

ASSESSMENT PLAN
THEATRE- UPDATED MAY 2019

1. Program Mission Statement

The mission of the Theatre Department is to support and provide resources for students as they engage with the entertainment industry—as performers, visionary creator-producers, directors, designers, technicians, historians, critics, educators, and audience members. The focus of the theatre curriculum is on the fullest possible individual growth within a collaborative artistic community. Theatre students must be able to develop concepts, goals, and action plans for live performance events, understand the origins and significance of the works they see onstage or in which they participate, maintain high aesthetic standards and a strong work ethic, self-motivate, mentor others, and function effectively in teams.

2. Program Goals

Students will:

1. Become familiar with traditional and contemporary performance practices, while understanding the impact of culture and era on these practices. (College- Content 1, Skills 1 & 3)
2. Develop sensitivity to elements of diversity, equity, and inclusion fostered by the independent thinking and collaboration required by the major. (College- Content 1 & 3, Skills 3, 5, & 6)
3. Explore the myriad of specialties in the field of theatre through classwork, production assignments, research and advising with faculty. (College- Content 1, 2, & 3 Skills 1, 2, 3, 4, & 5)
4. Prepare themselves for graduate school or career positions by learning performance, design, self-marketing, theatre technology, and discipline-specific writing skills. (College- Content 2 & 3, Skills 1, 2, 3, 4, 5, & 6)

3. Learning Objectives

GOAL 1.

1. Students will research and be able to identify major practitioners in theatre.
2. Students will be able to identify and connect major historical time periods within the performing arts.

GOAL 2.

1. Students will work collaboratively with their classmates.
2. Students will engage in discussions about collaboration, diversity, equity, and inclusion both in and outside of the classroom.

GOAL 3.

1. Students will work in both on stage and off stage positions in faculty and student directed productions.
2. Students will research different jobs in the performing arts and write papers, give presentations, and participate in group performances.

GOAL 4.

1. Students will know how to construct an artist's statement, resume, cover letter, and headshot by the end of their senior year.
2. Students will make professional connections through internships, working with faculty on outside projects, and/or through study abroad experiences.

4. Measurable Learning Outcomes

OUTCOME GOAL 1.1. - Students will present oral reports about major practitioners and cultures.

OUTCOME GOAL 1.1. - Students will write papers and take exams in Theatre History focused on theatre practitioners and major movements.

OUTCOME GOAL 1.2. - Students will analyze and include information from relevant cultural groups and time periods in their senior thesis presentations.

OUTCOME GOAL 1.2. - Students will engage in discussion of current events and censorship of the arts in THEA 100 and throughout their classes in the major.

OUTCOME GOAL 2.1. - Students will engage in a variety of collaborative projects throughout THEA 100, THEA 128, THEA 130, THEA 200, THEA 201, THEA 222, THEA 255, and many other courses.

OUTCOME GOAL 2.1. - Students will self-select groups and roles within those groups with an awareness of their working styles and personalities. As they self-select, students will challenge themselves to take on new opportunities.

OUTCOME GOAL 2.2. - Students will participate in “post mortem” sessions for group projects in THEA 100 and THEA 201 to discuss the challenges and advantages of working with a diverse group of individuals.

OUTCOME GOAL 2.2. - Students will read source material, watch videos, and see live performances from a diverse group of authors, playwrights, and practitioners. These readings, videos, and performances will be discussed both in and out of the classroom.

OUTCOME GOAL 3.1. – Students will complete both Production Practical and Rehearsal and Performance courses.

OUTCOME GOAL 3.1- Students will choose their primary role for their senior thesis project.

OUTCOME GOAL 3.2- Students will incorporate playwriting, choreography, acting, directing, stagecraft, technology and music in their final for THEA 100.

OUTCOME GOAL 3.2- Students will analyze text, research technology, and produce projects in upper level courses.

OUTCOME GOAL 4.1- Students will turn in drafts of artist statement, cover letters, resumes, and headshots and give each other constructive feedback throughout the course of THEA 402.

OUTCOME GOAL 4.1- Students will successfully complete and present a portfolio by the end of their senior seminar, THEA 402.

OUTCOME GOAL 4.2- Students will successfully complete two experiential learning courses.

