

**Report of Student Learning and Achievement
Concordia University Irvine
School of Arts and Sciences – Theatre and Film Program**

For Academic Year:	2024-2025
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School of Arts and Sciences Mission
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Theatre and Film Program Purpose

The School of Arts and Sciences strives to educate its students within the multi-faceted context of the liberal arts. Firmly rooted in the Christian tradition of Concordia University Irvine, the School confidently and freely explores both the riches of the past and the knowledge of today. The School cultivates within all students a disciplined and coherent worldview to prepare them to be active and effective leaders in today's world.

The Theatre Department educates students to understand, appreciate, and produce theatre in ways that reflect a Lutheran understanding of the Christian faith. Our academic programs incorporate both liberal arts and pre-professional elements to prepare students to be effective in a variety of performance and production vocations and avocations. Our productions present high-quality entertainment that reflects the university's mission and values to the Concordia community, the people of Orange County, and beyond.

The Theatre major prepares students for careers in acting, directing, theatrical design, technical theatre, and film and digital video production, as well as for graduate programs in these areas. All theatre majors take a set of required classes and then choose one of three possible emphases: Acting and Directing, Design and Technical Production, or Film and Digital Video Production. Students are encouraged to be well-rounded professionals who are prepared for a variety of careers in the arts, entertainment, and related education fields.

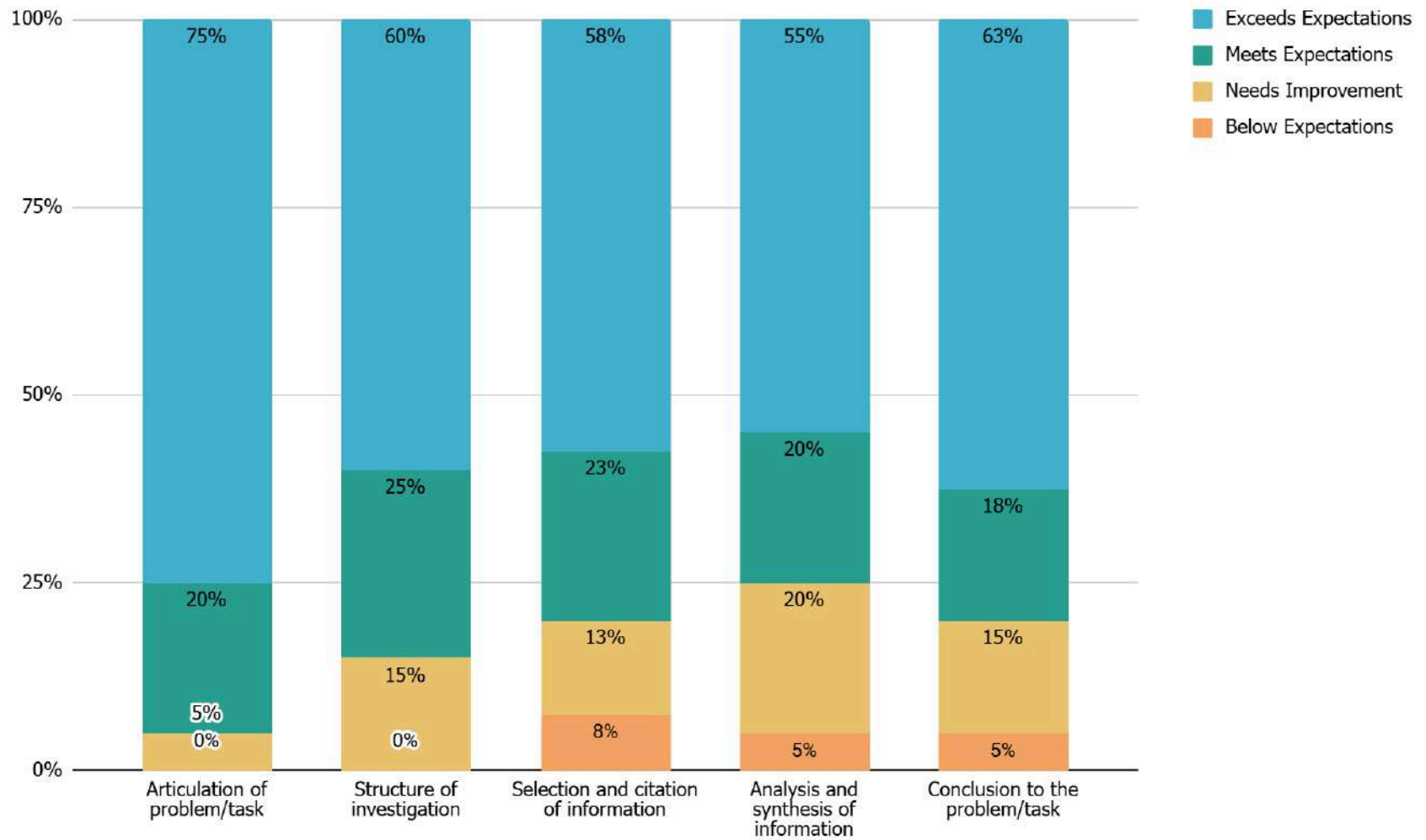
Program Learning Outcomes (PLOs)

