

## Core Curriculum Annual Assessment

Year	2022-23
Course number and Name:	THEA 1310 Theatre Appreciation
Component area:	
Number of sections offered:	4 (2 per semester)
Number of students enrolled:	153
Contact Person (include email & Phone#)	Joel Grothe ( <a href="mailto:jfgrothe@lamar.edu">jfgrothe@lamar.edu</a> , 409.880.2396)

### Summary of Continuous Improvement Efforts since Last Report

*Provide a brief description of how assessment results have been used for core course improvement. Point to a specific example of how an assessment provided the department with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.*

Respond here:

Through this cycle, 3 of the 4 goals were met. In one area, the proficiency area was low but the overall benchmark was met. As there are relatively new instructors teaching this course, this first cycle gives us an overview of areas where improvement is needed. We will maintain these goals for another cycle to see results before considering an action plan. It is a means to assess the instructors strengths and weaknesses (as three different instructors rotate through the course over two years). Another year of assessment will also give us a stronger sense of the need to adjust benchmarks and proficiency in the course.

### Course highlights Since Last Report

*Identify and briefly discuss any changes made to the course since the last report.*

Respond here:

No major changes have been made since the last report. The Department needs to give its new faculty teaching this course time to assess areas of strengths and weaknesses before adjusting benchmarks or implementing an action plan.



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**Table 1. Assessment Results and Analysis for Current Cycle**

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
General Education Competencies Addressed in this Course:	Assessment Method(s) – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data	Proficiency – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam	Benchmark – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam	Results of course assessment(s)	Analysis of results – e.g. strengths and weaknesses What does this data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes?	Recommendations for Course based on assessment
Communication (required)	Illustrate effective written and oral skills when communicating about theatre.	70% of students will receive and 80% or better on the paper.	90% of students will receive a passing grade on the paper.	68% received a 70% or better and 85% received a passing grade. Goals not met.	Due to change in Instructors, previous data is not particularly useful in assessment moving forward. Another cycle is necessary to assess need for action plan.	Maintain current benchmarks and proficiency and allow all new instructors teaching the course at least two semesters to see if they can meet benchmarks and proficiency.
Critical Thinking (required)	Student(s) will demonstrate the ability to use inquiry by	70% of students will receive a 70% on the paper	70% of the students will pass.	70% passed. Benchmark met, proficiency not met.	Due to change in Instructors, previous data is not particularly	Maintain current benchmarks and proficiency and allow all new

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	creating a clearly stated and comprehensively described thesis. The student(s) will use in-depth thought to critically analyze a script or production. Conclusions reached by the student(s) will be synthesized and reflect independent thought, originality and creativity.				useful in assessment moving forward. Another cycle is necessary to assess need for action plan.	instructors teaching the course at least two semesters to see if they can meet benchmarks and proficiency.
<b>Select One:</b> ___ Empirical & Quantitative Skills __X_ Teamwork ___ Social responsibility ___ Personal Responsibility	The student(s) will take a leadership role in the group projects to the extent where they exerted a clearly positive influence on other students. Their comments and actions will	80% of students will receive a 70% on the presentation	70% of students will receive a 70% on the presentation.	76% received a 70% or better. Benchmark surpassed but proficiency not met.	Due to change in Instructors, previous data is not particularly useful in assessment moving forward. Another cycle is necessary to assess need for action plan.	Maintain current benchmarks and proficiency and allow all new instructors teaching the course at least two semesters to see if they can meet benchmarks and proficiency.

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	lead to the progress of the whole group. They worked well with other members and incorporated other members' comments as they developed their own.					
<b>Select One:</b> <input type="checkbox"/> Empirical & Quantitative Skills <input type="checkbox"/> Teamwork <input checked="" type="checkbox"/> Social responsibility <input type="checkbox"/> Personal Responsibility	The student(s) will reveal complex and nuanced understanding of the cultural, social and/ or historical forces that influence the development and choices in theatrical writing and production.	80% of students will receive a 70% or higher on the final.	70% of students will receive a 70% or higher on the final.	76% of students received a 70% or higher on the final. Benchmark has been surpassed but proficiency not yet met.	Due to change in Instructors, previous data is not particularly useful in assessment moving forward. Another cycle is necessary to assess need for action plan.	Maintain current benchmarks and proficiency and allow all new instructors teaching the course at least two semesters to see if they can meet benchmarks and proficiency.

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Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
<b>Actions/Goals based on data results</b> <i>*copy last cycles actions/goals and report on progress toward continuous improvement on those here</i>	<b>Status</b> <i>C=Complete</i> <i>P=Progressing</i> <i>N=No action taken</i>	<b>Discussion of status</b> <i>If C, describe efforts that led to accomplishment of actions/goals</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
<p>In oral presentation, the student(s) will articulate a clear, specific thesis and then distinctly introduce points to support that thesis and follow it with a clear and logical conclusion. The student(s) will be able to remain, relaxed, articulate, and confident throughout the presentation, and will integrate oral and visual elements. The student(s)' presentation will have a consistent and appropriate persona and style for the intended audience and purpose. The student(s) will seamlessly and smoothly integrate visual aids.</p>	<p>P</p>	<p>Allowing another cycle of data to assess all Instructors and their abilities to meet benchmarks and proficiency in this course.</p>
<p>Student(s) will demonstrate the ability to use inquiry by creating a clearly stated and comprehensively described</p>	<p>P</p>	<p>Allowing another cycle of data to assess all Instructors and their abilities to meet benchmarks and proficiency in this course.</p>

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thesis. The student(s) will use in-depth thought to critically analyze a script or production. Conclusions reached by the student(s) will be synthesized and reflect independent thought, originality and creativity.		
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