

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

For Academic Year:	2025-2026
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School of Arts and Sciences Mission
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Theatre and Film Program Purpose

The School of Arts & Sciences fosters the virtues of curiosity, courage, and humility in our students, thereby preparing them for their vocations in service to others. This is accomplished within the Lutheran liberal arts tradition by engaging with many enduring questions while relying upon the truth found in Jesus Christ.

The School of Arts and Sciences teaches a majority of the Q&I general education offerings of the university and monitors the courses, majors, minors, and professional programs through its different departments for the purpose of developing "wise, honorable, and cultivated citizens" in a variety of fields of study.

The Theatre and Film Department educates students to understand, appreciate, and produce theatre and film 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.

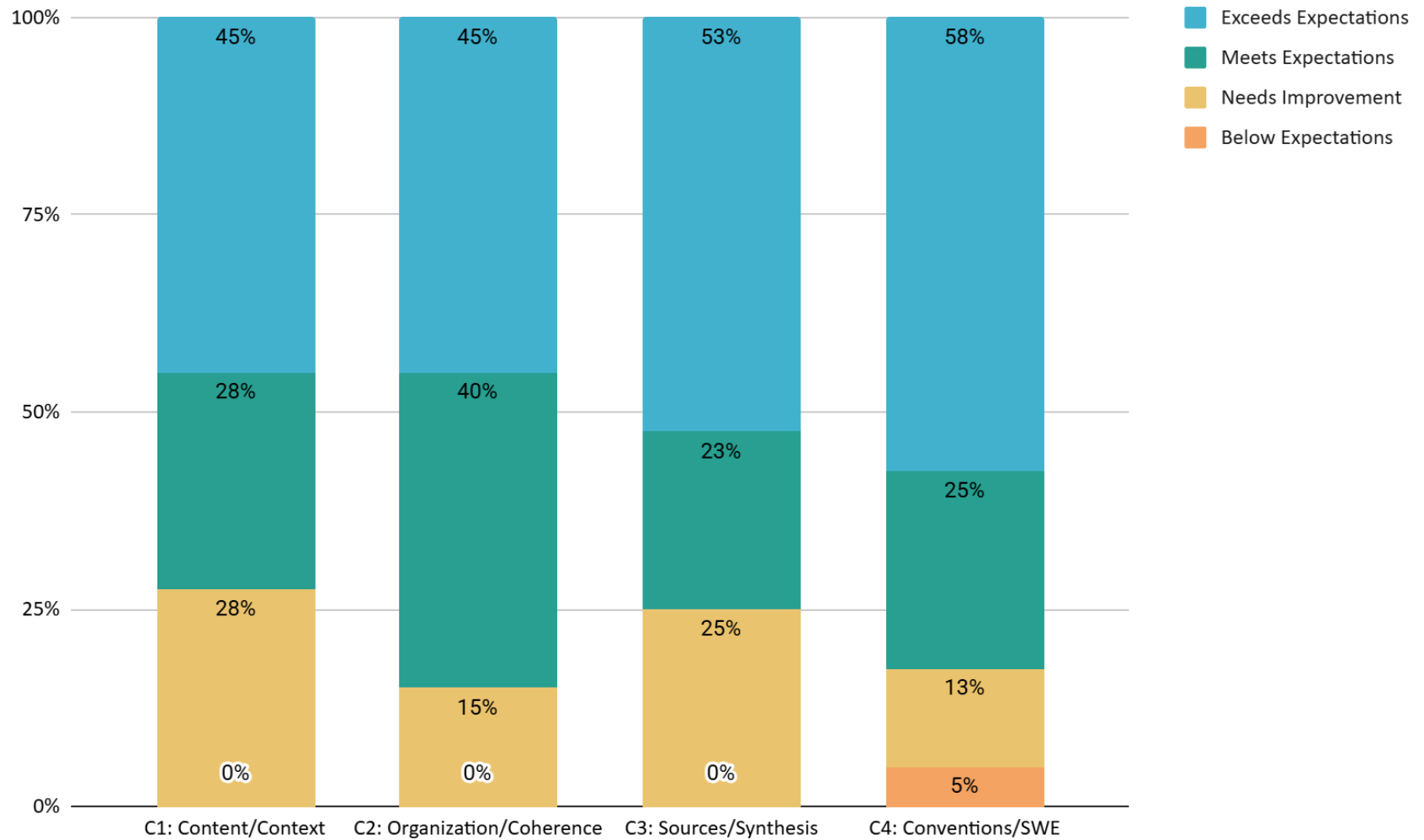
The Theatre and Film major prepares students for careers in acting, directing, theatrical design, technical theatre, and film and digital video production, as well as for graduate programs in these areas. All theatre and film majors take a set of required classes and then choose one of three possible 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, education, and entertainment fields.

