Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Performing Arts: Theatre
Academic Year of Report: 2012-2013
Date Submitted: 11/15/12
Report author: Jennifer Kokai and Catherine Zublin

Contact Information:
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  Email: jenniferkokai@weber.edu, czublin@weber.edu
A. Brief Introductory Statement:
Please review the Introductory Statement and contact information for your department displayed on the assessment site:  
http://www.weber.edu/portfolio/departments.html - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.
If the information is not current, please provide an update:

Communicating through performance is one of the fundamental human activities. As small children we learn through play, pretending to be someone or something we are not. We make up elaborate games of make believe in order to make sense of the world.

The art form of Theatre has always been asked to teach and to please. Our students take the natural impulse to pretend and refine that into skills. These skills include practical things like movement, voice, character building, theatrical design and construction, writing and analyzing scripts. But they also include higher level thinking skills like executive function, developing discipline and self-control, and metacognition, an awareness of what one is good at and what skills one needs to improve.

Theatre students must complete a sequence of formal course work that includes University general education, core theatre courses, and focus or specialty courses. Formal course work is complemented by a sequence of experiential learning opportunities in the theatre. Students and faculty develop individualized programs of course work and practical experience, including a junior seminar, annual juries, portfolio preparation, various practica, and opportunities for individual theatre projects.

Study of theatre provides students with useful tools to contribute to and make positive changes in society. Theatre students learn about diverse historical eras, communities and technologies. Theatre challenges students to be creative and to translate that creativity into applied processes to think precisely, speak confidently in public, work productively with others, visualize abstract concepts and represent those concepts concretely. Theatre skills are useful in a variety of professions including, but not limited to, business, government, law, journalism, and public relations.

B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site:  
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

The Theatre Arts area of the Department of Performing Arts provides scholarly, creative, collaborative and practical theatre experience for students.

The objectives of the program are to:
1) Encourage participation in and appreciation of theatre and drama;
2) Foster creativity and develop technical skills in acting, directing, theatrical design, script writing, theatre education, dramaturgy, and stage and theatre management;
3) Use and develop higher level thinking skills including analysis, synthesis, and creation in understanding and organizing knowledge;
4) Prepare students for careers or professional schooling in those fields that require strong presentational skills, creative problem solving, effective collaboration, and an understanding of human experience.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

Measureable Learning Outcomes

PROGRAM OUTCOMES FOR THEATRE

Depending upon which degree track is chosen, graduates from the theatre program will:

1. Have writing skills and ability to use research tools (library, internet, etc.).
2. Be able to research, prepare, and perform roles in musical theatre with depth in each of the three disciplines: acting, singing, and dancing.
3. Be able to learn choreographic sequences and demonstrate them with security, character, and stage presence.
4. Be able to read music and demonstrate sight-singing skills.
5. Be able to present critical thinking through verbal and written presentations regarding the musical theatre. Specific areas of expertise will include major works, major figures (librettists, composers, lyricists, performers, directors, choreographers), theory, and history.
6. Have a practical, working knowledge of how to produce a play on stage, including all related performance, script, design, and technical considerations.
7. Have the ability to critically evaluate what they and others have created.
8. Develop necessary skills to be proficient in at least one area of theatre (performance, teaching, technical/design-costume, technical/design-scenery, technical/design-lighting, technical/design-sound, directing, theatre management, or playwriting), with the ability to identify, analyze and resolve specific problems pertaining to that area.
9. Understand the historical context of theatre, drama, and performance including plays, major figures, costumes, scenic innovations, and theoretical approaches, and how these relate to contemporary society and culture.

10. Have experience with individual and collaborative processes needed to produce and understand theatre.

11. Be able to articulate a philosophy of theatre education on a secondary level and create a program based upon this philosophy.

12. Be able to demonstrate effective teaching strategies, classroom management skills, and syllabi design for secondary theatre education.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

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*Note*: Define words, letters or symbols used and their interpretation; i.e. 1 = introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ.

*Note*: Rows and columns should be transposed as required to meet the needs of each individual department.
E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed. If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Assessment Plan For All Theatre Arts and Musical Theatre Majors

Assessment criteria will vary depending upon the focus the student chooses.

