

Program Outcomes and Assessment

Degree Program: Theatre

Contact Person: Phillip DePoy

Program Mission:

The BA in Theatre is designed with an eye toward the realities of professional theatre. The theatre program is directly connected to professional theatre in Georgia, and the faculty are all working artists in the world of professional theatre. This new approach signals a significant shift in the direction of the theatre program. The productions of Clayton Theatre are student-centered but will feature professional directors and designers of the highest caliber. Often the students will create new work under the guidance of these professionals. Just as often, interesting new interpretations of classic or new theatre pieces will be presented.

Learning Outcomes

Graduates of the theatre program will be able to:

Outcome 1: Recognize and interpret subject matter and history of theatre: major works, issues, and movements.

Outcome 2: Demonstrate competent communication skills in one or more of the following areas: creating new theatre work, acting, directing, and playwriting.

Outcome 3: Assess and employ theatrical concepts in decision-making and critical aesthetic judgments.

Outcome 4: Recognize and demonstrate practical skills required in professional theatre settings.

Data Collection Overview BA in Theatre

| Learning Outcome | Assessment Method/Type of Evidence | When/Where will Data Collection Take Place | Who will collect data |
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| <p>Recognize and interpret subject matter and history of theatre: major works, issues, movements.</p> | <p>Per course selected for assessment</p> <p>THEA 1100 Introduction to Theatre: total grade of C or better on final (cumulative) exam, demonstration of understanding as exhibited in special projects; discussion of subject matter, issues, and concepts in class</p> <p>THEA 2900 Directing: students' ability to create demonstrable vision, blocking, textual understanding, and character relationships in student-directed scene work.</p> <p>THEA 4101 Theatre Concepts: students' ability to apply and combine at least 3 of the major concepts covered in the course material in discussions and debates</p> <p>THEA 4511 World Theatre: total grade of C or better on final (cumulative) exam; creation of a class project from the course material that draws conclusions and evaluates some aspect of non-American theatre</p> | <p>As assignments are completed and evaluated</p> | <p>Theatre faculty/Director</p> |
| <p>Demonstrate competent communication skills in one or more of the following areas: creating new theatre work, acting, directing, Playwriting.</p> | <p>THEA 1880, Introduction to Acting: Students' ability to demonstrate in weekly exercises the basic skills, volume, diction, comprehension of text, interpretation of character as defined in text and syllabus</p> | <p>THEA 1880: as assignments are completed and evaluated</p> | <p>Theatre faculty/ area Director/ area professionals</p> |

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| | <p>THEA 3800 Playwriting: student must present a written play at the end of the course work that exhibits a) proper format, b) analyzed character development c) creative composition and use of language as defined in class discussions</p> <p>THEA 3900 Directing Project: student's discussion, application, analysis, and organization of theatre text in tests; presentation of a performance that synthesizes course work</p> | <p>THEA 3800 Playwriting: End of Semester/completion of script</p> <p>THEA 3900 Directing Project: as assignments are given and end of semester</p> | |
| Assess and employ theatrical concepts in decision-making and critical aesthetic judgments. | THEA 1990/2990/3991 Play Production: student must exhibit promptness in rehearsal and performance; memorize and repeat text; follow blocking; offer clear interpretation of character; create character studies; improvise | THEA 1990/2990/3991 Play Production: End of production | Director of play |
| Recognize and demonstrate practical skills required in professional theatre settings. | <p>THEA 4500 CAPSTONE: individual student's ability to create a final project that combines all aspects of that particular student's professional objectives</p> <p>THEA 3901 Internship: student must , in conjunction with Office of Career Services and theatre faculty, apply for an internship and work in a professional environment on or off campus and fulfill the requirements of a document created between the student and the supervisor of the internship</p> | <p>THEA 4500 CAPSTONE: End of project</p> <p>THEA 3901 Internship: end of internship</p> | <p>Theatre faculty/Director/VPA chair/area professionals</p> <p>Internship supervisor/theatre faculty</p> |

Discussion and Results of Changes

The theatre program at Clayton State University is barely 2 years old and the learning outcomes (and assessments of same) are in the beginning stages of implementation. Originally, the evidence for the theatre outcomes was to be demonstrated by “successful completion of all required theatre courses”; however, we realized that using an overall grade was not pointing out the specific areas in the outcomes where students might be deficient. As a result, in academic year 2009-2010 we have changed our data collection methods to include targeted questions on exams and the use of specific assignments that assess student attainment of skills in the courses referenced as part of the data collection plan above.

We have had discussions in faculty meetings and with current students concerning potential areas where gaps lie in the curriculum. One area that has come to the surface concerns the more technical aspects of theatre (lights, sets, costume design, sound, etc.). Currently, the skills related to the technical aspects are not covered at a level that allows for much hands-on, practical experience. However, students and faculty see this as a need. As a result, we planning to hire a technical theatre faculty member as soon as it is economically feasible and anticipate curricular changes and the addition of a more technical-related learning outcome as a result.

Finally, the capstone course and internship experiences that are required of our students relied on “successful completion” as the means of assessing attainment of Learning Outcome 4. We realized that this means of data collection would only produce cursory results and not yield a clear picture of the demonstration of skills that we were looking for. We are in the process of developing rubrics to assess the capstone projects, an internship rating form that can be used by supervisors in the internship setting, and an alumni survey to gain insight into areas where graduates feel our program both excels and falls short.