

# Musical Theatre (BFA)

 Program-8

## Annual Assessment Plan

1

2 **4.2/4.3 K - body of work**

Students will demonstrate their competence by developing a body of work for evaluation in the major area of study.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Audition Showcase performance grade	75% will score a B or higher	21-22 year, 23-24 year, 25-26 year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

We are graduating a very small group (1) of BFA musical theatre students so this assessment data is questionable.  
However, the senior this year did very well in the audition showcase and received high

scores.

100% of students met the target.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Due to the low numbers it is recommended that we move to assessing this on an every other year rotation instead of every three years. The timeline above has been adjusted to reflect this.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

3 **4.4 A - communication**

Students will demonstrate the ability to communicate ideas, concepts, and requirements to theatre professionals and laypersons related to the practice of the major field. Such communication may involve oral, written, visual, and musical media

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 5 - Self-Awareness

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.



**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Capstone Project ELL reflection questions	90% will get a 9 on the ELL assessment rubric	21-22 year, 23-24 year, 25-26 year
Capstone Project	75% will score a B or higher on their final project	21-22 year, 23-24 year, 25-26 year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of our BFA students met the threshold for the Capstone Project final grade and the passing standard on the ELL reflection question rubric.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

As mentioned above, due to very limited numbers this data is not helpful.

Due to the low numbers it is recommended that we move to assessing this on an every other year rotation instead of every three years. The timeline above has been adjusted to reflect this.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

4 **4.5 - Faith**

Students will demonstrate ability to cultivate the stewardship of the intellect and imagination by articulate the intersections between Christian faith and theatre art

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 3 - Faith Knowledge & Application

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
THEA 475 -- Art and Faith Integration Paper	75% of seniors will score a 90% or higher	21-22 year, 23-24 year, 25-26 year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

We only have 1 student to assess this year. This student received a 52/60 on the assignment.

For this assessment measure we did NOT meet the standard.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

As mentioned above due to the low numbers it is recommended that we move to assessing this on an every other year rotation instead of every three years. The timeline above has been adjusted to reflect this.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

5 **4.2/4.3 N - musical skills**

Students will develop basic musical skills including voice performance, musicianship, and music theory

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Music Theory Course Grades (Fund. of Music Theory, Music Theory I, Music Theory II)	75% of students will receive a grade of C or Higher	21-22 year, 23-24 year, 26-27 year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of students met the standard.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

This was a bumped assessment from last year due to not having any student enroll in these courses. This year we had a cohort of 6 students go through the music theory classes. All grades were above the cut off. We may need to continue to tweak when these courses are assessed based on when they are typically offered. Since they are taught outside of our program we will need to be flexible when we schedule their assessment.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

6 **4.4 B - repertory and techniques**

Students will gain an awareness of identity, character and vocational calling by developing repertory and techniques for auditions



## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 5 - Self-Awareness

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Musical Theatre Performance	85% will score 3 on the 4 point rubric	21-22 year, 24-25 year, 27-28 year
Capstone Project	75% will score a B or higher	21-22 year, 24-25 year, 27-28 year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Musical Theatre Performance rubric - 100% of BFA students involved in the musical this year met the assessment standard.

Capstone Project. We only had 1 BFA student this year for the capstone project, they met the standard. 100% met.



5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

7 **4.2/4.3 B - specific repertories**

Students will gain experience with specific repertories and comparative standards of production quality through performance, academic study, and attendance at productions

## Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Measures	Targets	Timeline
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- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% met - only one student

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Since we only had one graduating senior in the BFA program, we went back and looked at the data for the last couple of years. All of our students in the last three years pass this threshold of involvement in our productions.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

8 **4.4 C - vocational calling**

Students will develop an awareness of identity, character and vocational calling through opportunities for developing repertory and techniques for auditions

### Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

**3 Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Auditions Showcase performance grade	75% will score a B or higher	21-22 year, 23-24 year, 25-26 year

**4 Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

We are graduating a very small group (1) of BFA musical theatre students so this assessment data is questionable.  
 However, the senior this year did very well in the audition showcase and received high scores.

100% of students met the target.

**5 Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Due to the low numbers it is recommended that we move to assessing this on an every other year rotation instead of every three years. The timeline above has been adjusted to reflect this.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

9 **4.2/4.3 I - work independently**

Students will develop ability to work independently on a variety of professional problems by combining their capabilities in performance, repertory, theory, history, and technology

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Capstone Project	75% will score a B or higher	21-22 year, 23-24 year, 25-26 year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the



Assessment of Student Learning website for suggestions about how to process assessment results.

We are graduating a very small group (1) of BFA musical theatre students so this assessment data is questionable. However, the senior this year did very well on their capstone project and received high scores.

100% of students met the target.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Due to the low numbers it is recommended that we move to assessing this on an every other year rotation instead of every three years. The timeline above has been adjusted to reflect this.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

While we continue to meet our assessment goals, the low numbers of students going through the program can skew the results. We have adjusted how often we should be assessing some measures, moving them to an every other year assessment versus an every third year model.



# Assessment Rubric

1

## Process

	1	2	3	4
<b>Is the plan being implemented faithfully and revised as needed?</b>	<p><input type="radio"/></p> <p>Assessment plan is not implemented.</p>	<p><input type="radio"/></p> <p>Most aspects of plan are being implemented or all aspects are implemented to some degree.</p>	<p><input checked="" type="radio"/></p> <p>Assessment plan is fully implemented.</p>	<p><input type="radio"/></p> <p>Plan is faithfully executed and modified/evaluated as needed.</p>

2

Explanations:

3

## Engagement

	1	2	3	4



	1	2	3	4
<p><b>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</b></p>	<p style="text-align: center;"></p> <p>Limited involvement beyond chair/director</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum are aware of process and results</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p style="text-align: center;"></p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p>

4 Explanations:

5 **Program Learning Objectives**

	1	2	3	4

	1	2	3	4
<p><b>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</b></p>	<p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

**6** Explanations:

There were a number of classes that were not in the assessment plan. The plan has been updated so every class has at least one assessment measure.

**7** **Measures**

	1	2	3	4

	1	2	3	4
<p><b>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</b></p>	<p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p>○</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p>●</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p>○</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

8 Explanations:

9 **Targets**

	1	2	3	4

	1	2	3	4
<p><b>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</b></p>	<p></p> <p>Some targets are missing.</p>	<p></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

10 Explanations:

11 **Timeline**

	1	2	3	4
<p><b>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</b></p>	<p></p> <p>Not identified clearly for all measures.</p>	<p></p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p></p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

Timelines for assessments are out of step with when some classes are offered on rotation. Need to make sure assessment is happening for the classes that are offered less frequently.

13

**Action Plan**

	1	2	3	4
<p><b>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</b></p>	<p style="text-align: center;"></p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p style="text-align: center;"></p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14

Explanations:

15

**Dissemination**

	1	2	3	4
<p><b>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</b></p>	<p style="text-align: center;"><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p style="text-align: center;"><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

## Additional Feedback

1 Please enter any additional feedback for changes that should be made:

I endorse your general plan to try and find a better way of getting more reliable information. If it's going to be close to the norm to graduate one or two students a year, it may be better to collect data and only evaluate one objective a year using three years worth of data. AT least that would give you several students to look at. Kate has experience advising other programs that have very small enrollments (Philosophy etcetera), so I would encourage you to consult with her to see what the best route forward might be.

CLOSE AND EXIT