

**Student Assessment Plan Template
Department of Theatre Arts and Dance
Submitted March 2, 2020 by Ann Muse**

Department Learning Goals

The study of Theatre Arts and Dance requires collaboration, critical thinking, creative thinking, the ability to contextualize theatre and dance within the history of the human condition, and a disciplined work ethic that serves lifelong learning. Methods of instruction within the department are lectures, class discussion, studio classes—demonstration of a skill and instruction for executing the skill; scholarly and creative writing assignments, project assignments and presentations; participation in the production work of the Hendrix Players.

Learning Goals for the Department of Theatre Arts and Dance

- 1) Acquire the art and practice of collaboration through developing and production theatre and dance performances.
- 2) Attain skills and understanding that contribute to lifelong learning
- 3) Contextualize Theatre and Dance in the history of the human condition
- 4) Exercise critical and creative thinking skills and intellectual depth by reading, analyzing, producing theatre and dance.
- 5) Demonstrate commitment with rigor and care through work on productions and in the classroom.

Curriculum Mapping—Theatre Arts and Dance

TART Code	Title	Acquire the art and practice of collaboration through developing and production theatre and dance performances	Attain skills and understanding to contribute to lifelong learning.	Contextualize theatre and dance In the history of the human condition	Develop critical and creative thinking skills and intellectual depth by reading, analyzing, and producing theatre and dance	Develop a strong work ethic through demonstrating commitment through rigor and care through work on productions and in the classroom.
135	Voice and Movement for the Theatre	low	Medi	Low	Low	High
140	Beginning Acting	High	Medium	Low	Med&um	Medium
210	Script into Performance	low	Low	High	High	Medium
260	Sound and Lighting	medium	High	Low	Low	High
280	Costume and Makeup	Medium	High	Low	Medium	High
290	Beginning Playwriting	Low	Low	Low	High	Medium
310	History of Theatre and Dramatic Lit I	Low	Low	High	High	Medium
311	History of Theatre and Dramatic Lit II	Low	Low	High	High	Medium
390	Advanced Playwriting	Low	Low	Low	High	Medium
391	Special Topics: Acting	Medium	Medium	Low	low	Medium
392	Special Topics: Design	low	Medium	Low	Low	Medium
393	Special Topics: Performance	low	Low	Low	Medium	Medium
430	Stage Directing	High	High	Medium	High	High
450	Production Design	low	Medium	Medium	High	High
497	Senior Seminar	High	High	Low	High	High

TARA Code	Title	Acquire the art and practice of collaboration through developing and production theatre and dance performances	Attain skills and understanding to contribute to lifelong learning.	Contextualize theatre and dance In the history of the human condition	Develop critical and creative thinking skills and intellectual depth by reading, analyzing, and production theatre and dance	Develop a strong work ethic through demonstrating commitment through rigor and care through work on productions and in the classroom.
P21	Practicum	High	High	Medium	Medium	High
P22	Practicum	High	High	Medium	Medium	High
P23	Practicum	High	High	Low	Low	High
P24	Practicum	High	High	Low	Low	High

Plans for Gathering Information:

Year One (2019-20)

The two learning goals that the department will assess are:

Attain skills and understanding that contribute to lifelong learning.

1. Direct assessment of Practicum with Rubric to provide assessment of students' practical work along with student reflection. See Practicum Rubric (Appendix F)
2. Indirect assessment through Google form for Hendrix Players Productions. (Appendix G)
3. Indirect assessment meetings for rising junior and senior majors in end of year meetings regarding career interests: assignments for the upcoming year in production work and facilitate future internships. See rising Jr. and Sr. Surveys questions 1-5 (Appendix C and D)

Learn the art and practice of collaboration through developing and producing theatre and dance performances.

