

STUDENT ASSESSMENT PLAN
THEATRE ARTS AND DANCE
MAY 2019

Submitted by Professor Ann Muse, (chair)

Current Action—2019-18

The external evaluation from 2016 recommendations are being addressed: review curriculum regarding the introductory curriculum and “greater openness and transparency giving students choice and responsibility.” To address the recommendations, the faculty and staff of the department implemented a number of actions:

- Developed Rubric for Practicum a course that every faculty member teaches. This effort replaced the plan to create a post-production feedback form for all Hendrix Player productions.
- Implemented Season Selection Committee including two students and faculty
- Developed a new curriculum that will be submitted to Curriculum Committee in 2019. The curriculum specifically addresses the introductory courses for the major.

The SAP submitted in 2018 included the following

- Develop student exit survey—the faculty did address the need for an exit survey. It was recommended that the student complete the survey after all grades were submitted to the registrar. This recommendation along with the fact that there was one major graduating made implementing this survey difficult. It will be addressed in Fall 2019 and administered in Spring 2020.
- Implement audience feedback forms—the forms are complete and will be introduced in the 2019-2020 production season
- Re-introduce the Student Handbook to the students in the department. The handbook is in place and on the website, but needs to be updated.
- Implement post-production student feedback forms. Upon approval of dept. faculty the feedback forms will be included in the 2019-2020.

Student Assessment Plan

Study of Theatre Arts and Dance requires collaboration, critical thinking, the ability to contextualized 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, self-reflection, studio classes—demonstration of a skill and instruction for executing the skills; scholarly and creative written assignments, project assignments, and participation in the production work of the Hendrix Players. The Learning Goals for the department are as follows:

Learning Goals for The Department of Theatre Arts and Dance

- 1) Acquire the art and practice of collaboration through developing and producing theatre and dance performances.**
- 2) Attain skills and understanding to contribute to lifelong learning.**
- 3) Contextualize theatre and dance in the history of the human condition**
- 4) Develop critical thinking skills and intellectual depth by reading, analyzing, and producing theatre and dance**
- 5) Commit to the work with rigor, discipline and care**

Assessment Tools

Tools	Direct	Indirect
Annual senior exit review		X
Maintaining a database of graduate school, industry work, internships, study abroad, etc.		X
Grading student capstone projects	X	
Meeting with rising juniors and seniors		X
Assessing learning goals for shared course	X	
Hosting External Dept. Reviews		X
Observing student presentations in departmental courses	X	
Feedback cards from audience of departmental productions		X
Feedback from students in productions		X
Rehearsal Reports	X	
Monthly Career Programming		X
Practicum	X	

Learning Goals for The Department of Theatre Arts and Dance

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

Assessment tools

- **Observing student presentations in departmental courses**
- **Productions of the Hendrix Players**
- **Feedback cards from audience**
- **Post-production feedback from participating students**
- **Rehearsal reports**
- **Rehearsal journals**
- **Post-mortem assessment of the production**

2) Attain skills and understanding to contribute to lifelong learning.

- **Monthly programming “The show must go on...after graduation”**
- **Alumni database of graduate school, internships, industry work, and study abroad, etc.**
- **Assessing student presentations in the department**

3) Contextual theatre and dance in the history of the human condition

- **Graded assignments**

4) Develop critical thinking skills and intellectual depth by reading, analyzing and producing theatre and dance

- **Graded assignments—written and projects**
- **Self-reflection**
- **Peer response**

5) Commit to the work with rigor, discipline and care

- **Practicum assessment**
- **Class participation**
- **Graded projects**

Assessment Plan

The Student Assessment Plan is as follows

Year One (2019-20)

The two learning goals that the department will assess are:

Attain skills and understanding that contribute to lifelong learning.

Assess Practicum Rubric through direct and indirect assessment and Career Programming through indirect survey of students, and direct assessment of the student success post-graduation by developing a digital database of department alumni.

Learning Goal Focus: Learn the art and practice of collaboration through developing and producing theatre and dance performances. (assessment of Capstone: manifesto and senior seminar—indirect and direct assessment.)

Refine play selection committee process based on indirect student assessment. The process started in 2018-19 AY.

