Methods. Results indicate that a number of students have deficits in critical analysis and writing skills and we discussed methodology and resources to address this deficit. We incorporated lessons in fundraising and grant writing and will continue to develop those units in the class.

5. Qualify for entry-level positions in the stage and screen arts and/or successfully compete as independent artists/entrepreneurs and/or enter graduate school in the discipline. 

**LOL#5 is emphasized in the 490 Entrepreneurship and Senior Capstone and the Internships.** We discussed developing a new embedded assessment as we start to have students in this class who have taken the new required SASA courses. We discussed methods we might use to improve assessment of Internships.

**Bi Annual Review of High Impact Practices (Co-Curricular)**

15 students were reviewed using the Student Review Form and individual interviews. We then addressed the specific situation and needs for each student, strategizing how to help each one.

**Next Assessment Meeting**

The SASA department will meet in January 2018, to further develop assessment tools and to briefly discuss the Fall 2017 courses and to revise the Exit Survey and develop a new pre/post test to administer in SASA 113 in Spring 18. Having a full time adjunct has, and will greatly improve our ability to carry out all aspects of our Assessment plan. We will then meet in May 2018 to conduct a full discussion of the 2017-18 results.