|  |
| --- |
|  **College of Arts and Humanities****Theatre Arts** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The Theatre Arts Department strives to be an intellectual and cultural leader in the San Joaquin Valley. By teaching the fundamentals of dramatic art, along with its history and literature, the Theatre Arts Department aims to give future artists the basic tools for success. The department also accepts a role in training a liberal arts graduate who is aware of the most important achievements of intellect and art, and who can read perceptively, think critically, and communicate precisely. Along with training dancers and theatre artists, the department seeks to provide communication skills that will aid future teachers, broadcasters, attorneys and others. The department’s productions exemplify the sound practice of theatre and dance fundamentals. They offer important experiences that help students develop into skilled and sensitive collaborators. These productions also carry powerful benefits to the campus and to the community at large. They can bring vitality to course offerings in many other disciplines on campus. Primary and secondary students in the area can also benefit from viewing a range of performances. And many area residents depend upon the University for an exciting experience of drama and dance. Finally, the Department sees an opportunity to help people of various cultures find and share their voices through artistic expression. It can also provide opportunities for diverse groups of students to come together and learn to succeed as teams. In this way the Department can help to shape the future of its unique and richly diverse region. |

|  |
| --- |
| Goals and Student Learning Outcomes |
|  |
| Goal 1: Students will demonstrate knowledge of the history, literature and function of the theatre, including works from various periods and cultures.SLO 1.1 Students will relate the evolution of the performance space and the demands and potentialities of a variety of theatre styles.SLO 1.2 Students will discuss the theoretical bases of at least two dramatic genres and to illustrate them with examples from plays of different eras.Goal 2: Student will able to analyze a script.SLO 2.1 Students will be able to determine the genre of a work.SLO 2.2 Students will demonstrate a facility in script breakdown for a specialty. Students will discuss the action in terms of dramatic conflict and climax.SLO 2.3 Students will be able to express their concepts clearly in writing.Goal 3: Students will develop specialized skills in theatre and dance.SLO 3.1 Students will demonstrate these skills in public presentations.SLO 3.2 Acting students will select, rehearse and present audition packages in the format required by professional theatres and graduate schools.SLO 3.3 Design students will present portfolios of their work, also in the format favored by professionals and graduate schools.SLO 3.4 Dance students will choreograph, rehearse, and perform pieces to be tested and refined in performance.SLO 3.5 Students will apply their knowledge and demonstrate their understanding of public performance by participating in at least six experiences in preparing work for public performance.Goal 4: Students will be able to collaborate effectivelySLO 4.1 Students will demonstrate their ability to work collectively and to sustain a commitment by meeting deadlines.SLO 4.2 Students will understand and be able to explain the contribution of other students.SLO 4.3 Students will demonstrate an understanding of feedback and respond to suggestions non-defensively.Goal 5: Students will display basic skills in several areas of theatre and dance; they will develop into well-rounded artists.SLO 5.1 Students will complete projects that demonstrate proficiency in an area outside their own specialties.SLO 5.2 Students will apply their knowledge in order to complete assignments on several productions encompassing a variety of performance styles. |