1. Indirect Assessment Senior Exit interview questions concerning a) the students' level of confidence in their ability to collaborate within the context of producing theatre and dance. b) the students' confidence in collaboration in contexts other than theatre. See Senior Exit Survey question 2: Skills (Appendix E)
2. Direct assessment of Practicum with Rubric to provide assessment of students' practical work along with student reflection. Practicum Rubric (Appendix F)

Year Two (2020-21)

1. Contextualize Theatre and Dance in the history of the human condition

- Direct assessment Final Exam for TART Course 310. (Appendix A)
- Senior Exit interview questions concerning the students' confidence in their ability to contextualize theatre in the history of the human condition. Senior Exit Survey Question 1 Knowledge. (Appendix E)

2. Develop critical and creative thinking skills and intellectual depth by reading, analyzing and producing theatre and dance

- Direct Assessment Course TART 210—Final Project. (Appendix B)
- Senior Exit interview questions concerning the students' confidence in their ability to think critically and creatively about plays through reading and analyzing plays. Senior Exit Survey question 1, Knowledge (Appendix E)

Year three (22-23)

1. Demonstrate commitment through rigor and care through work on productions and in the classroom.

- Direct assessment of Practicum with Rubric to provide assessment of students' practical work along with student reflection. Practicum (Appendix F)
- Indirect assessment through Google form for Hendrix Players Productions. (Appendix G)

TADA ASSESSMENT CYCLE

TADA ASSESSMENT CYCLE	Acquire the art and practice of collaboration through producing theatre and dance	Attain skills and understanding that lead to life-long learning	Contextualize theatre and dance in the history of the human condition	Exercise critical and creative thinking skills and intellectual depth by reading, analyzing, producing theatre and dance.	Demonstrate commitment through rigor and care through work on productions and in the classroom.
Year					
19-20	19-20	19-20			
20-21			20-21		
21-22				21-22	21-22
22-23	22-23		22-23		
23-24		23-24			
24-25					21-22
Direct	Practicum Rubric TARA 21, 22, 23, 24	Practicum Rubric TARA 21, 22, 23, 24	TART 310	TART 210	Practicum Rubric TARA 21, 22, 23, 24
Indirect	Senior Survey	Rising Jr. and Sr. meetings with faculty	Senior Survey	Senior Survey	Post Production Student Feedback forms

History of Theatre and Dramatic Literature
 Final Assignment
 Fall 2018

- The group will create a Study Guide for a production of a play read in class. A model has been provided from American Conservatory Theatre's guide to *Phaedra* by Jean Racine. This document will be handed in on the day of the final in class.
- The group will provide an oral presentation of the document/research in class during the final period. The overall presentation should argue the significance of producing this particular play in 2018. Why is it important to the community?
- The study guide is an educational resource to aid the audience in fully understanding and appreciating the play.
- The following are potential essays for the document. Refer to the guidelines: Event, Agents, Reception, Artistic Heritage, and World
 - Biography of the playwright—personal and professional
 - Description of theatre during the playwright's tenure
 - Reception of the play at the time and in the following centuries
 - Sources of the play
 - World in which the play lives
 - World in which the play is written
 - Analysis of characters in the play—discussion of gender, social class, character-type, economic status
- The final product should be attractive. I can help with the printing of any final work

Group Work

- Synopsis of the play—compiled by the entire group—submitted through “turnitin” as well as in the final product
- Vocabulary of the play—compiled by the entire group
- Discussion questions for the audience—compiled by the entire group

Individual work

- Essay length must be at least 3 pages—submitted through “turnitin” as well as in the final product
- Essays must be researched adequately using sources outside of the textbook and general sources such as encyclopedias
- Essays must follow general guidelines for written research work in this class
- Free form: short free form response to the play and your research
- Report of the work (written) —What did you bring to the table? What did your group bring to the table? How did you work with your group? How would you characterize your group work? Include your contribution.

Final Presentation

The point of view for your final presentation is to convince the board of a theatre that you are the best person to direct a play for the season. You are the director and as such, you are presenting an analysis that will lead the production team through the entire process.

Make a clear statement about your understanding of the overall play that is a unifying principle for your work and a direct result of your full analysis of the play.