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<tbody>
<tr>
<td>1. Have writing skills and ability to use research tools (library, internet, etc.)</td>
<td>Developing annotated bibliographies, writing course papers, and developing design approaches.</td>
<td>Ongoing, in relevant classes and in presentations in the twice a year juries adjudicated by faculty.</td>
</tr>
<tr>
<td>2. Be able to research, prepare, and perform roles in musical theatre with a depth in each of the three disciplines: acting, singing, and dancing.</td>
<td>Performing short pieces and doing choreographed dances.</td>
<td>Twice a year, fall and spring faculty adjudicated juries and through Practicum.</td>
</tr>
<tr>
<td>3. Be able to learn choreographic sequences and demonstrate them with security, character, and stage presence.</td>
<td>Teach students dance sequences and observe them performing them.</td>
<td>Twice a year, fall and spring faculty adjudicated juries.</td>
</tr>
<tr>
<td>4. Be able to read music and demonstrate sight-singing skills.</td>
<td>Demonstrated through the examinations students take as part of music lessons and musical theatre courses.</td>
<td>Ongoing, in class examinations.</td>
</tr>
<tr>
<td>5. Be able to present critical thinking through verbal and written presentations regarding the musical theatre. Specific areas of expertise will include major works, major figures (librettists, composers, lyricists, performers, directors,</td>
<td>Demonstrated through examinations taken as part of Musical Theatre History course.</td>
<td>Ongoing, in class examinations and presentations.</td>
</tr>
</tbody>
</table>
6. Have a practical working knowledge of how to produce a play on stage, including all related performance, script, design, and technical considerations.  
Demonstrated through practical hands on work on shows that is graded Practicum.  
At least three times through the course of a student's degree.

7. Have an ability to critically evaluate what they and others have created.  
Demonstrated through written critiques of shows in Introduction to Theatre, Dramaturgy, and Freshman Seminar. Individual post mortem discussions with designers and performers after a show. KCACTF festival adjudication.  
Throughout course work, and at the conclusion of each of the four shows per year.

8. Develop necessary skills to be proficient in at least one area of theatre (performance, teaching, technical/design- costume, technical/design-scenery, technical/design-lighting, technical/design- sound, directing, theatre management, dramaturgy, or playwriting), with the ability to identify, analyze, and resolve specific problems pertaining to that area.  
Demonstrated through students' presentation of their work and the development of portfolios.  
Twice a year, fall and spring, at faculty adjudicated juries.

9. Understand the historical context of theatre, drama, and performance including plays, major figures, costumes, scenic innovations, and theoretical approaches and how these relate to contemporary society and culture.  
Demonstrated through projects in course work including: Theatre History I, II, III, Costume History, and Musical Theatre History.  
Through examinations and major projects in these courses.

10. Have experience with individual and collaborative processes needed to produce and understand theatre.  
Demonstrated through practical hands on work on shows that is graded Practicum.  
At least three times through the course of a student's degree.

11. Be able to articulate a philosophy of theatre education on a secondary level and create a program based upon this philosophy.  
Demonstrated through the development of a portfolio in Theatre in Secondary Ed and through successful completion of the Education block in the final semester of course work.  
As part of their course work students develop portfolios that are assessed at least once, and regularly present their developing knowledge of teacher education at the twice-a-year faculty adjudicated juries.

12. Be able to demonstrate effective teach strategies, classroom management skills, and syllabi design for secondary theatre education.  
Demonstrated through the development of a portfolio in Theatre in Secondary Ed and through successful completion of the Education block in the final semester of course work.  
As part of their course work students develop portfolios that are assessed at least once, and regularly present their developing knowledge of teacher education at the twice-a-year faculty adjudicated juries.
F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

a. Evidence of Learning: Courses within the Major
   (duplicate this page as needed)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 6: Have a practical working knowledge of how to produce a play on stage, including all related performance, script, design, and technical considerations.</td>
<td>Measure 1: Grades for Student Practicum</td>
<td>Measure 1: 85% of students will earn a C (completing at least 30 hours of satisfactory work).</td>
<td>Measure 1: 94% of students earned at an 80% or better on Practicum.</td>
<td>Measure 1: Students successfully demonstrated interpretation skills.</td>
<td>Measure 1: No curricular or pedagogical changes needed at this time.</td>
</tr>
<tr>
<td>Learning Outcome 9. Understand the historical context of theatre, drama, and performance including plays, major figures, costumes, scenic innovations, and theoretical approaches and how these relate to contemporary society and culture.</td>
<td>Measure 1: Comparison of student progress from Theatre History Pre-Test to Exams in Theatre History.</td>
<td>Measure 1: 85% of students will improve by at least 3 letter grades between the pre-test and the post-tests.</td>
<td>Measure 1: The average grade on the theatre history pre-test was a 15%</td>
<td>Measure 1: Students successfully demonstrated competence; the average pre-test score was 15% and the average of post-tests was 81%. 90% of students improved by at least two letter grades.</td>
<td>Measure 1: No curricular or pedagogical changes needed at this time.</td>
</tr>
</tbody>
</table>