Program Learning Outcomes (PLOs)	
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.

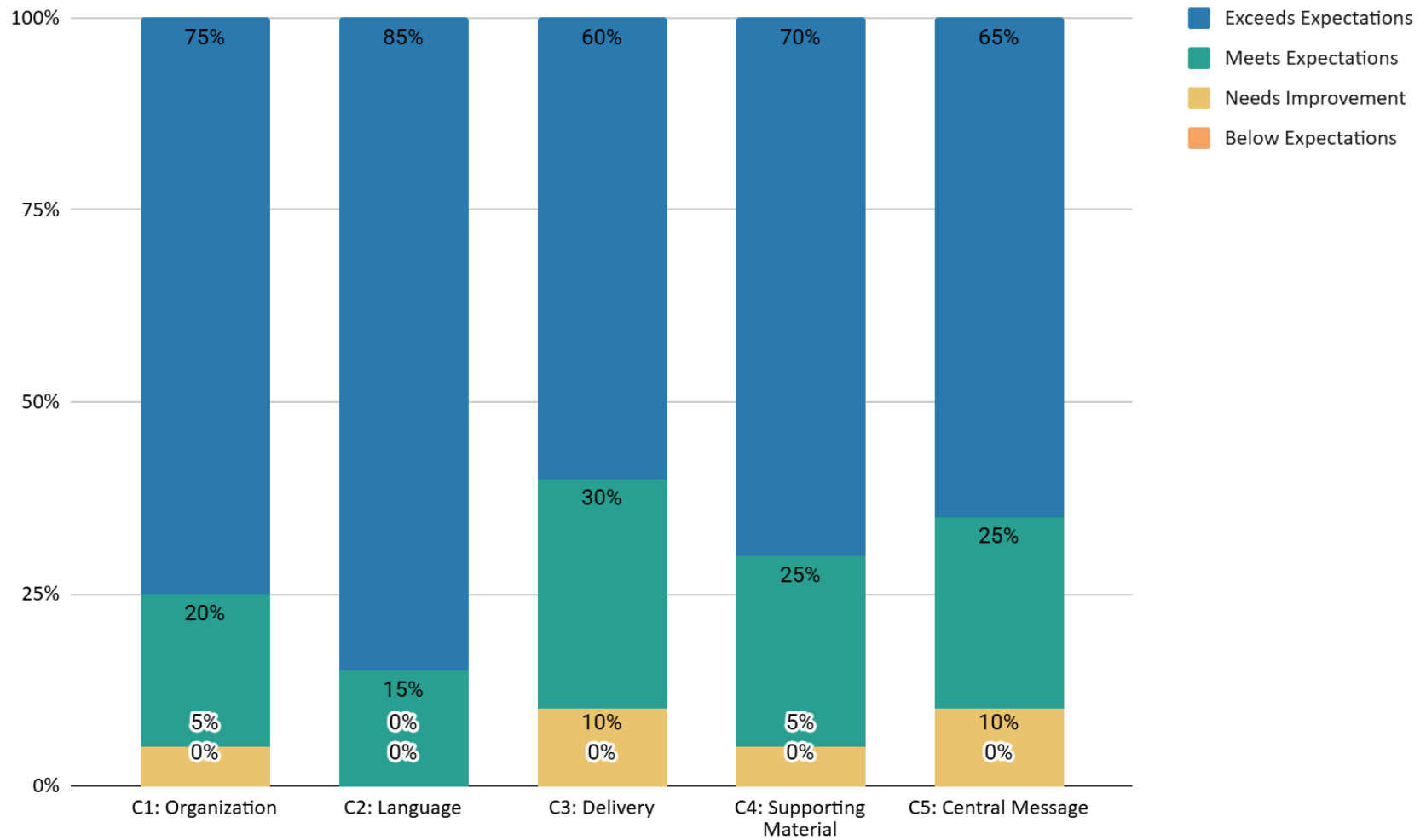
Program Assessment Overview Aligns with ULO: Written Communication / Oral Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
THEATRICAL ARTISTRY: WRITTEN COMMUNICATION: Students will effectively utilize written communication skills to discuss, create, analyze and present theatrical work.	THR 441/442 - Research Paper	75%	Written Communication Percentage of students who met or exceed expectations: Content / Context - 73% Organization / Coherence - 85% Sources / Synthesis - 75% Conventions / SWE - 83%
THEATRICAL ARTISTRY: ORAL COMMUNICATION: Students will effectively utilize oral communication skills to discuss, create, analyze and present theatrical work.	THR 441/442 - Oral Presentation	75%	Oral Communication Percentage of students who met or exceed expectations: Organization - 95% Language - 100% Delivery - 90% Supporting Material - 95% Central Message - 90%

