

Assessment Goals Department of Theatre Arts and Dance

Assessment of Overall Student Learning for Majors

In order to track successfully, student learning for our majors, we will implement either a student exit interview or a survey for the graduating students. Our previous experience with these tools has been problematic in that our lower number of majors does not provide autonomy for the students. However, during the Summer and during the Fall semester we will interview other programs as well as professional associations looking for solutions to the dilemma.

Implementing this assessment in any form for AY 18-19 will be complicated as we have only one major. It is anticipated that the assessment for Theatre Arts minors and Dance minors be implemented as well. By AY 19-20, we should have these procedures in place for both majors and minors.

The Departmental Student Handbook would outline the expectations of the Theatre Arts major and minor and the Dance minor is being updated in the Summer. Reviewing of like institutions has served as a means of development. During the Fall semester Faculty and Staff will review and by Spring it will be available for students. It will serve as a rubric of sorts in that the students will be able to understand the expectations of the curriculum/course work and practicum/production work. This information will be available to students on the department website.

Assessment of Student Learning for Productions

Production work for students is a crucial component to our major, minors, and students who are neither. Because our department opens each experience to all students on campus, we have a diverse and ever-changing group of students. We propose developing a “post-production” assessment for each student involved in our productions in a substantive manner—for example, not the student who ushers for a few curtains, but students who are stage management, backstage, in the booth, and acting. Presently students receive information regarding the expectations of their work and behavior during rehearsal and production when they are auditioning, applying for production work, or in the classroom. For those students who are not in a circumstance with a grade-based outcome, it is difficult to provide a concrete or evidence based evaluation. However, it will be proposed to faculty and staff in the Fall semester that we provide the student with a review of the production work. In this way, the student could see a path for improvement and be encouraged to participate in more production work.

We also propose the development of an assessment for students enrolled in practicum. The potential for students to be identified from these evaluations is high. The challenge will be to ask questions that are opaque enough to provide anonymity for the students. Alternatively, we could rely on the assessment conducted as the “post production.” Most, but not all, students enrolled in TARA P23 and TARA P24 will be enrolled in TART 260 and TART 280. It makes sense that the course evaluation will provide assessment of the lab hours or what would be practicum hours. TARA 21 and TARA 22 are not directly connected to a course. Assessment for the practicum credit could be handled with the “post production” assessment mentioned above.

Faculty and Staff will be presented with this plan during the Fall semester and develop it for implementation during the Spring semester of AY 18-19.

Included in these evaluations are those for DANA. The students who are members of the Dance Ensemble currently complete course evaluations for Professor Rogers. These evaluations of the Dancers experience in production should be included.