



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BA Theatre

2. College/School: College of Humanities, Arts & Social Sciences

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BA degree with a major in Theatre program has five student learning outcomes. Each student learning outcome is assessed when the designated course(s) assessing that outcome comes up in a 4-year academic cycle. Faculty assess student learning outcomes using direct measures from embedded assignments—including exams, quizzes, class projects, and presentations.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Referencing the assessment plan for the BA degree with a major in Theatre program (on file with the UAT), two outcomes are being assessed. 1) Student Learning Outcome #3 (Skills), and 2) Student Learning Outcome #5 (Future Opportunities). The benchmark for each student learning outcome has historically been “to have all students earn a rubric equivalent score of at least a B in each rubric dimension area.” Previous feedback from the UAT has suggested that the benchmark should be closer to 80% of students instead of 100%, and the department concurs with this recommendation.

Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
	III. Critical Thinking & Problem Solving
Yes	IV. Communication
	V. Professionalism
	VI. Lifelong Learning



6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

100% (8/8) of the TRE 2660 students achieved a rubric equivalent score of B or above on the Painting Skills Assessment. 87.5% (7/8) of the TRE 2660 students achieved a rubric equivalent score of B or above on the Sewing Machine Quiz. These assessment results indicate that students are making satisfactory progress towards meeting Learning Outcome #3- Skills. 100% (2/2) of the TRE 4990 students earned a rubric equivalent score of B or better in the Portfolio Evaluation and Senior Exit Interview. These results indicate that students are making satisfactory progress towards meeting Learning Outcome #5 - Future Opportunities.

Attachment(s):

None