Department of Theatre and Dance, CLASS

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# **ASSESSMENT PLAN: B.A. in Theatre Arts**

### Updated Date: Spring, 2013, By Darryl V. Jones

| PROGRAM MISSION |
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| [CSUEB Missions, Commitments, and ILOs, 2012](http://www20.csueastbay.edu/about/strategic-planning/files/pdf/CSUEB%20Mission,%20Commitments%20and%20ILOs,%202012%20June%2019.pdf)  **CSUEB Department of Theatre and Dance Mission Statement**  The California State University, East Bay Department of Theatre and Dance aims to provide comprehensive training in theatre and dance performance; history and literature; and, stage technology and design, readying students for the demands of a 21st Century career in performance, scholarship, teaching, advocacy, or business. |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) | |
| Students graduating with a B.A. in Theatre Art will be able to: | |
| SLO 1  ILO F | communicate in writing, orally, non-verbally, and visually in their area of emphasis |
| SLO 2  ILO A | conduct background research, evaluate scripts, and analyze performance for use in scholarly and performance applications |
| SLO 3  ILO C,F | employ historical, contemporary, and cultural performance techniques and production technology appropriate to their area of emphasis; |
| SLO 4  ILO A | reflect on performance techniques and concepts of other performers and apply high standards of reflection to their own production work; |
| SLO 5  ILO B, D | solve problems of production by creating roles, dancing, designing, managing, building, directing, or choreographing performances that address issues of life in striking and remarkable ways. |
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| Year 1: 2012-2013 |  | |
| 1. Which SLO(s) to assess | | SLO 3 Students will have a foundation in performance techniques and production technology of theatre and dance, especially those appropriate to their area of emphasis. | |
| 1. Assessment indicators | | See full assessment report | |
| 1. Sample (courses/# of students) | | See full assessment report | |
| 1. Time (which quarter(s)) | | Winter/Spring 2013 | |
| 1. Responsible person(s) | | Darryl V. Jones with assistance from Tom Hird, Chair | |
| 1. Ways of reporting (how, to who) | | The report was delivered to the Chair and then distributed to the faculty  for discussion at a faculty meeting. | |
| 1. Ways of closing the loop | | See the full assessment report. | |

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| Year 2: 2013-2014 |  | |
| 1. Which SLO(s) to assess | | SLO5 Students will have solved problems of production by creating roles, dancing, designing, managing, building, directing or choreographing performances that address issues of life in striking and remarkable ways. | |
| 1. Assessment indicators | | Direct Indicators-Original Plays, Design Projects, Fusion Projects  Indirect Indicators- TBD | |
| 1. Sample (courses/# of students) | | THEA 4152 Senior Festival Performance  THEA 4151 Senior Festival Preproduction  THEA 4155 Career Management Issues In Theatre | |
| 1. Time (which quarter(s)) | | Winter/Spring 2014 | |
| 1. Responsible person(s) | | Marc Jacobs | |
| 1. Ways of reporting (how, to who) | | Reports first to the Chair and then to the entire faculty in a meeting. | |
| 1. Ways of closing the loop | | TBD | |

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| Year 3: 2014-2015 |  | |
| 1. Which SLO(s) to assess | | SLO 4 Students will be able to reflect on performance techniques and concepts of other performers and apply high standards of reflection to their own production work. | |
| 1. Assessment indicators | | Direct Indicators- Journals, Reviews, Essays, Original Plays | |
| 1. Sample (courses/# of students) | | THEA 1494, 2494, 3494, 4494 Festival Activity  THEA Solo Performance: Writing About Political Issues | |
| 1. Time (which quarter(s)) | | Winter 2015 | |
| 1. Responsible person(s) | | Ann Fajilan | |
| 1. Ways of reporting (how, to who) | | Reports first to the Chair and then to the entire faculty in a meeting. | |
| 1. Ways of closing the loop | | TBD | |

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| Year 4: 2015-2016 |  | |
| 1. Which SLO(s) to assess | | SLO 2 In order to be able to conduct and analyze background research, scripts, and performance for use in scholarly and performance applications, students will have knowledge of dramatic literature and performing artists throughout the ages and an appreciation of theatre arts history and the role theatre arts have played and continue to play in human culture and society. | |
| 1. Assessment indicators | | Direct Indicators - Research Papers, Essays, Tests, Exams  Indirect Indicators - TBD | |
| 1. Sample (courses/# of students) | | THEA 3203 Modern European Drama 20  THEA 3207 Modern American Drama 20  THEA 3253 Theatre Through The Ages 30  DANC 3252 Dance Through The Ages 30 | |
| 1. Time (which quarter(s)) | | Fall 2015; Winter 2016 | |
| 1. Responsible person(s) | | Rhoda Kaufman | |
| 1. Ways of reporting (how, to who) | | Reports first to the Chair and then to the entire faculty in a meeting. | |
| 1. Ways of closing the loop | | TBD | |

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| Year 5: 2016-2017 |  | |
| 1. Which SLO(s) to assess | | SLO 1 Students will be able to communicate in writing, orally, and visually in their area of emphasis. | |
| 1. Assessment indicators | | Direct Indicators- Project Proposals, Exams, Essays, Design Projects  Indirect Indicators- TBD | |
| 1. Sample (courses/# of students) | | THEA 4151 Senior Festival Preproduction  THEA 3256 Directing: Text To Stage  THEA 3257 Design for Stage  DANC 3251 Movement Analysis | |
| 1. Time (which quarter(s)) | | Winter/Spring 2017 | |
| 1. Responsible person(s) | | Nina Haft | |
| 1. Ways of reporting (how, to who) | | Reports first to the Chair and then to the entire faculty in a meeting. | |
| 1. Ways of closing the loop | | TBD | |