

Assessment Report - Four Column

Eastern Oregon University Program (CAS) Theatre

Catalog Description: The EOU Theatre Program, with a diversified curriculum leading to a B.A. or B.S. in theatre, places an emphasis on academic excellence, production, creativity, and hands-on learning. Both the B.A. and the B.S. explore the role of theatre as a voice and a mirror for the cultural behaviors of all human beings. Our objective is to prepare students in the theatrical world for either graduate work in the discipline, teaching, or other creative professional endeavors.

How Program serves the Mission: The Theatre program offers students a professional approach to all phases of theatre?including directing, acting, playwriting, staging, costume design, and marketing?to serve a large theatre-going public. The degree program anchors EOU?s mission to serve the region?s cultural needs and further engages communities in the region in productions. The main stage and experimental theatre spaces?McKenzie and Schwarz Theatres?bear the legacy of residents in the area who continue to contribute to the financial, cultural, educational, and agricultural health of EOU.

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
Program (CAS) Theatre - Content Knowledge - Demonstrate comprehensive knowledge of theatre literature and history. Year(s) to be Assessed: 2009-2010 Start Date: 07/01/2011 Outcome Status: Active	Description of Assessment: THEA 400: Course Assessment Benchmark: 31% at 2 69% at 3	07/12/2011 - With 100% of students scoring a 2 or 3, their grasp of the rubric and mastery of the information presented in the research paper are strong. Scores ran from the high 100s to 3 points off perfect, which was 250 for this project. The greatest percentage of lost points was from the Works Cited document. Benchmark Met: Yes Reporting Year: 2008-2009 Related Documents: Assessment Summary	07/12/2011 - Strengths: the assignment shows that students are able to locate, organize, and present in writing information on a theatre practitioner working in their area of expertise. This is very formal writing that demonstrates the ability to work within the confines of a format with specific rules. Mastery of the assignment affords the students skills that augment the creative writing assignments they are exposed to more often in the Theatre Program. Weaknesses: Points lost are usually due to incomplete familiarity with the MLA requirements for writing term papers. The importance to cite within the paper?s text all information on their subject with accurate page numbers, escapes some students. Similarly, correctly formatting sources listed in the Works Cited page can appear to be a byzantine process. Occasionally a peer

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			<p>reviewer will give wrong information on formatting or writing mechanics.</p> <p>Conclusions: Overall, the assignment challenges students to write in a more disciplined way than is the norm in the program.</p> <p>There is solid evidence from the quantified assessment above that these challenges are being met and mastered by most students in the course. The MLA formatting seems to be the major stumbling block in the assignment.</p> <p>Recommendations: The assignment is challenging but appropriate for the junior and senior students taking the course and, as such, should be continued.</p> <p>Explaining the MLA format is difficult and the professor is advised to review this information in detail before communicating it to students. Finally, to keep the assignment from becoming too remote from student interests, it is recommended that a class presentation be given by each student between the first and final draft of the paper. This will allow opportunity to give personal opinions on the subject being researched and written about .</p>
	<p>Description of Assessment: THEA 264: Course Assessment</p> <p>Benchmark: 60pts or above 18 @ 60+ pts 1 @ 0-59pts</p>	<p>07/12/2011 - The students did better with questions that had a practical project basis and were able to answer them consistently and accurately.</p> <p>Also questions that had a visual component in the lectures were more successful than those that did</p>	<p>07/12/2011 - Strengths: The Final Exam is straight forward, clear and concise. The questions are in a format that the student is accustomed to with no ambiguity. The exam</p>

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		<p>not. Lecture topics from the early part of the term were more likely to be missed in the questions than later topics.</p> <p>Benchmark Met: Yes</p> <p>Reporting Year: 2009-2010</p> <p>Related Documents: Assessment Summary</p>	<p>optimizes student success and allows them to show how much of the material they have actually understood and absorbed. The exam covers a good standard range of terms, history and production practices.</p> <p>Weaknesses: The exam does not include any essay questions where the student actually thinks and comes to a conclusion based on the knowledge they have acquired on a related stagecraft/production topic. The exam being comprehensive for the term it may be that too much information is being asked for.</p> <p>Conclusions: Overall the exam is a good assessment tool. It gives the instructor a good representation of the knowledge that is being retained. Though too much information may be being ask of the student to relate back in the test.</p> <p>Recommendations: In the future an essay question or two will be added to the exam. A review of the material at towards the end of the term may be a good idea for the students so that can have a better outcome on the exam.</p>

Program (CAS) Theatre - Critical Thinking -
Use critical thinking to demonstrate understanding/appreciation of all aspects of theatre production including performance, design, and playwriting.