OUTCOME GOAL 4.2- Students will work at internships and with the faculty and staff on productions both on and off campus. Students will be introduced to a number of guest speakers and artists-in-residence.

5. Means of Assessing Outcomes

GOAL	OBJECTIVE	OUTCOME	HOW OUTCOME IS MEASURED	MEASUREMENT TOOL	SUCCESS CRITERIA	DATA LOCATION
#1 Become familiar with traditional and contemporary performance practices, while understanding the impact of culture and era on these practices.						
	1. Research and be able to identify major practitioners in theatre	Present oral reports about major practitioners and cultures	Projects in Acting One and Introduction to the Performing Arts	Locally Developed Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	1. Research and be able to identify major practitioners in theatre	Write papers and exams in Theatre History focused on theatre practitioners and major movements	Papers and Exams in Theatre History	Locally Developed Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	2. Identify and connect major historical time periods within the performing arts	Analyze and include information from relevant cultural groups and time periods in THEA 100, 315, 331, 332, and 338	Papers and projects in THEA 100, 315, 331, 332, and 338	Locally Developed Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	2. Identify and connect major historical time periods within the performing arts	Engage in discussion of current events and censorship of the arts in THEA 100 and throughout their classes in the major	Participation in classroom discussion	Participation grade	100% of students to earn a B or better in participation; 50% at A	Faculty files

GOAL	OBJECTIVE	OUTCOME	HOW OUTCOME IS MEASURED	MEASURE- MENT TOOL	SUCCESS CRITERIA	DATA LOCATION
#2 Develop sensitivity to elements of diversity, equity, and inclusion fostered by the independent thinking and collaboration required by the major.						
	1. Work collaboratively with their classmates	Engage in a variety of collaborative projects throughout THEA 100, THEA 128, THEA 130, THEA 200, THEA 222, THEA 255, and many other courses	Completion of group project	Feedback from public performance, self-assessment tool, locally developed rubric	100% of students to score at/above C; 70% at or above B; 30% at A. Self-assessment shows high marks in collaboration.	Faculty files
	1. Work collaboratively with their classmates	Self-select groups and roles within those groups with an awareness of their working styles and personalities. Students will challenge themselves to take on new opportunities	Group makeup	Notation of group makeup	100% of students work with at least 50% of their classmates	Classroom notes. Faculty files
	2. Engage in discussions about collaboration , diversity, equity, and inclusion both in and outside of the classroom.	Participate in “post mortem” sessions for group projects in THEA 100 and THEA 201 to discuss the challenges/ advantages of working with a diverse group of individuals	Attendance at post mortem. Post mortem reflection.	Post mortem reflection	100% of students will participate in discussion	Faculty files

	<p>2. Engage in discussions about collaboration, diversity, equity, and inclusion both in and outside of the classroom.</p>	<p>Read source materials, watch videos, and see live performances from a diverse group of authors, playwrights, and practitioners. These readings, videos, and performances will be discussed both in and out of the classroom</p>	<p>Class participation, discussion, and class assignments</p>	<p>Locally Developed Rubric</p>	<p>100% of students to score at/above C; 70% at or above B; 30% at A</p>	<p>Faculty files</p>
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GOAL	OBJECTIVE	OUTCOME	HOW OUTCOME IS MEASURED	MEASURE- MENT TOOL	SUCCESS CRITERIA	DATA LOCATION
#3 Explore the myriad of specialties in the field of theatre through classwork, production assignments, research and advising with faculty.						
	1. Students will work in both on stage and off stage positions in faculty and student directed productions.	Students will complete both Production Practical and Rehearsal and Performance courses.	Finals in THEA 224, 325, 280, and 350	Locally Developed Rubric	100% of students to score at/above B; 50% at A	Faculty files
	1. Students will work in both on stage and off stage positions in faculty and student directed productions.	Students will choose their primary role for their senior thesis project.	Final senior thesis proposal	Locally Developed Rubric	100% of students to score at/above B; 50% at A	Senior thesis binders in faculty office
	2. Students will research different jobs in the performing arts and write papers, give presentations, and participate in group performances.	Students will incorporate playwriting, choreography, acting, directing, stagecraft, technology and music in their final for THEA 100.	Final in THEA 100	Locally Developed Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	2. Students will research different jobs in the performing arts and write papers, give presentations, and participate in group performances.	Students will analyze text, research technology, and produce projects in upper level courses.	Projects in THEA 200, 201, 222, 285, and 338	Locally Developed Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files