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| 1. Theatre in Historical and Global Context - Students will engage in scholarship or creative activity that reflects knowledge of significant theatre art, past and present. |
| 2. Theatrical Artistry: Oral Communication - Students will effectively utilize oral communication skills to discuss, create, analyze and present theatrical work. |
| 3. Theatrical Artistry: Written Communication - Students will effectively utilize written communication skills to create, analyze and present theatrical work. |

4. Critical Thinking in Research - Students will utilize scholarly resources and related material to evaluate and/or create points of view
5. Interaction of Faith and Artistry - Students will articulate their own theological and philosophical perspectives and apply them to artistic visions and choices.
6. Theatrical Artistry - Acting & Directing - Students will effectively utilize tools and techniques to act and direct theatrical art.
7. Theatrical Artistry - Design & Technical Production - Students will effectively utilize different technical elements that contribute to the theatrical whole.
8. Film and Digital Video Production Artistry - Students will utilize different tools and techniques to create effective film and digital video driven storytelling.

Program Assessment Overview Aligns with ULO: Systematic Inquiry			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
PLO4: Critical Thinking in Research: Students will utilize scholarly resources and related material to evaluate and/or create points of view. (Systematic Inquiry, Quantitative Reasoning) Specifically focusing on Systematic Inquiry	THR 441 and THR 442 - Research Paper	75%	Percentage of students who met or exceed expectations: Articulation - 95% Structure - 85% Selection - 80% Analysis - 75% Conclusion - 80%

Program Assessment Results



Summary of Program Assessment Findings

The expected standard we had set was 75%, so the standard was met in all of the criteria.

It was good to see that three of the five areas showed improvement over the last time we assessed this PLO. Based on the findings of that report, adjustments were made that might have contributed. A stronger effort was made, especially in THR 441, to help students connect with material that might have seemed “long ago and far away.” They were more likely to come up with a thesis that kept them engaged throughout the entire process. As we analyzed scripts in class, I attempted to model how to draw insightful conclusions in an effort to help them draw clearer, more insightful conclusions in their papers. That seems to have paid off.

While criteria three and four remained above the 75% minimum expectation, the numbers went down from the 2019 report. The selection of sources was not typically the problem; students had to submit an annotated works cited page prior to writing the paper. The lower scores for criterion three tended to be more about proper use and citation methods. The lower scores for criterion four had to do with understanding how to analyze and synthesize information rather than just regurgitate facts. This indicates that students need more guidance in these areas. In the time since 2019, we have experienced the COVID-19 pandemic and the advent of commonly available Artificial Intelligence resources. I do not have specific data that would speak to the impact of the pandemic on these students, but one can make some educated assumptions. The students who were seniors in the spring of 2023 would have been in the middle of their freshman year at CUI when the pandemic hit. The others would have been in high school. The struggles of teaching and learning on Zoom until we were fully back in classrooms could have had an impact on these students regarding how to think critically to use and cite sources in a research paper. Regardless of the cause, more attention can and should be given to this area in the pedagogy of the course.

I was very clear on the prompts that AI was not allowed to be used in the writing of these papers. Having vetted the papers, along with being very familiar with my students’ writing, I do not believe AI was used. However, there is a current reliance on “googling” information rather than thinking critically to reason something out. Even if a student is not using AI for the paper, the general effect of how we interact with information is likely to contribute to the problem.

One other factor that came up in the raters’ discussion was the concept of distinguishing one’s approach or thesis argument from others, or expressing how the thesis is contributing to the greater conversation about the topic. This was not included in the paper prompt, nor was it discussed in class. This is something that should be added. In the 2019 report, a suggestion was made to spend time going over the rubric more extensively as a teaching tool for what constitutes good critical thinking in a research paper. This was not consistently implemented.

Summary of Achievement Outcomes Aligns with ULO: Systematic Inquiry		
2024-2025 PLO Assessed	Student Evidence: Research Paper	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Articulation of Problem / Task	Met	
Structure of Investigation	Met	
Selection and Citation of Information	Mey	
Analysis and Synthesis of Information	Met	
Conclusion to the Problem / Task	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes
- Consistently implement the suggestion to use the rubric as a teaching tool regarding - The need to differentiate one's thesis from the crowd - The flow of the organization from the articulation of the task through the conclusion - The current Systematic Inquiry rubric is very much oriented to scientific writing. It would be beneficial to connect with the English and/or History departments to see if they have a modified rubric that is more suited for textual analysis and/or analysis of the historical development of an idea, etc. - Continue to require the use of the writing studio - Require a fully developed, completed paper for the rough draft. Currently, that is preferred ("Try to submit as complete a draft as possible..."), but it should be required. This would provide the best opportunity for effective feedback between the rough draft and the final submission.