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
Year(s) to be Assessed: 2013-2014 Outcome Status: Active			
Program (CAS) Theatre - Teamwork - Employ teamwork to gain an understanding/appreciation of the collaborative process that makes theatre possible. Year(s) to be Assessed: 2012-2013 Outcome Status: Active	Description of Assessment: Outcome Teamwork to be assessed 12-13		
Program (CAS) Theatre - Civic Engagement - Dedication to civic engagement and service to society through a season of plays covering a diverse range of topics and content. Year(s) to be Assessed: 2010-2011 Outcome Status: Active	Description of Assessment: Mainstage Production Benchmark: 80%	07/12/2011 - Based on the results of the collaborative effort between Students, Faculty, Staff and community members who participated in the production it was a success. All areas came together and created the art of musical theatre on stage in front of a live audience. No element or area was unsatisfactory and affected the production in a negative way. The outcome was also a good example of interdisciplinary cooperation between the Theatre and Music programs. The community who saw the production came away with a very positive experience. Benchmark Met: Yes Reporting Year: 2010-2011 Related Documents: Assessment Summary	07/12/2011 - The strengths of the activity were that it was a collaborative production with the fully invested Theatre program and those Faculty members and students of the Music program. The production could not have happened otherwise. The activity also exposed the campus and community to a grand and exciting ?Broadway? style Musical theatre experience and added to the cultural vitality of the region. The one weakness in the activity was that EOU and the immediate region did not have a lead performer to play the role of the Phantom so a guest artist was brought in. Though the result of this was a positive experience for the cast in that they worked with a professional. There are two recommendations for a future activity of this size and scope. One is that in the collaborative effort between Theatre

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
			<p>and Music that the Music program be fully invested in the project. This would aid in the rehearsal process, music student participation and the scheduling of the McKenzie Theater. The second recommendation is that a longer production timeline be adopted. The activity was accomplished in five weeks roughly from beginning to end. This put quite a bit of stress on all concerned and eight weeks would be a better timeline for such a big project.</p>
<p>Program (CAS) Theatre - Integrated and Applied Learning - Use integrated and applied learning to demonstrate hands-on experience in a variety of theatre disciplines to bring a production from conceptualization to opening night.</p> <p>Year(s) to be Assessed: 2011-2012</p> <p>Start Date: 07/01/2011</p> <p>Outcome Status: Active</p>	<p>Description of Assessment: Outcome: Integrated and Applied Learning to be assessed 11-12</p>		

Curriculum Map

Eastern Oregon University

Program (CAS) Theatre

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Content Knowledge - Demonstrate comprehensive knowledge of theatre literature and history.

- * THEA 230 - THEA 230 - Theatre Management
- * THEA 261 - THEA 261 - Theatre History*AEH
- * THEA 262 - THEA 262 - Theatre History*AEH
- * THEA 263 - THEA 263 - Theatre History*AEH
- * THEA 269 - THEA 269 - Surv Musical Theatre*AEH
- * THEA 362 - THEA 362 - Irish Drama
- * THEA 407 - THEA 407 - Senior Seminar

Critical Thinking - Use critical thinking to demonstrate understanding/appreciation of all aspects of theatre production including performance, design, and playwriting.

- * THEA 261 - THEA 261 - Theatre History*AEH
- * THEA 262 - THEA 262 - Theatre History*AEH
- * THEA 263 - THEA 263 - Theatre History*AEH
- * THEA 344 - THEA 344 - Costume Design*APC
- * THEA 345 - THEA 345 - Adv Costume Design*APC
- * THEA 360 - THEA 360 - Playwriting For Stage*APC
- * THEA 362 - THEA 362 - Irish Drama

Teamwork - Employ teamwork to gain an understanding/appreciation of the collaborative process that makes theatre possible.

- * THEA 255 - THEA 255 - Production & Performance
- * THEA 264 - THEA 264 - Stagecraft*APC
- * THEA 265 - THEA 265 - Tech TA:Lighting*APC
- * THEA 353 - THEA 353 - Play Direction
- * THEA 354 - THEA 354 - Advanced Directing
- * THEA 355 - THEA 355 - Production & Performance

Civic Engagement - Dedication to civic engagement and service to society through a season of plays covering a diverse range of topics and content.

- * THEA 255 - THEA 255 - Production & Performance
- * THEA 353 - THEA 353 - Play Direction
- * THEA 354 - THEA 354 - Advanced Directing
- * THEA 355 - THEA 355 - Production & Performance

Integrated and Applied Learning - Use integrated and applied learning to demonstrate hands-on experience in a variety of theatre disciplines to bring a production from conceptualization to opening night.

- * THEA 256 - THEA 256 - Fund Stage Combat*APC
- * THEA 264 - THEA 264 - Stagecraft*APC
- * THEA 265 - THEA 265 - Tech TA:Lighting*APC
- * THEA 266 - THEA 266 - Tech TA:Costume*APC
- * THEA 267 - THEA 267 - Tech TA:Makeup*APC
- * THEA 344 - THEA 344 - Costume Design*APC
- * THEA 345 - THEA 345 - Adv Costume Design*APC
- * THEA 350 - THEA 350 - Acting IV*APC
- * THEA 351 - THEA 351 - Acting V*APC
- * THEA 353 - THEA 353 - Play Direction
- * THEA 366 - THEA 366 - Adv Tech TA:Costume

Program Outcomes - Assessment Cycle

Year(s) to be Assessed	Program Outcome Name	Unit Name
2009-2010	Content Knowledge	Program (CAS) Theatre
2010-2011	Civic Engagement	Program (CAS) Theatre
2011-2012	Integrated and Applied Learning	Program (CAS) Theatre
2012-2013	Teamwork	Program (CAS) Theatre
2013-2014	Critical Thinking	Program (CAS) Theatre
2014-2015	Program Review - No Assessment	Program (CAS) Theatre