Measure 2: Student | Measure 2: 85% of | Measure 2: 78% of | Measure 2: Several | Measure 2: The |
### Evidence of Learning: Courses within the Major

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will…</td>
<td>Direct and Indirect Measures*</td>
<td>Students will earn a C or higher on their final theatre history project/papers.</td>
<td>Students received a C or higher.</td>
<td>Students failed to complete the final project, thus resulting in a less than ideal percentage.</td>
<td>Teacher will build in several more steps to the project throughout the semester to hopefully help students finish it successfully.</td>
</tr>
<tr>
<td>final projects in Theatre History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes 1, 2, 3, 8, 11, 12</td>
<td>Measure 1: Students prepare a formal presentation for the faculty on their accomplishments within their program. Students are given a ranking between 1-5 on individual learning outcomes listed above.</td>
<td>Measure 1: 85% of students will average a 3 (sufficient) or better on presented skills.</td>
<td>Measure 1: This is a new assessment tool and we are collecting data beginning this semester (F12)</td>
<td>Measure 1: No data yet available.</td>
<td>Measure 1: Rubric is a curricular change to better assess students.</td>
</tr>
</tbody>
</table>

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

### c. Evidence of Learning: General Education Courses

(duplicate this page as needed or delete if department does not offer GE courses)

In progress. We will be evaluating ACTING ONE next semester for this data.

### G. Summary of Artifact Collection Procedure

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copies of Theatre History Final</td>
<td>Outcome 9</td>
<td>End of the semester</td>
<td>In faculty office.</td>
</tr>
</tbody>
</table>
### Projects

| Practicum reports and grades. | Outcome 6 | Once a semester. | In faculty office. |
| Jury adjudication rubrics.    | Outcomes 1, 2, 3, 8, 11, 12 | Once a semester. | In the main office of the DPA |

Summary Information (as needed)

**Appendix A**
Rubric for Faculty Adjudicated Juries

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td></td>
</tr>
<tr>
<td>CLASS STANDING</td>
<td>1= Inadequate</td>
</tr>
</tbody>
</table>

OVERALL SUCCESS

PREPARATION

- Communication- ORAL
- Communication- WRITTEN
- Communication- VISUAL
- Communication- ARTISTIC

ARTISTIC PRESENTATION

- Performance/Directing - VOICE
- Performance/Directing - MOVEMENT
- Performance/Directing - INTERPRETATION/APPROACH
- Performance/Directing - CHOICE OF MATERIALS
- Design/Tech/Management - APPROACH
- Design/Tech/Management - EXECUTION OF DESIGN
<table>
<thead>
<tr>
<th>Design/Tech/Management - RENDERING SKILLS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Design/Tech/Management - REALIZED PROJECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design/Tech/Management - NON-REALIZED PROJECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education - APPROACH (PHILOSOPHY)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education - DESIGN OF LESSON PLANS &amp; UNITS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education - REALIZATION OF LESSON PLANS &amp; UNITS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playwriting/Dramaturgy/Scholar - APPROACH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playwriting/Dramaturgy/Scholar - REALIZED PROJECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playwriting/Dramaturgy/Scholar - NON-REALIZED PROJECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playwriting/Dramaturgy/Scholar - SCHOLARSHIP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>METACOGNITION- awareness &amp; articulation of one’s own strengths &amp; weaknesses</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EXECUTIVE FUNCTION-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS-</strong></td>
<td>Tuition Waiver? y/n</td>
<td>Work Call Participation? y/n</td>
<td></td>
</tr>
</tbody>
</table>

**Guidelines for Theatre Arts Juries as of 10/29/12**

**Who should plan to participate:**
**FALL-**
Each Fall Semester Theatre Arts faculty and staff will conduct a review of **ALL** Theatre Majors in the form of portfolio presentations.

**SPRING-**
Each Spring Semester Theatre Arts faculty and staff will conduct audition/interviews of students in the Theatre Arts area. Those students desiring tuition activity waivers for the next academic year or admittance to the Musical Theatre program or admittance to certain classes will be required to undergo this process in order to be eligible for consideration.

**Programs that require an audition or additional admission criteria:**
- **Musical Theatre**— All students who have completed the Musical Theatre core classes and wish to apply for admission to the Musical Theatre major must audition in the spring.
- **Theatre Education**— In addition to courses within the Theatre Arts area students must also satisfy the Teacher Education admission and certification requirements.

