Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.

- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

2018 Assessment of BA in Theatre Programs
Preface to this evaluation:

Students are feeling more and more entitled. We as a faculty must completely and specifically outline all expectations on the syllabus, review it, remind students of it etc. I have felt the sea change over the last ten years, and it came into full awareness about a year, or year and a half ago. It is a good thing and a bad thing. It makes educators be better at communicating expectations and outcomes to the student through the syllabus. It is an ISTA-gram culture, where a few taps on a screen and the answers are right there. I have counseled the design tech faculty over this past year to really be explicit in the syllabus. There seems to be increasing issues with students not ‘having the time’ to complete 20 to 30 hours of lab for a class. They are coached not to take more than one lab related skills class in a semester, because of this very thing, But there are always those students that take too many classes. Overall, we have had to create curricular strategies to reinforce some kind of participation in Production, either through show reviews and research papers.

Spring 2018
ESLO: Professional preparation

The responses were few and mixed. However the results stayed on course with steady progress through the programs. Two Faculty members expressed improvement in self-expression. Presentations and comportment improved over the semester. Some students were very proactive about seeking guidance with portfolio prep. In the THTR 484 – Professional Perspectives, Branding and Self marketing class, students had to really dig to create a worthwhile and effective visual. Representation. They received positive feedback from industry professionals. Some students who were graduating in the spring of 2018, were fortunate enough to have successful auditions, portfolio presentations to land them in a grad program. He numbers however are not an increase over the past.

UULO: Global Contextual Understanding

Not much was reported positive or negative regarding Global Contextual Understanding. I know that in the second semester of theater history, that is taught in Spring semesters, students get an historic perspective. There has been an uptick in students taking Black Drama, Gaye Plays, and Women Playwrights. This past year. I think in this climate of activism, students are embracing the known and the unknown. The Director of Fences taught a module on Black Theater and Performance, that coincided with the NCT Production of Fences.

Fall 2018
ESLO Library Acumen
I know that I do not speak alone, as evidenced by the response to this UULO, that we all as a faculty encourage students to put the digital device down, to discover books, flat files, and other resources at the library. This is a very uphill battle. I know that a few of us create research games and find ways of promoting books as valuable tools. There were no specific instances that supported or disproved this UULO in the assessments received. These are my observations over this past year.

UULO Citizenship and Ethics

There was disrespectful behavior and a lack of judgement by some students, in regards to attending the theatre. It was mostly on the part of non-majors, however, it informed other behavior by the undergrad (and graduate) major. Again, the results were coming down on the side of the syllabus. Talking to students about how to respect the effort and the artform. Audience members are not viewing a passive screen. Live theater has immediate give and take between all parties. Correct, respectful, responsible behavior was discussed in many of the classes as a result of the behavior of a few. In addition, we as faculty now need to identify, with the student’s help, their gender identity, pronoun, and name choice. This has increased the bar of civility and respect in the classroom. This is an overall observation based on some comments on assessments, but mostly in faculty meetings and check ins.