Program Assessment Results

Written Communication



Oral Communication



Summary of Program Assessment Findings

Results of Assessment of PLO #1

THEATRICAL ARTISTRY: WRITTEN COMMUNICATION: Students will effectively utilize written communication skills to discuss, create, analyze and present theatrical work.

For Content/Context, 73% met or exceeded the expectations.

For Organization/Coherence, 85% met or exceeded the expectations.

For Sources/Synthesis, 75% met or exceeded expectations.

For Conventions/SWE, 83% met or exceeded expectations

For context, the last time we assessed Written Communication in 2021, the results were:

For Content/Context, 79% met or exceeded the expectations.

For Organization/Coherence, 68% met or exceeded the expectations.

For Sources/Synthesis, 64% met or exceeded expectations.

For Conventions/SWE, 70% met or exceeded expectations

The expected standard was met for 3 out of the 4 criteria. The one standard that did not meet the 75% expectation was Content/Context. The other three areas were either at or above that 75%.

It was interesting to compare this year's results with those from our 2021 assessment of this outcome. The results were flipped. The three that did not meet expectations last time were significantly improved. The one category that met expectations last time declined in this assessment. Regarding the area that went down, Content/Context, something came to mind that might explain this. The two assessors this time discussed that if a paper did not meet the length requirement mandated in the prompt, it would be reflected in a lower score in the Content/Context category. The rationale was that the content could not exceed expectations if it was not the desired length, even if everything else about the paper met the rubric items. Having participated in the assessment back in 2021, I do not remember that specific issue being reflected in the scores for the content/context category. It could be that the raters this year were stricter in interpreting the rubric in relation to the prompt than last time. Regarding the other three criteria, it was very encouraging to see how much the scores improved. I believe this is a result of three things. The first is a greater effort by the instructor to explicitly discuss my expectations rather than simply hand out the rubric. One would think that in an upper-division course, students should already know how to write a paper. After the 2021 assessment, I realized that was not necessarily the case. Reviewing the elements of good writing is helpful for reinforcing it for those who write well and for remediation for those who need it. The second is a much greater emphasis on using the Writing Studio. Even students who are proficient writers can benefit from using the Writing Studio. The third is giving better feedback on the rough draft. Even though I forgot to adjust the prompt to require a full-length rough draft, I spent more time on feedback on the rough drafts, even when they were incomplete. This helped position them for a better final draft.

It will be important to discuss the Content/Context criterion in greater detail with future students. I need to continue encouraging them to expand on their thesis so they meet the length requirement with high-quality content. The idea is not to include “fluff” simply to meet a page-length requirement, but to address the thesis fully and vigorously.