**Courses that require an audition:**
- THEA 2033 Intermediate Acting
- THEA 3033 Advanced Acting
- THEA 4103 Directing II

**What must you prepare FALL:** Each participating student will prepare a 3-4 minute individual presentation demonstrating skills in their major area of emphasis. (See Spring Guidelines)

**What must you prepare SPRING:** Each participating student will be allowed to prepare a 3-4 minute individual presentation consisting of one or more of the following demonstrating their experience and diversity of education from the past year:
- **Musical Theatre program**— One contemporary acting piece and two contrasting vocal selections or one contemporary acting piece, one vocal selection and one dance piece (Must arrange for accompaniment.)
- **Acting**— Two contrasting acting pieces
- **Design/Tech**— Portfolio presentation (May include models, renderings, draftings, patterns, photographs, schedules, magic sheets, storyboards, videotapes, single line diagrams, recordings, character sketches, realized projects, etc.)
- **Directing**— Portfolio presentation must include 1-page concept paper for directorial project. Additional supporting materials may include summary or abstract of script analysis, prompt book, scholarly paper, etc.
- **Dramaturgy**— Summary or abstract of the project. Evidence of research, organization and presentation.
- **Playwriting**— Summary or abstract of the project. Evidence of achievement through revised drafts and completed manuscripts.
- **Stage management**— Exhibit of organizational skills including summary or abstract statement (May include prompt book, running sheets, correspondence, etc.)
- **Teaching**— Summary or abstract of teaching philosophy and approach. Evidence of successful teaching methodologies through
written evaluations, lesson plans, and course materials, etc.  
**Combination**— May combine acting, design/tech, directing, stage management, teaching, dramaturgy, scholarship, or playwriting (Please consult with your advisor if choosing this approach)  
**Tuition Waiver Renewal/Application**— Statement telling us why you deserve a waiver can be on the back of your “Jury Resume.”

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**FALL**— *should focus on your specific area of emphasis*  
**SPRING**— *shows your progress across the various aspects of Theatre*

*Please note that your tuition waiver and/or admittance to a program or class is dependent on your attention to these details and the quality of your audition/interview.*

One page document that contains the following information:  
• Name  
• Student number  
• Contact information- local and permanent, snail mail, email & phone  
• Class standing and GPA  
• Theatre Arts emphasis  
• Awards or honors  
• Note what you are presenting at Theatre Juries (2 acting pieces, portfolio…)  
• Summary of theatre activities for the semester or year (Did you attend Work Calls?)  
• Summary of theatre classes for the semester or year  
• Plan for upcoming semester or summer  
• Plan for theatre classes and participation for upcoming semester or year

Please note why you are attending Theatre Juries:  If you are auditioning/interviewing for a tuition waiver you must also submit a statement telling us why you deserve a waiver.  
• Tuition Waiver renewal (Is your GPA a 2.5 or better? Do you currently have a full or half waiver?)  
• Tuition Waiver request for upcoming semester/year (Are you an in or out of state student?)  
• Auditioning for specific class(es)- 2033 Intermediate Acting, 3033 Advanced Acting, 4103 Directing II  
• Musical Theatre program

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**SpongeBob SquarePants**  
Student number: W00001234  
Local: 1234 Pineapple Bikini Bottom, Under The Sea 84402  
Mobile: 801-555-1234  
Email: spongebob@mail.weber.edu (Summer too if different)  
Permanent: 4321 State Street Somewhere USA
• Class Standing/Theatre Emphasis/GPA:  
  Junior / Musical Theatre / 3.89 GPA

• ALL TUITION WAIVER REQUESTS AND RENEWALS must include a written rational

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EXAMPLE FOR PERFORMERS/DIRECTORS—

• Awards & Honors:  
  Tuition waiver for 6 semesters  
  Irene Ryan nominee for Some American Musical, 2012

• Theatre Jury selections:  
  song- Bloop, Bloop, Bloop from Some American Musical  
  acting- Under The Sea from a contemporary theatre piece  
  dance- How to Walk Like a Starfish choreographed by Patrick Star  
  1 page concept paper for play as a director

• Theatre activities for the semester/year:  
  Cast in Another American Musical  
  House Manager- Classic Theatre Piece  
  Light crew- hang and focus for Small Edgy Play  
  Wardrobe crew- Orchesis Dance Theatre

• Theatre classes for the semester/year:  
  THEA 3103 Directing I  
  THEA 2033 Intermediate Acting  
  THEA 4651 Individual Training in Stage Voice 2x  
  THEA 4851 Design/Tech Practicum for Small Edgy Play  
  THEA 4851 Design/Tech Practicum for Orchesis Dance Theatre

