

**ASSESSMENT PLAN
THEATRE AND DANCE- MAY 2016**

1. Program Mission Statement

The mission of the Theatre and Dance Major is to support and provide resources for students as they engage with the entertainment industry—as performers, visionary creator-producers (directors and choreographers), designers and technicians, historians and critics, educators, and audience members. The focus of the theatre and dance curriculum is on the fullest possible individual growth within a collaborative artistic community. Theatre and dance 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.
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.
3. Understand the interdisciplinary connections among music, theatre, and dance by analyzing movement, music, symbols, text, and design.
4. Prepare themselves for graduate school or career positions by learning performance skills, self-marketing, theatre technology, and discipline-specific writing.

3. Learning Objectives

GOAL 1.

1. Students will research and be able to identify major practitioners in theatre and dance.
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 informal 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 artists' statement, resume, 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 create and perform dance reconstructions from major practitioners and cultures.

OUTCOME GOAL 1.1.- Students will write papers and take exams in Theatre History and Dance 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 THDA100 and throughout their classes in the major.

OUTCOME GOAL 2.1.- Students will engage in a variety of collaborative projects throughout THDA100, THEA128, THEA200, DANC106, DANC325 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 following theatre and dance productions, group projects in THDA100, THDA201, and DANC325 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 both theatre and dance.

OUTCOME GOAL 3.1- Students will incorporate playwriting, choreography, acting, directing, technology and music in their final for THDA100.

OUTCOME GOAL 3.2- Students will analyze text, movement, and music as they choreograph and direct 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 headshots, resumes, and cover letters and give each other constructive feedback throughout the course of THDA402.

OUTCOME GOAL 4.1- Students will successfully complete and present a portfolio by the end of their senior seminar, THDA402.

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

OUTCOME GOAL 4.2- Students will 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.

5. Means of Assessing Outcomes

GOAL	OBJECTIVE	OUTCOME	HOW OUTCOME IS MEASURED	MEASUREMENT 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.						
	Research and be able to identify major practitioners in theatre and dance	Create and perform dance reconstructions from major practitioners and cultures	Projects in Body and Earth, Adv. Dance Rep, and Get Moving	Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	Research and be able to identify major practitioners in theatre and dance	Write papers and exams in Theatre and Dance History focused on theatre practitioners and major movements	Papers and Exams in Theatre History and Dance History	Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	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 presentation and binder	Rubric	100% of students to score at or above B; 50% at A	Thesis binders in faculty office
	Identify major historical time periods in theatre, dance, and music, and connect these ideas	Engage in discussion of the avant-garde and censorship in THDA100 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	MEASUREMENT TOOL	SUCCESS CRITERIA	DATA LOCATION
#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.						
	Work collaboratively with their classmates	Engage in a variety of collaborative projects throughout THDA100, THEA128, THEA200, DANC106, DANC325 and many other courses	Completion of group project	Feedback from public performance, self-assessment tool, 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
	Work collaboratively with their classmates	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	Group makeup	Notation of group makeup	100% of students work with at least 50% of their classmates	Classroom notes. Faculty files
	Engage in discussion about collaboration, diversity, and inclusion both in the classroom	Participate in "post mortem" sessions following theatre and dance productions,	Attendance at post mortem. Post mortem form.	Post mortem rubric	100% of students will give 4s or above to areas on the rubric	Faculty files

	and in informal departmental events	group projects in THDA100, THDA201, and DANC325 to discuss the challenges and advantages of working with a diverse group of individuals			about communication and inclusion	
	Engage in discussion about collaboration, diversity, and inclusion both in the classroom and in informal departmental 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	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.						
	Complete a number of interdisciplinary collaborative projects in the introductory courses of the major	Create costumes or set designs for both theatre and dance	Design projects in THDA100 and THDA285	Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	Complete a number of interdisciplinary collaborative projects in the introductory courses of the major	Incorporate playwriting, choreography, acting, directing, technology, and music in their final for THDA100	Final in THDA100	Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	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 choreograph, manage, and direct projects in upper level courses	Projects in THDA201, THDA255, THEA338, and DANC325	Rubric	100% of students to score at/above C; 70% at or above B; 30% at A	Faculty files
	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	THDA401 Final project	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	MEASUREMENT 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.						
	Know how to construct an artists' statement, resume, and headshot by the end of their senior year.	Turn in drafts of headshots, resumes, and cover letters and give each other constructive feedback throughout the course of THDA402	Headshot, resume, and cover letter drafts.	Verbal and written feedback	100% of students to score at/above C; 70% at or above B; 30% at A	Students' final portfolios
	Know how to construct an artists' statement, resume, and headshot by the end of their senior year.	Successfully complete and present a portfolio by the end of their senior seminar, THDA402	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
	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
	Make	Work	Final projects	Exit	100% of	Faculty

	professional connections through internships, working with faculty on outside projects, and/or through study abroad experiences.	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	in THEA280/350, DANC281/350 and Production Practical THDA225/325	interview	students have 4 or more professional contacts	files
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6. How Assessment Data Will Be Utilized

CONTINUITY IN THE MAJOR CURRICULUM

Our introductory courses in the major are functioning effectively to introduce students to a range of disciplinary areas within the field of performing arts; however, we are concerned about students' ability to strengthen and further develop this knowledge as they move through the major or minor(s). Beginning with the 2016-2017 academic year, THDA faculty will initiate a more detailed assessment of recent senior thesis projects. With this information we will work back through our 300- and 200-level courses to determine what methods might be applied in those courses to help our majors and minors transfer and develop their early learning through to their upper-level coursework. Very early in the fall semester faculty will meet to design necessary support systems for current individual theses, based on the nature of each student's project. We believe this will guide our pedagogy and strategy for the year and improve the likelihood of high quality thesis process and projects in the future.

PARTICIPATION GRADES

We plan to reevaluate the methodology and the need for grading student "participation" in class, an criterion that has in the past carried a great deal of weight in some THDA course grades. We will consider the need or appropriateness of a "participation" grade and review current academic literature about participation grading.

RUBRICS

We also plan to research and discuss possible rubrics for movement classes, particularly for acting technique and dance technique courses where paper rubrics are impractical.