Assessment Activity Report Due April 22, 2019
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Program Learning Goals Annual Assessment Report

Department _______ Theatre & Dance _______ College _______ Liberal & Creative Arts _______

Degree Program(s) _______ B.A., M.A., M.F.A. and minor in Theatre Arts and B.A. and minor in Dance ______

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university's broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

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<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
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</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS etc) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.

   After completion of a lower division general education course in theatre arts, students will be able to:
   
   1. appreciate and reflect on specific ways of knowing the world involved in the creation, interpretation, and evaluation of artistic works and performances
   2. evaluate information from a variety of sources and use that information to articulate well-reasoned responses to artistic concerns
   3. appreciate diverse artistic expressions
   4. describe ethical issues arising out of artistic expressions, which may include those related to social justice, and may have implications for local and/or global communities
   5. identify local and/or global cultural, historical, and sociopolitical contexts for artistic expressions
   6. articulate the relevance of artistic expressions to their lives

2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

   Our PLOs closely reflect the seven overarching objectives of theatre study according to the theatre accrediting agency, National Association of Schools of Theatre. Our Dance program is not currently accredited, so we
agreed as a faculty body that the objective set forth by NAST were broad enough to encompass Dance education as well.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

Our previous learning outcomes were not specific enough and focused too much on certain areas of theatre study. We were able to revise them in such a way to be more inclusive but also cover specific skills we hope our student leave us possessing.

4. What are your new program learning goals?

Undergraduate studies in theatre and dance should prepare students to function in a variety of artistic roles. In order to achieve this goal:

1. Students will develop sufficient ability in their area of specialty to be involved in the creation and presentation of public performances in the theatre.

2. Students will develop competence at thinking conceptually and critically about text, performance and production.

3. Students will demonstrate a foundational understanding of playwriting and production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.

4. Students will demonstrate basic competence in the theater techniques of movement skills, voice skills, scenery and properties, costuming and make-up, lighting and sound, play development, leadership and organization for production— including intermediate to advanced competence in one or more areas of specialization in creation, performance, scholarship or teaching.

5. Students will demonstrate foundational knowledge of the historical and cultural dimensions of theater, including the works of leading playwrights, actors, directors, and designers both past and present.

6. Students will demonstrate foundational knowledge of a wide selection of theatre repertory including principal era, genres and cultural sources.

7. Students will demonstrate the ability to develop and defend informed judgments about theatre.

Give that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the next academic year.

A structure for creating a curriculum map has been started and the curriculum committee will be working on creating a map for a full faculty approval in the Fall 2019 semester.