I have adjusted the prompt for future courses to require that the rough draft be complete, rather than accepting whatever they had done by the due date. Getting a complete rough draft will enable me to give more detailed and helpful feedback. It also forces them to work towards expanding their thesis coverage to meet the length requirement earlier in the process. The length requirement is intended to encourage a more in-depth discussion of the topic than students are accustomed to in the typical 5- to 8-page assignments in other theatre courses.

Another area for potential improvement is the use of sources and the synthesis of information from them. While the percentage for that criterion met the minimum standard, there is room for improvement. Students, in general, still need to work on understanding how to incorporate and cite sources correctly.

Results of Assessment of PLO #2

THEATRICAL ARTISTRY: ORAL COMMUNICATION: Students will effectively utilize oral communication skills to discuss, create, analyze and present theatrical work.

For Organization, 95% met or exceeded the expectations.

For Language, 100% met or exceeded the expectations.

For Delivery, 90% met or exceeded expectations.

For Supporting Material, 95% met or exceeded expectations

For Central Message, 90% met or exceeded expectations

The last time we assessed this was during the COVID-19 pandemic lockdown, so the presentations were all delivered over Zoom. For context, the numbers were significantly lower:

For Organization, 68% met or exceeded expectations

For Language, 78% met or exceeded expectations

For Delivery, 73% met or exceeded expectations

For Supporting Material, 75% met or exceeded expectations

For Central Message, 75% met or exceeded expectations

Theories for this jump in scores will be discussed below.

Yes, the expected standard was met for each criterion by being well above the minimum 75%

While this part of the assessment lacked video evidence to support the rubrics, I believe there is still something we can learn from looking at the rubrics. As the instructor of the course, I do have a personal memory of the Zoom presentations compared to the recent presentations I witnessed live. I used to give the prompt for the oral presentation and refer them to the rubric, and leave it at that. Students, especially during the lockdown, seemed to lack motivation to read and interpret all the requirements and expectations. Since then, I have added time in class to review the expectations and guidelines for the oral presentation. I stress that this is just as important as the paper. I also point out that, in the entertainment industry, they need to present themselves professionally, whether they want to be behind the scenes or on stage/camera. This is their opportunity to practice this type of oral communication, which is different from acting.

Once I made the expectations clear and connected the activity to the real world, I observed a significant improvement in the oral presentations. Even though there was no 2nd assessor for this part, which quite possibly might have resulted in lower numbers, I think it is a logical assumption that the numbers still would not have been as low as the previous report showed. I was one of the assessors back then, so there is some consistency between my input back then and my input today.

Of course, it is imperative that whoever is instructing the courses with this signature assignment remembers to video the oral presentations. This will enable a more accurate assessment. However, this exercise points to a continuation of the practices described above about communicating expectations and relating the assignment to the requirements of their future endeavors in the entertainment industry.

Summary of Achievement Outcomes Aligns with ULO: Written Communication / Oral Communication		
2025-2026 PLO Assessed: Written Communication	Student Evidence: THR 441/442 - Research Paper	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Content / Context	Not Met	
Organization / Coherence	Met	
Sources / Synthesis	Met	
Conventions / SWE	Met	
2025-2026 PLO Assessed: Oral Communication	Student Evidence: THR 441/442 - Oral Presentation	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Organization	Met	
Language	Met	
Delivery	Met	
Supporting Material	Met	
Central Message	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

The specific improvement plan made was to implement the suggestions in the “potential areas for program improvement” sections above:

- Continue to use the rubric as a teaching tool regarding the Content/Context criterion. Discuss this in greater detail with future students. I need to continue encouraging them to expand on their thesis so they meet the length requirement with high-quality content. The idea is not to include “fluff” simply to meet a page-length requirement, but to address the thesis fully and vigorously.
- 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.
- Take time to go over how to incorporate/synthesize source material in the paper.
- Review how to correctly cite sources.
- Incorporate instructions that the oral presentations will be filmed to remind the instructor and students that this will happen.
- Continue to be clear about expectations and relate these assignments to their future jobs, so they understand that this is not busywork but rather skills they need for success.