Undergraduate Program Assessment

Department of Theater

Student Learning Objectives

• Engage in rigorous critical thinking.
• Execute precise methods of research.
• Be able to read, understand, analyze, and interpret a wide variety of texts for theater.
• Have a basic understanding of all of the professional fields of theater making, as well as an understanding of how to continue developing one's specific skills.
• Engage effectively in teamwork and collaboration, hallmarks of the theatrical process.
• Communicate effectively in both written and verbal forms, as well as develop an appreciation for visual and aural forms of communications.
• Express one's self creatively.
• Have a thorough understanding of the production process.
• Present oneself professionally in attitude, approach, and dedication.
• Show respectfulness and open-mindedness in working with fellow theater makers.

Assessment tools

• Direct method: Faculty on Undergraduate Committee will review student work during their senior year, in three upper level courses, senior capstone research projects, and in production.
• Indirect methods:
  o Exit interview of graduating seniors
  o Online alumni survey
  o Review of NSSE
  o Review of SRTI

Highlighted recent activities
No information

Proposed Changes/Amendments (as of May 2013)

The goals of our Student Learning Objectives remain the same. We have no additional input for this section at this time.

Our Assessment tools will undergo some revision and amendments, especially in the area of Direct Method Assessment. While we continue to review student work in production and senior capstone research projects, the current strategy of reviewing senior student work in three separate courses is proving logistically cumbersome and problematic. Instead, the Theater Department proposes to replace this procedure with an expanded and more comprehensive EXIT interview of graduating seniors. This “interview” will derive its inspiration from the model established in our Graduate program, where each student is assessed by a committee of approximately 3 faculty members familiar with that student's progress and work. For undergraduates, the Department plans to form small faculty committees that would be present at the EXIT interviews of graduating seniors. These committees would be comprised of faculty most familiar with the student’s progress in three key areas of our major: performance, dramaturgy, and production/design. In this way, the EXIT interview can provide a more robust—and more tailored—assessment of the student’s work. In those cases where committee members may have scheduling conflicts, a representative committee “chair” can gather the appropriate input and represent these “reviews” at the EXIT meeting. In preparation for professional opportunities and career marketing, the students would be strongly encouraged to develop clear and professional resumes/ photo headshots (for performers) and letters of introduction, which could be reviewed at the meeting.
Additionally, the Theater Department plans to develop and implement an online alumni survey, a stated assessment goal that has not yet been realized. The online alumni survey would represent another tool for evaluating student learning and the effectiveness of the stated learning objectives.