GOAL	OBJECTIVE	OUTCOME	HOW OUTCOME IS MEASURED	MEASURE-MENT TOOL	SUCCESS CRITERIA	DATA LOCATION
#4 Prepare themselves for graduate school or career positions by learning performance, design, self-marketing, theatre technology, and discipline-specific writing skills.						
	1. Know how to construct an artist's statement, resume, cover letter, and headshot by the end of their senior year.	Turn in drafts of headshots, resumes, and cover letters and provide constructive peer feedback in THEA 402	Artist's statement, resume, cover letter, and headshot drafts.	Verbal and written feedback	100% of students to score at/above C; 70% at or above B; 30% at A	Students' final portfolios
	1. Know how to construct a portfolio by the end of their senior year.	Successfully complete and present a portfolio by the end of their senior seminar, THEA 402	Senior portfolio	Verbal and written feedback	100% of students to score at/above C; 70% at or above B; 30% at A	Students' final portfolios
	2. Make professional connections through internships, working with faculty on outside projects, and/or through study abroad experiences.	Successfully complete two experiential learning courses	Experiential learning experiences	Reflection paper, poster, and supervisor feedback	100% of students pass their experiential learning courses	Faculty files

	<p>2. Make professional connections through internships, working with faculty on outside projects, and/or through study abroad experiences.</p>	<p>Work backstage for professional touring artists and with the faculty and staff on productions both on and off campus. Students will be introduced to a number of guest speakers and artists-in-residence</p>	<p>Final projects in THEA 280/350, experiential learning, and THEA 224/325</p>	<p>Exit interview</p>	<p>100% of students have 3 or more professional contacts</p>	<p>Faculty files</p>
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6. Curriculum Map

Theatre	Program Goals				College: Content			College: Essential Skills					
	Course	#1	#2	#3	#4	#1	#2	#3	#1	#2	#3	#4	#5
THEA 100	x	x	x		x			x	x	x	x		x
THEA 128	x	x	x		x			x	x	x	x	x	x
THEA 130	x		x			x			x		x	x	x
THEA 200	x	x		x		x	x	x	x	x	x	x	x
THEA 201		x	x	x		x	x	x	x	x	x		x
THEA 222				x		x	x		x	x	x	x	x
THEA 224	x	x	x	x	x	x	x	x	x	x	x	x	x
THEA 255	x	x	x	x	x	x	x		x	x		x	x
THEA 278	x	x	x		x				x	x	x		x
THEA 280	x	x	x	x		x	x		x	x	x	x	x
THEA 285*													
THEA 290*													
THEA 315	x	x			x			x	x		x		
THEA 320	x	x				x		x	x		x	x	
THEA 325	x	x	x	x	x	x	x	x	x	x	x	x	x
THEA 330	x	x			x					x	x		x
THEA 331	x	x				x		x	x		x		
THEA 332	x	x				x		x	x		x		
THEA 333	x	x	x	x		x	x	x	x		x	x	
THEA 338	x	x	x	x		x	x	x	x	x	x	x	x
THEA 349	x	x	x		x				x	x	x		x
THEA 350	x	x	x	x		x	x		x	x	x	x	x
THEA 385*													
THEA 390*													
THEA 395*													
THEA 399*													
THEA 401	x	x	x	x		x	x	x	x	x	x	x	x
THEA 402	x		x	x	x	x	x	x	x		x	x	

* Varies according to topic

7. How Assessment Data Will Be Utilized

FOUNDATIONS

Faculty will concentrate on the introductory level courses to ensure that all majors and minors have a firm foundation in theatre vocabulary. This will be assessed through pre- and post-tests, as well as quizzes.

COLLABORATIVE PROJECTS

Faculty will develop rubrics to assess skills and participation in collaborative projects. We will also revise current projects in the introductory level course as well as create new collaborative projects. This will serve as the foundation for upper level courses, productions, and the senior thesis.

THE SENIOR CAPSTONE

We will continue to adjust the requirements for the senior thesis and the portfolio in order to keep with current practices in our field. We want this project to be a gateway to graduate school research and career work. We value the entrepreneurial spirit of our field, and the thesis and portfolio will emphasize this.