|  |
| --- |
| Curriculum Map (Matrix of Courses X Learning Outcomes) |
|

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1.1 | 1.2 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 |
| Drama 10Art of Thtr | I | I | I | I | I | I | I | I |  |  |  |  |  |  |  |
| Dance 20Physical Thtr |  |  |  |  |  |  |  |  | I | I |  |  |  |  |  |
| Drama 30Voice |  |  |  |  |  | R/E | R/E | R/E |  |  |  |  |  |  |  |
| Drama 33Beginning Acting |  |  |  |  |  |  |  |  |  |  | I | I | I | I | I |
| Drama 34Thtr Crafts |  |  |  |  |  | R/E | R/E | R/E |  |  |  |  |  |  |  |
| Drama 41Makeup |  |  |  |  |  |  |  |  |  |  |  |  |  | R/E | R/E |
| Drama 110Design for Thtr |  |  | R/E | R/E | R/E |  |  |  |  |  |  |  |  |  |  |
| Drama 115Project in Production |  |  |  |  |  | M | M | M | M | R/E | R/E | R/E | R/E | M | M |
| Dance 117DModern Dance |  |  |  |  |  |  |  |  |  | M | M | M | M |  |  |
| Drama 132Period Acting | R/E | R/E |  |  |  |  |  |  |  |  | R/E | R/E | R/E |  |  |
| Drama 139Directing |  |  | R/E | R/E | R/E |  |  |  |  |  |  |  |  |  |  |
| Drama 163Dramatic Lit |  |  | R/E | R/E | R/E |  |  |  |  |  |  |  |  |  |  |
| Drama 180Scene Design | R/E | R/E |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Drama 181Costume Design |  |  |  |  |  | R/E | R/E | R/E |  |  |  |  |  |  |  |
| Drama 182Lighting Design |  |  |  |  |  | R/E | R/E |  |  | R/E |  |  |  |  |  |
| Drama 185History of Theatre | M | M | M | M | M |  |  |  |  |  |  |  |  |  |  |
| Drama 186History of Theatre (2) | M | M | M | M | M |  |  |  |  |  |  |  |  |  |  |

 |

|  |
| --- |
| Assessment Methods |
| * 1. **Direct Measures:**
 |
| * + 1. Exam – An exam will be administered in the Drama 10 and in Drama 186. The exam will consist of questions that **measure knowledge of drama genres, theatre technology/architecture and historically significant developments from a variety of time periods and cultures.**
 |
| * + 1. Essays -- assigned in both Drama 10 and Drama 186 that require students to **analyze scripts, research production and design data, analyze and respond to essays about theatre and clearly express the results of these activities in writing,** will be reviewed by faculty and scored using a rubric on Dramatic Theory.
 |
| * + 1. Acting Students – Audition Monologues that require students to **audition for our mainstage season plays mirroring professional formats** will be reviewed by facultyand scored using an audition rubric.
 |
| * + 1. Design Projects – Design students will present projects that include **demonstration through public presentation of specialized skills in the areas of design or technical theatre** and documentation. The projects will be evaluated using a rubric.
 |
| * + 1. Performances – Dance students will choreograph and rehearse pieces to be refined in performance and these dance performances will be evaluated using a rubric developed for Dance 117D.
 |
| * + 1. Rehearsals and Plays – during rehearsals and live performances the stage manager will evaluate the ability of students who are part of the stage crew to collaborate and work together effectively and directors will evaluate students who are cast members for their ability to work together effectively to put on a performance that meets expectations. A rubric for crew and cast assignments and collaborative abilities will be used.
 |
| * 1. **Indirect Measure(s):**
 |
| * + 1. Alumni Survey – a survey that includes questions about the specific department outcomes and the quality of the program.
 |

|  |
| --- |
| Student Learning Outcomes X Assessment Methods Matrix |
|

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1.1 | 1.2 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 |
| Exam | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essays |  |  | X | X | X |  |  |  |  |  |  |  |  |  |  |
| Audition Monologues |  |  |  |  |  | X | X |  |  | X |  |  |  |  |  |
| Design Projects |  |  |  |  |  | X |  | X |  | X |  |  |  |  |  |
| Performances |  |  |  |  |  | X |  |  | X | X | X | X | X | X | X |
| Rehearsals and Plays |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X |
| Alumni Survey |  |  | X | X | X | X | X | X | X | X | X |  |  | X | X |

 |

|  |
| --- |
| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations**
 |
| Year 2015 to 2016 |
| Method 1: EssaysMethod 2: Rehearsals/Performances – crew collaboration |
| Year 2016 to 2017 |
| Method 1: Audition MonologueMethod 2: Performance (Dance) |
| Year 2017 to 2018 |
| Method 1: Alumni Survey |
| Year 2018 to 2019 |
| Method 1: Exams |
| Year 2019 to 2020 |
| Method 1: Rehearsals/Performances |

|  |
| --- |
| Process for Closing the Loop |
| The assessment results will be reported to the entire department during a faculty retreat. Faculty will discuss the results and evaluate any issues that emerge if students are deemed less than proficient. The entire faculty will discuss and vote to approve any changes to address issues identified by assessment activities.  |