• Upcoming semester OR summer:  
  Spring- KCACTF Irene Ryan audition  
  Summer- Weeki Wachee Springs under water extravaganza

• Theatre classes and participation for upcoming semester OR year:  
  4 Practicums  
  THEA 4651 Individual Training in Stage Voice 2x

• Attending Theatre Juries to:
1) Renew current Tuition Waiver
2) Auditioning for THEA 3033, Advanced Acting
3) Talk about plans for the next semester/year

EXAMPLE FOR DESIGNERS/TECHNICIANS/MANAGEMENT —

- **Awards & Honors:**
  Tuition waiver for 4 semesters
  KCACTF design nomination for designing the costumes for *Some American Musical*, 2012
  WSU Office of Undergraduate research grant

- **Theatre Jury selections:**
  Costume design renderings AND photographs from *Some American Musical*
  Summary or abstract of design approach
  Costume construction project from *Small Edgy Play*
  Millinery project from *Classic Theatre Piece*

- **Theatre activities for the semester/year:**
  Costume design for *Some American Musical*
  Costume construction crew for all four productions
  Wardrobe crew- *Orchesis Dance Theatre*

- **Theatre classes for the semester/year:**
  THEA 3303  History and Literature of Theatre I
  THEA 3243  Costume History
  THEA 4851  Design/Tech Practicum for *Orchesis Dance Theatre*

- **Upcoming semester OR summer:**
  Spring- KCACTF Design presentation
  Summer- Stitcher, Utah Festival Opera

- **Theatre classes and participation for upcoming semester OR year:**
  4 Practicums
  Costume Technology
  Stage Make Up

- **Attending Theatre Juries to:**
  1) Renew current Tuition Waiver
  2) Talk about plans for the next semester/year
EXAMPLE FOR EDUCATION —

- Theatre Jury selections:
  1 page concept paper for lesson plans
  acting: Squidward from *Krusty Krab Kafe*

- Theatre activities for the semester/year:
  2 work call days in the scene shop both spring and fall semester
  Member AAT
  Play in a Day writer

- Theatre classes for the semester/year:
  THEA 3303 History and Literature of Theatre I
  THEA 3103 Directing I
  THEA 4713 Teaching Theatre in the Secondary School
  THEA 4851 Design/Tech Practicum for *Small Edgy Play*

- Upcoming semester OR summer:
  Spring- Take THEA 4103 & direct one of the One-Act plays
  Summer- Camp counselor at a performing arts camp

- Theatre classes and participation for upcoming semester OR year:
  1 Practicum

- Attending Theatre Juries to:
  1) Obtain a Tuition Waiver
  2) Audition for THEA 4103
  3) Talk about plans for the next semester/year

EXAMPLE FOR PLAYWRITING/DRAMATURGY/SCHOLARSHIP —

- Awards & Honors:
  Tuition waiver for 1 semester
  KCACTF nominee for Stage Managing *Some American Musical*
  WSU Office of Undergraduate travel grant

- Theatre Jury selections:
  Dramaturgy for *Some American Musical*
  Summary or abstract of dramaturgy project
  Photos of lobby display for *Some American Musical*
Theatre activities for the semester/year:
Stage Manager- *Some American Musical*
House Manager- *Classic Theatre Piece*

Theatre classes for the semester/year:
THEA 3303  History and Literature of Theatre I
THEA 4851  Design/Tech Practicum for Dramaturging *Some American Musical*
THEA 4851  Design/Tech Practicum for House Managing *Classic Theatre Piece*

Upcoming semester OR summer: taking a two year leave of absence

Theatre classes and participation for upcoming semester OR year:
None, see above

Attending Theatre Juries to:
1) Renew current Tuition Waiver
2) Talk about plans for the next two years
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

The Theatre Area has created a new assessment plan to better collect data on our students and their accomplishments. Previously, students did one faculty adjudicated jury per year, but no numerical data was attached to these presentations. Now, students will have a jury at the beginning of the fall semester and at the conclusion of the spring semester. These juries will now be numerically scored by each faculty member with a composite number created for assessment and for students’ to see their own progress. This will give us more objective data by which to assess the success of our program and where curricular or program changes are needed.

As this is a new development, we have no formal assessment data from previous years by which to compare our current program.

2) With whom did you share the results of the year’s assessment efforts?

With the Department of Performing Arts.

3) Based on your program’s assessment findings, what subsequent action will your program take?

As mentioned above, the theatre area has developed a formal and objective way by which to assess the progress of our students and to give us better data on what is successful and what is not.