Analyze the full play based on our work in class through *Introduction to Play Analysis* Cal Pritner and Scott Walters. The written work of this analysis will be turned in on the day of the final.

Vocabulary terms appropriate to the terms used in Pritner and Walters.

Use a visual aid to illustrate your images, metaphors, symbols, etc. that you would ultimately use to communicate with your design team. Be careful not to design the piece or simply demonstrate your staging. You must recognize that this is a collaborative process and other people will be involved in the production. Your presentation needs to inspire your design team. In this way, you demonstrate leadership for the creative team.

RUBRIC

1. Thorough research/Accuracy of the information using Pritner and Walters as a guide.
2. Thoughtful application of the research to the play: depth in understanding the play as a through the analysis, and challenged the surface level of the play's meaning, proper use of vocabulary terms
3. Creativity in presenting the visual metaphor of the play.
4. Preparedness: clear verbal communication, visual aids explained clearly; dressed professionally for the job (business casual), comfort level with material, all visual aids completed.
5. Constraints of timing are met (15 minutes)
6. Written work: proper formatting and on time.

Appendix C

Rising Junior Interview

Name_____

Advisor_____

Degree Progress_____

Odyssey Progress_____

1. What are some major accomplishments that you had this year?
2. What roles did you take on in productions?
3. What would you like to do again?
4. What would you like to do that you have not done yet?
5. What would you like to do over the summer? After Hendrix?

Appendix D

Rising Senior Interview

Name_____

Advisor_____

Degree Progress_____

Odyssey Progress_____

1. What are some major accomplishments that you had this year?
2. What roles did you take on in productions?
3. What would you like to do again?
4. What would you like to do that you have not done yet?
5. What would you like to do over the summer? After Hendrix?

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**Theatre Arts and Dance Department Senior Survey
Knowledge**

1. My experience in Theatre Arts and Dance courses contributed toward the development of the following kinds of knowledge

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
Contextualizing Theatre and Dance performance in the history of the human condition						
Critical thinking: understanding the processes of analyzing a dramatic text.						
The basic structure of theatrical production.						
Development of Drama in the western world from Greeks to Modern						

2. Skills: My experience in Theatre Arts and Dance courses contributed toward the development of the following kinds of skills

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
Work Ethic: developing a rigorous work ethic that will guide me to a successful career						
Collaboration: the ability to work collectively toward a shared goal						
Creative Thinking: my understanding of problem solving.						
Written Communicate clearly a variety of formats						
Oral Communication clearly in a variety of circumstances						

Rubric for Practicum (TARA 21, 22, 23, 24)

Number of hours worked in the specified area is 50% of the grade. The number of hours averaged with the rubric assessment will equal the grade in the course

40 hours	A
35 hours	B is the highest grade
30 hours	C is the highest grade
25 hours	D is the highest grade

Student must complete a reflection component at the end of the course. The reflection is based on the Odyssey guidelines:

What? So what? Now what? OR

- What did I do?
- How did I respond to the assignment? If challenged, how did I respond? If not challenged, how did I respond?
- Now what can I do with the experience? What do I take away from the experience that is useful? Even the negative experience is useful.

Below is a rubric outlining the expectations of the course based on four core principles: Collaboration, Critical Thinking, Competencies/Skills, Work Ethic.

