Annual Assessment Plan
Academic Year: 2014-15

Department: Theatre and Dance: BA in Theatre
Assessment Coordinator: Deb Currier

Departmental Mission: The faculty and staff of the Theatre and Dance Department are committed to a liberal arts approach to performing arts education while maintaining a balance of both academic and practical approaches to the arts of theatre and dance. We believe strongly in the value of academic rigor, which in turn supports and maintains productions and projects of the highest standards. We promote a global, diverse and collaborative view of performing arts education, and strive to train artistic leaders in their chosen disciplines who will further contribute to the craft.

Department Student Learning Outcomes:

Theatre Learning Outcomes: The following outcomes are central to the undergraduate degree in theatre arts:

1. Knowledge of major works of dramatic literature representative of diverse cultures
2. Knowledge of the history of theatrical production – its styles, conventions and social context – from the ancients to the present day
3. Knowledge and application of the means by which theatrical production is realized
4. Knowledge of the role of theatre in shaping our past, present and future

Theatre Program Objectives: In addition to the goals of the content knowledge areas, students completing the degree in theatre arts should be able to:

5. Analyze and interpret dramatic literature and performance from the standpoint of designer, performer, director, playwright or critic
6. Use the tools and technology basic to theatrical production safely and efficiently
7. Function effectively as a member of a collaborative team in the preparation and realization of a public performance

GUR Student Learning Outcomes - HUM GURs offered by Theatre:

THTR 101, THTR 201, THTR 202, THR 380, 382, 383:

Competency 1: Analyze and communicate ideas effectively in oral, written, and visual forms – all THTR GUR courses engage this competency and range from capstone 4: “exceeds standard” to milestone 2

Competency #2: Analyze and interpret information from varied sources, including print and visual media- all THTR GUR courses engage this competency and are at Capstone 4: exceeds standard

Competency #4: Identify and Analyze Complex Problems – Student group film projects in 201; Student group Asian theatre and “Isms” projects in 380 and 382; milestone 3: meets standard

Academic Competency #5: Apply tools of technology, with an understanding of their uses and limitations – Student group film projects in 201; group project multi-media presentations in 380 and 383; milestone 3: meets standard

Competency #6: Explore, imagine, and create – this is what we do in every class taught, not just GURs; Capstone 4: exceeds standard

Competency #8: Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global communities – THTR 380, 381 and 383 Theatre and Culture series- global, intercultural approach; milestone 2

Competency #9: Work collaboratively and manage projects to effective completion – 201, 380, 382 all group projects address this; Exceeds capstone (4)

Competency #10: Reflect on one’s own work and on the ethical dimensions of academic pursuits – T 380, 381 and 383 reflection assignments meet the milestone standard (3)

Competency #11: Understand and assess the impacts of interactions among the individual, society, and the environment – 202, 380, 381, 382 meet milestone (2)
**Student Learning Outcomes Assessed This Year**

**SLO 3:** Knowledge and application of the means by which theatrical production is realized

**PO 6:** Use the tools and technology basic to theatrical production safely and efficiently

**PO7:** Function effectively as a member of a collaborative team in the preparation and realization of a public performance

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<thead>
<tr>
<th>Assessment Measures</th>
<th>SLO/POs Assessed</th>
<th>Results</th>
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<tr>
<td>Syllabi, course lectures, exams, student projects and research papers from core theatre major courses, particularly focused on coursework with production aspects/pedagogy: THTR 255, 355, 455, 256, 356, 212, 210, 316, 416, 213, 496, 495</td>
<td><strong>SLO 3</strong></td>
<td>Faculty syllabi are annually submitted for review. SLOs and POs addressed in each individual course are required to be listed in each course syllabus. Syllabi for courses pedagogically linked to SLO 3: “Knowledge and application of the means by which theatrical production is realized” were assessed in ongoing faculty meetings looking at each concentration and each course within each concentration (major curricular review). This individual course review by the faculty in meetings led to a Major Change Form in which our technical and design courses and accompanying concentrations (those which focus primarily on pedagogy of realizing theatrical productions) were re-aligned with industry standards. The department also recognized that with 2 new faculty coming in, there would be changes in curriculum coming in the next few years, capitalizing on the strengths of a new Lighting design professor as well as a new Acting professor. Individual courses: THTR 255, 355, 455, 256, 356, 212, 210, 316, 416, 213, 496, 495 Are meeting and/or exceeding this learning outcome.</td>
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<td>Season selection for the 2015-16 year also focused on meeting and exceeding the potential for growth in both SLO 3 and PO 6 and 7. The season was chosen with a depth as well as breadth of production opportunities meeting the criteria set forth in our departmental mission, with a season that ranges from a large-scale musical, to an in-the-round production to a commissioned new work buy a playwright in residence, Elaine Avila.</td>
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<td>Western Theatre Ambassadors Tour (AKA “Brit Tour”); elective</td>
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<td>Multicultural Outreach Tour (THTR 353, 354)</td>
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<td>The Monologue Project (THTR 260 class project)</td>
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Syllabi, student senior projects and actual produced performances both mainstage and by Student Theatre Productions

Full main season (5 theatre productions) was produced, with the directives and goals of SLO 3 and POs 6 and 7 embedded in the realization of departmental productions. All departmental productions are adjudicated by the Kennedy Center American College Theatre Festival (KCACTF), and in-depth responses to each production are given to both students and faculty alike. Departmental main season productions (actualized): THTR 256, 356, 255, 355, 455; 496, electives

New hiring of Technical Director

Hiring of a full-time Scene Shop Foreman to assist in ensuring technical safety and precautions are taught and followed according to industry standards.