Submit a new curriculum for the Theatre Arts major and minor. The planning has taken place over the 2018-19 AY.

Implement rubric for Practicum developed jointly by faculty in AY 18-19. Assess success of the rubric in Spring 2020. Through indirect assessment from students and direct assessment from faculty. The faculty will review each rubric and discuss the trajectory of the student during the course. Based on that assessment the rubric will be adjusted or continued.

Develop monthly programming for students to learn about career related issues. Emphasizing career competencies that are naturally a part of our curriculum in context of surviving in the “real world.” Information about internships as well as proper professional etiquette will be discussed. Professionals from the industry will be invited to address the students. This programming is funded through the Muse’s Odyssey Professorship. A student survey will be administered after each session and again at the end of the year to assess the program as whole. Adjustments will be made the following year.

Develop a digital/online database of Theatre Arts majors/minors and Dance minors. The information will include a photograph, professional biography, and a testament to the strength of a Theatre Arts major/minor and Dance minor. Students will see evidence of success both in the professional world of theatre as well as the professional world in general. An alum will be highlighted every two weeks on Facebook and/or the departmental webpage. A student survey of the effectiveness of the program will be administered at the end of each session and at the end of the year. Adjustments will be discussed for the following year.

Year Two (2020-21)

Attain skills and understanding that contribute to lifelong learning.

Assess Practicum Rubric through direct and indirect assessment and Career Programming through indirect survey of students, and direct assessment of the student success post-graduation by developing a digital database of department alumni.

Learning Goal Focus: Learn the art and practice of collaboration through developing and producing theatre and dance performances. (assessment of Capstone: manifesto and senior seminar—indirect and direct assessment.)

Launch the new curriculum for the Theatre major and minor

Develop an assessment rubric for rising juniors and seniors that will guide the end of year interviews. The interviews have been in place for fifteen years. The purpose of the interview is to address progress in the major regarding courses, to encourage the student to develop in needed areas, to listen to the student's assessment of his or her performance to date. Students are also encouraged to address areas of interest in order to guide the production assignments. The rubric will allow faculty to maintain trends in students on a year to year basis. In other words, if students are meeting expectations in production but not course work, faculty can address the weight of one or the other. This component is both planning and advising as well as elements of an indirect assessment.

Develop further student exit survey for graduating seniors. The survey will assess the courses for skill development and the production work required for the major.

Year Three (2021-22)

Attain skills and understanding that contribute to lifelong learning.

Assess Practicum Rubric through direct and indirect assessment and Career Programming through indirect survey of students, and direct assessment of the student success post-graduation by developing a digital database of department alumni.

Learning Goal Focus: Learn the art and practice of collaboration through developing and producing theatre and dance performances. (assessment of Capstone: manifesto and senior seminar—indirect and direct assessment.)

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
Collaboration <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 	<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
Critical Thinking <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 	<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 	<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 	<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

Curriculum Skills Map

Theatre Arts

TART Code	Title	Acquire the art and practice of collaboration through developing and producing 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 thinking skills and intellectual depth by reading, analyzing, and producing theatre and dance	Commit to the work with rigor, discipline and care
100	Introduction to Theatre	medium	Low	Low	Low	Medium
135	Voice and Movement for the Theatre	low	Low	Low	Low	Medium
140	Beginning Acting	High	Medium	Low	Medium	Medium
205	Special Topics: Directing	medium	Medium	Low	Medium	Medium
210	Script into Performance	low	Low	High	High	Medium
260	Prod I: Scenery and Lighting	medium	High	Low	Low	High
280	Prod II: 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

[illegible]

Response to the Assessment Committee's Targeted Feedback

- 1) The department has developed new Learning Goals as directed by the committee.
- 2) The narrative is, hopefully, a stronger narrative.
- 3) An updated Student Assessment Plan that addresses two of the new learning goals. We have provided indirect and direct means for assessing those goals.
- 4) At the encouragement of the committee we have reviewed the multiple ways in which we assess our student outcomes. That review has been articulated through a table that identifies direct or indirect assessment.
- 5) Curricular Mapping of new Learning Goals.