All of these things well	Three of these things well	Two of these things well	One of these things well
<p>Collaboration</p>	<ul style="list-style-type: none"> Communicates with team members in a constructive and respectful fashion Uses vocal or written tone, facial expressions, and body language to convey a positive attitude about the work Motivates and encourages team members about the task and the team's ability to accomplish it Demonstrates curiosity and enthusiasm through engaging with entire creative process 	<ul style="list-style-type: none"> Communicates with team members in a constructive and respectful fashion Uses vocal or written tone, facial expressions, and body language to convey a positive attitude about the work Motivates and encourages team members about the task and the team's ability to accomplish it Demonstrates curiosity and enthusiasm through engaging with entire creative process 	<ul style="list-style-type: none"> Communicates with team members in a constructive and respectful fashion Uses vocal or written tone, facial expressions, and body language to convey a positive attitude about the work Motivates and encourages team members about the task and the team's ability to accomplish it Demonstrates curiosity and enthusiasm through engaging with entire creative process
<p>Critical Thinking</p>	<ul style="list-style-type: none"> Experiment with untested approaches to assignment regardless of risk of failure Investment in the process, overcomes challenges, takes on opportunities, develops and articulates logical plan to accomplish project Creative Thinking—formulates ideas based on previous knowledge Synthesize—transforms ideas or solutions into new forms 	<ul style="list-style-type: none"> Experiment with untested approaches to assignment regardless of risk of failure Investment in the process, overcomes challenges, takes on opportunities, develops and articulates logical plan to accomplish project Creative Thinking—formulates ideas based on previous knowledge Synthesize—transforms ideas or solutions into new forms 	<ul style="list-style-type: none"> Experiment with untested approaches to assignment regardless of risk of failure Investment in the process, overcomes challenges, takes on opportunities, develops and articulates logical plan to accomplish project Creative Thinking—formulates ideas based on previous knowledge Synthesize—transforms ideas or solutions into new forms

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	All of these things well	Three of these things well	Two of these things well	One of these things well
Competencies/Skills	<ul style="list-style-type: none"> demonstrates willingness to attempt requisite tasks regardless of experience; competency in executing skills throughout the creative process; improvement in ability and commitment to learning; knowledge of material, terminology, and working environment. 	<ul style="list-style-type: none"> demonstrates willingness to attempt requisite tasks regardless of experience; competency in executing skills throughout the creative process; improvement in ability and commitment to learning; knowledge of material, terminology, and working environment. 	<ul style="list-style-type: none"> demonstrates willingness to attempt requisite tasks regardless of experience; competency in executing skills throughout the creative process; improvement in ability and commitment to learning; knowledge of material, terminology, and working environment. 	<ul style="list-style-type: none"> demonstrates willingness to attempt requisite tasks regardless of experience; competency in executing skills throughout the creative process; improvement in ability and commitment to learning; knowledge of material, terminology, and working environment.
Work Ethic	<ul style="list-style-type: none"> adherence to rules of safety demonstrates respect for peers, faculty, and staff; follows the guidelines regarding punctuality; adherence to the Hendrix Student Code of Conduct 	<ul style="list-style-type: none"> adherence to rules of safety demonstrates respect for peers, faculty, and staff; follows the guidelines regarding punctuality; adherence to the Hendrix Student Code of Conduct 	<ul style="list-style-type: none"> adherence to rules of safety demonstrates respect for peers, faculty, and staff; follows the guidelines regarding punctuality; adherence to the Hendrix Student Code of Conduct 	<ul style="list-style-type: none"> adherence to rules of safety demonstrates respect for peers, faculty, and staff; follows the guidelines regarding punctuality; adherence to the Hendrix Student Code of Conduct

Hendrix Players Production--The Persians: Stage Management and Acting

* Required

1. I developed skills that I will use in other areas of my work. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

2. Overall how was your experience working on The Persians

Mark only one oval.

- Excellent
- Very good
- Good
- Fair
- Poor

3. How would you describe the rehearsal and/or production process?

Mark only one oval.

Excellent

Very Good

Good

Fair

Poor

4. Were you able to offer creative input? You may have been part of a problem solving solution that caused you to be creative. We can all be creative thinkers.

Mark only one oval.

Yes

No

Maybe

5. Are you interested in participating in a Hendrix Players Production again?

Mark only one oval.

Yes

No

Maybe

6. What can we do to encourage you?

7. What would you like us to know about your experience?

8. Practicum/the Process contributed to developing a strong work ethic

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9. If you are a practicum student: My supervisor provided a Rubric clearly outlining the expectations and the grading procedures.

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

10. The Supervisor was available to assist students throughout the process of my Practicum experience.

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

11. I was provided with clear instructions of my duties during practicum.

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12. Untitled Question

Mark only one oval.

- Option 1

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