Western Theatre Ambassadors Tour (AKA “Brit Tour”); elective

Multicultural Outreach Tour (THTR 353, 354); elective

### PO 6 & 7

Faculty syllabi are annually submitted for review. SLOs and POs addressed in each individual course are required to be listed in each course syllabus. Individual faculty then report out regarding meeting or not meeting those outcomes and objectives.

Individual courses: THTR 255, 355, 455, 256, 356, 212, 210, 316, 416, 213, 496, 495 Are meeting and/or exceeding these program goals.

Departmental productions were assessed by faculty designers and directors in relation to SLOs 6 & 7 and are meeting those program objectives quite effectively.

Touring projects were focused on in specific and unique relation to SLOs 6 & 7 and are meeting the program objectives quite effectively.

**Changes/Kudos to us based on assessment findings:**

**Overall:** As a faculty, we finally agreed to overhaul and redefine our THTR 496 course, Senior Project to more unify the purpose of it and make it more align with the departmental mission and goals. It took us all year to do it, but it has been submitted. This course revision has passed and will appear in the 2016 catalogue. The syllabus is also attached to this document for reference.

**Findings in relation to SLO 3:** The department continues to offer a variety of high-quality, diverse production opportunities to give hands-on experience to our students in all matters related to production. We also are continuing to pursue commissioning a new work each year to further our student learning outcomes in the area of realizing a production from the ground up, including working with the playwright on a new work. This is one SLO where we meet and/or exceed expectations and hope to continue our good work.
Recommendations:

- Continue to ensure that at least 1 out of our 5 season productions is dedicated to a play representative of diversity issues.
- Continue to support and produce quality, diverse productions to ensure a depth and breadth of experience for our students.
- Continue course and concentration review and revision based on the strengths of new faculty and staff.

Findings in relation to PO 6: With the addition of a full-time Scene Shop Foreman, we have addressed the fundamental issues surrounding the “use the tools and technology basic to theatrical production safely and efficiently.” We also have a new technical Director who bridged a large gap we had been experiencing between the pedagogy necessary to teach our students and the actualization of a full production. With these two new individuals on board, our students are gaining the necessary tools and tech knowledge to work professionally in the field.

Findings in relation to PO 7: As a department, we continue to strive for full collaboration. In answer to this specific program outcome, and coming from the request of students, we have instilled a dialogue series for the 2015-2016 academic year titled, “Unpacking the Space: Creating a Company,” which is meant to address various issues we are confronted with as we become more collaborative, inclusive and diverse as a department. These sessions will be open-dialogue driven and student led, with faculty input.

Recommendations:

- Dedicate faculty and student energies to the dialogue sessions mentioned above.
- Continue to offer high-quality, diverse production opportunities to our students, complete with a new work commissioned each season (when fiscally possible).
THTR 496: Senior Capstone Paper
Departmental Syllabus

The Senior Capstone course (THTR 496) is a 1-credit course comprised of a research or reflective paper demonstrating your knowledge of at least one of the departmental student learning goals. These goals are articulated in the official departmental mission and assessment documents.

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Departmental Goals and Assessment Outcomes
This course meets at least one of the following outcomes in the departmental assessment plan, as your topic will generate from one or more of the four learning outcomes:

1. Knowledge of major works of dramatic literature representative of diverse cultures
2. Knowledge of the history of theatrical production – its styles, conventions and social context – from the ancients to the present day
3. Knowledge and application of the means by which theatrical production is realized
4. Knowledge of the role of theatre in shaping our past, present and future

Course Goals
Students who have successfully completed this course will be able to demonstrate their deep understanding of at least one of the departmental learning goals through the senior capstone research/reflection paper.

Assessment:
• You will be graded on your research or reflective paper on a topic agreed upon with your departmental advisor. This paper will be no less than 10 pages in written length (not include appendices or images), and will follow the MLA\(^1\) style guidelines for formatting and citation.
• You will turn in a rough draft of the paper no later than 3 weeks before the end of the quarter in which you are enrolled in THTR 496. Your THTR 496 professor will return the draft of your paper with corrections and suggestions to you no later than 1 week after the first draft is turned in.
• Your final grade on the paper is your final grade in the class. You must pass THTR 496 with a grade of C- or better in order to graduate with a BA in Theatre Arts.

\(^1\) MLA format is the official format used in the Arts and Humanities disciplines.