

2007-2008 Program Assessment Report*

Name of Department/Unit: Theatre

List of Programs:

Theatre, Bachelor of Arts
Theatre, Master of Arts

Department/Unit Mission:

The Bachelor of Arts degree in theatre within the context of a broad-based liberal arts education, offers an integrative, balanced program of studies that prepares students to enter the field of theatre, undertake specialized graduate study or to draw upon their theatre education in other fields and pursuits. We emphasize the power of imagination, to diversity in all areas and to international education. We believe a systematic study of theatre in its many aspects can impart lifelong skills in creative problem-solving, effective teamwork, and interpersonal communications. The Master of Arts program provides a broad based education in theatre, preparing students for theatre-related careers and for further study in theatre history, literature, and theory. Central to our mission is superior teaching; our classroom encompasses the studio, the stage, and the technical laboratory.

Central to our mission, our production curriculum, provides a dynamic and multifaceted outreach component that enables the Department both to draw upon and serve all segments of the larger community. The Department of Theatre is committed to diversity in all areas and to international education experiences in the Los Angeles area and the world. Within the University community, we provide opportunities for non-majors to engage and participate in our department, introducing the arts into their degree plans. In addition, we play a vital role in contributing theatre education to the preparation of Elementary and Secondary Education teachers.

Department/Unit Goals (Revised):

The Department of Theatre has further refined and revised the program goals to be achieved by its students as a result of completing its baccalaureate degree program.

1. Students will develop a range of sensory skills to observe and respond to their environment.
2. Students will progressively develop artistic and production processes (acting, directing, design, dramaturgy, management, and technical operations) involved in the creation of theatre and apply those skills to the creation of theatre.
3. Students will understand historical and diverse cultural dimensions of theatre (including the works of leading playwrights, actors, directors, designers, past and present) and apply that understanding to theatre research and to the creation of theatre.
4. Students will understand and apply criteria to make informed assessments of quality in works of theatre.
5. Students will understand and apply personal and interpersonal behaviors important to the creation of theatre, such as collaboration, communication, problem solving, and time management.

The Department of Theatre has identified the two goals to be achieved by its students as a result of completing its Masters degree program:

1. Develop aesthetic and intellectual understanding in the areas of Theatre History, Literature, Criticism, and Theatrical Production.

2. Acquire pre-professional training for careers in Theatre Performance, Production, Education, and in other appropriate allied industries.

Department of Theatre, B.A. Program

Student Learning Outcomes: *(The student will know and be able to ...)*

1. Process sensory information and respond to sensory information through the language unique to theatre.
2. Apply their knowledge of artistic and theatre processes involved in the discipline of theater.
3. Apply historical, cultural, aesthetic and literary understandings to the discipline of theater.
4. Apply appropriate criteria to make informed assessments in works of theatre.
5. Develop intra and interpersonal skills essential to the collaborative process in theatre.

Name of Assessment Liaison: John H. Binkley

Name of College: Mike Curb College of Arts, Media & Communication

****Reports are due to the AMC Assessment Director, Paula DiMarco (Paula.j.dimarco@csun.edu) by Friday June 13, 2008.***

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Assessment Activities for Department of Theatre, B.A. Program

Student Learning Outcomes (which SLOs were assessed?)	Assessment Dates (when was SLO assessed)	Assessment Procedures (what did you do?)	Summary of Findings (what did you learn?)	Use of Findings for Program Improvement (what recommendations for program improvement did you make?)
<p>Undergraduate Program SLO #1: <i>Students will develop a range of sensory skills to observe and respond to their environment.</i></p>	<p>Spring 2007</p>	<p>In Fall 2007 the theatre department initiated the use of www.livetext.com to create student e-portfolios. The department began creating e-portfolios for the lower-division core curriculum using TH 102 as the model. A course e-portfolio was created by all theatre majors to be used for assessment purposes as well as a depository for their student work. In Spring 2008, TH 142/A were added to e-portfolio process. Next Fall we will be adding TH 261, TH 262, & TH 263. By Spring 2011 each theatre major will have an e-portfolio for every course in the theatre core curriculum. This will allow us to choose several different courses for assessing the SLO at different level.</p> <p>For our 07-08 assessment we are using a rubric created within www.livetext.com to assess the e-portfolios created for TH 102.</p>	<p>Based on the review of the e-portfolio, the content does cover SLO #1: <i>Students will develop a range of sensory skills to observe and respond to their environment.</i> Assessment results revealed that the majority of the students are performing at the beginning level for this course which is appropriate since this is the introductory course to the theatre major. About one-third of the sample is performing at the developing level. This may be a result of transfer students taking the course because they enter CSUN deficient in this course requirement.</p>	<p>TH 102 is the gateway course for the theatre major. The next time this course is assessed we will separate the student sample by academic year to determine if the varying performance level is associated with the student's academic year. If the varying performance level is determined to be associated with the student's academic year, the department will investigate the possibility of a separate section for junior & senior transfers to focus the material to the appropriate level.</p>