ASSESSMENT PLAN
THEATRE- UPDATED MAY 2018

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 perform, 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 avant-garde performance practices, while understanding the impact of culture and era on these practices. (College- Content 1, Skills 1 & 3)
   2. Develop sensitivity to gender, race, class, and other elements of diversity and inclusion fostered by the independent thinking and collaboration required by the major. (College- Content 1, Skills 3, 5, & 6)
   3. Understand the interdisciplinary connections among music, theatre, and dance by analyzing movement, music, symbols, text, and design. (College- Content 2, Skills 1, 2, 3, 4, & 5)
   4. Prepare themselves for graduate school or career positions by learning performance skills, self-marketing, theatre technology, and discipline-specific writing. (College- Content 3, Skills 1, 2, 3, 4, & 5)

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 major historical time periods in theatre, dance, and music history and connect these ideas.

   GOAL 2.
   1. Students will work collaboratively with their classmates.
   2. Students will engage in discussion about collaboration, diversity, and inclusion both in the classroom and in departmental events.

   GOAL 3.
   1. Students will complete a number of interdisciplinary collaborative projects in the introductory courses of the major.
   2. Students will apply their learning from introductory classes to thesis papers and projects that focus on the interdisciplinary nature of the major.

   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 the avant-garde and censorship in THDA 100 and throughout their classes in the major.

   OUTCOME GOAL 2.1. - Students will engage in a variety of collaborative projects throughout THDA 100, THEA 128, THEA 130, THEA 200, THEA 201, 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 THDA 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 textbooks, 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 create costumes or set designs for theatre.
   OUTCOME GOAL 3.1- Students will incorporate playwriting, choreography, acting, directing, stagecraft, technology and music in their final for THDA 100.

   OUTCOME GOAL 3.2- Students will analyze text, movement, and music as they design, direct, and/or produce projects in upper level courses.
   OUTCOME GOAL 3.2- Students will complete an interdisciplinary senior thesis.

   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 THDA 402.
   OUTCOME GOAL 4.1- Students will successfully complete and present a portfolio by the end of their senior seminar, THDA 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	MEASURE-MENT TOOL	SUCCESS CRITERIA	DATA LOCATION
#1 Become familiar with traditional and avant-garde performance practices, while understanding the impact of culture and era on these practices.						
	1.Research and be able to identify major practition-ers 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 practition-ers 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 major historical time periods in theatre, dance, and music, and connect these ideas	Analyze and include information from relevant cultural groups and time periods in their senior thesis presentations	Senior thesis present-ation and binder	Locally Developed Rubric	100% of students to score at or above B; 50% at A	Thesis binders in faculty office
	2.Identify major historical time periods in theatre, dance, and music, and connect these ideas	Engage in discussion of the avant-garde and censorship in THDA 100 and throughout their classes in the major	Participat-Ion in classroom discussion	Participation grade	100% of students to earn a B or better in participa-tion; 50% at A	Faculty files

GOAL	OBJECTIVE	OUTCOME	HOW OUTCOME IS MEASURED	MEASURE-MENT TOOL	SUCCESS CRITERIA	DATA LOCA-TION
#2 Develop sensitivity to gender, race, class, and other elements of diversity and inclusion fostered by the independent thinking and collaboration required by the major.						
	1.Work collaborativ-ely with their classmates	Engage in a variety of collaborative projects throughout THDA 100, THEA 128, THEA 130, THEA 200, THEA 255, and many other courses	Completion of group project	Feedback from public performan-ce, self-assessment tool, locally developed rubric	100% of students to score at/above C; 70% at or above B; 30% at A. Self-assess-ment shows high marks in collabor-ation.	Faculty files
	1.Work collaborativ-ely 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 class-mates	Class-room notes. Faculty files
	2.Engage in discussion about collaboration, diversity, and inclusion both in the classroom and in department-al events	Participate in "post mortem" sessions for group projects in THDA 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 give to score at/above B; 50% at A	Faculty files

	2. Engage in discussion about collaboration, diversity, and inclusion both in the classroom and in department-al events	Read textbooks, 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	Class participation, discussion, and class assignments	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
#3 Understand the interdisciplinary connections among music, theatre, and dance by analyzing movement, music, symbols, text, and design.						
	1.Complete a number of interdisciplinary collaborative projects in the introductory courses of the major	Create costumes or set designs for theatre	Design projects in THDA 100 and THEA 285	Locally Developed Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	1.Complete a number of interdisciplinary collaborative projects in the introductory courses of the major	Incorporate playwriting, choreography, acting, directing, stagecraft, technology, and music in their final for THDA 100	Final in THDA 100	Locally Developed Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	2.Apply their learning from introductory classes to thesis papers and projects that focus on the interdisciplinary nature of the major	Analyze text, movement, and music as they design, direct, and/or produce projects in upper level courses	Projects in THEA 201, THEA 255, and THEA 338	Locally Developed Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	2.Apply their learning from introductory classes to thesis papers and projects that focus on the interdisciplinary nature of the major	Complete an interdisciplinary senior thesis	THDA 401 Final project	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 skills, self-marketing, theatre technology, and discipline-specific writing.						
	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 THDA 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, THDA 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	Rubric and exit interview	100% of students pass their experiential learning courses	Faculty files
	2. Make professional connections through internships, working with faculty on outside	Work backstage for professional touring artists and with the faculty and	Final projects in THEA 280/350, experiential learning, and THEA 225/325	Exit interview	100% of students have 3 or more professional contacts	Faculty files

projects, and/or through study abroad experiences.	staff on productions both on and off campus. Students will be introduced to a number of guest speakers and artists-in-residence				

1. **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.