

**DEPARTMENT OF THEATRE: THEATRE PERFORMANCE MAJOR
PROGRAM ASSESSMENT PLAN: NARRATIVE**

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INTRODUCTION:

The Park University Theatre Department is comprised of two distinct Bachelor of Arts degrees--Design and Performance—as well as a general minor for those wanting to enhance their alternative academic majors. The theatre faculty is committed to providing an education for our theatre students that will prepare them to pursue careers in their chosen fields or to continue their education on the graduate level.

GOALS:

Graduates of Park University's theatre program with an emphasis in acting & directing will be prepared to:

1. . . .enter Graduate schools for advanced study in theatre performance, direction, theatre history and literature or dramaturgy.
2. . . .contribute to the artistic aspects of the communities in which they live
3. . . .work for professional and community theatres
4. . . .display sufficient growth and excellence in performance and design to justify an upgrade of the current B.A. degree to the more prestigious professional degree, the B.F.A. (Bachelor of Fine Arts). This will, of course, necessitate the addition of faculty and staff positions as well as the expansion and/or addition of shop and design studio spaces, additional rehearsal and performance locations, and expanded facility options.

This Assessment Plan will provide ongoing evaluation of the current Theatre major and guidance for development toward the B.F.A. accreditation.

MISSION STATEMENT:

The mission of the Theatre Performance and Theatre Design majors is to provide access to both academic and theatrical excellence within the context of Park University's liberal arts tradition in order to graduate student actors, directors, playwrights, and designers who will be able to effectively analyze, perform, design, and artistically create viable theatrical performance experiences for a variety of presentation venues.

PROGRAM COMPETENCIES FOR THE THEATRE PERFORMANCE MAJOR:

1	Acting/directing performance students will demonstrate skills in the in-depth analysis of
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	dominant and secondary themes in dramatic literature through the reading and written/verbal analysis of the works of a variety of key playwrights from the 5 th century B.C. to the present.
2	Acting/directing performance students will demonstrate knowledge of the major presentational performance & movement styles demonstrated in "period" productions from ancient times to the beginning of the 20 th century through both class and public performance.
3	Acting/directing performance students will demonstrate knowledge of the major presentational performance styles and issues in twentieth century and contemporary performance through both class and public performance.
4	Acting/directing performance students will demonstrate an understanding of individual character motivations & action choices through the public presentation of effectively interactive performance dynamics between characters.
5	Acting/directing performance students will demonstrate responsible and effective performance critique skills through the presentation of both written and verbal critiques of the performance work of others as well as themselves.
6	Acting/directing performance students will exhibit a consistent respect for and commitment to the performance profession & to fellow performers by arriving on time and being appropriately prepared for rehearsal sessions & performances.
7	Acting/directing performance students will actively display a commitment to on-going development as an artist beyond graduation & the protected environment of the classroom studio by assembling a professional resume, a headshot, a portfolio of accomplished

	performance experiences, & the public performance of a minimum of four scenes representing a broad range of performance periods and styles plus a minimum of four appropriately memorized and staged audition selections which will be performed for an audience as a capstone presentation.

ASSESSMENT OF COMPETENCIES IN THEATRE PERFORMANCE:

Theatre Performance majors are assessed on the depth, breadth, quality & consistency of research and analysis of the evolution of theatre history, the development of various forms and works in dramatic literature, the presentation of various modes of period and stylistic performance presentation, and the integrity and professionalism of their preparation and performance growth. Courses from the Theatre Performance major core that develop these competencies include TH101 Basic Principles of Acting, TH115 Technical Theatre Production, TH216 Directing I, TH301 Acting Workshop I: Scene Work, TH302 Acting Workshop II: Dialects, Accents, & Professional Auditioning, TH307 History & Literature of the Theatre I, TH 308 History & Literature of the Theatre II, TH 316 Directing II, & TH495 Senior Project & the capstone course. Also included in the Performance major core are PS101 Introduction to Psychology, PS301 Social Psychology, PS315 Theories of Personality, & EN440 Shakespeare. Qualitative assessment standards increase as the student advances in both difficulty and proficiency toward graduation.

ASSESSMENT OF STUDENTS:

A. Assessment of individual theatre student learning takes place in all classes at all levels of development through the varying steps of classroom rehearsals and design works-in-progress as well as through performances that are critiqued informally in the Studio Theater and on the David Theater stage. These critiques are variously offered from the perspectives of performers, designers, student observers, local theatre professionals, and faculty evaluators.

B. Midterm and final performances or presentations as well as detailed written preparations are evaluated in each theatre course by the theatre faculty through the use of a rubric that details specific assignment expectations. The written evaluation is accompanied by an oral evaluation during which the students are allowed to ask questions and to provide comments.

C. The final performance or presentation in each theatre performance or history class is the Core Assessment for that class. The interactive nature of the

critiques of these performances allows both teacher and student to identify strengths and weaknesses to be addressed.

D. The TH495: Senior Theatre Project emphasizes the research, rehearsal, production and public presentation or performance of a final body of work that demonstrates the graduate's highest development.

ASSESSMENT OF THE PROGRAM:

NOTE: Professional quality video recording of the Core Assessment performances of the students in all of the required Theatre Performance studio courses each semester are the only viable option for assessing the quality and progress of performance majors in Theatre.

Each semester, the faculty of the Department of Theatre--with perhaps the addition of special outside consultants--will view the Core Assessment projects for the individual classes and will provide their assessment of the general level of quality they observe as well as identifying ideas for improved pedagogy or other resources needed to improve the programs. With the accumulation of archived student work overtime, it will be possible to compare the work of the current semester to preceding ones and to determine if progress is being made. With this resource in place the quality of overall student work in a subject area or major can be observed and assessed more objectively, and we will not be dependent on our memories or on the numbers recorded in the rubrics.

OTHER ASSESSMENT MEASURES:

A. ALUMNI SURVEYS. With the help of the Alumni Office, the Department of Theatre Performance and Design wishes to survey its graduates from the past five years to determine their level of professional attainment and to get their perspective on the quality of their education at Park. Annual surveys of alumni in their fifth year after graduation can help us further chart how well our programs are serving our students over time. It should be noted, however, that the career path for arts majors—Theatre, Music, and Fine Arts or Design--is considerably more problematic than it is for many other majors. Unless they are planning to go on immediately to graduate school, Theatre Performance & Theatre Design graduates from Park--or from any university--should not plan on earning a living. They should alternatively plan to seek day-work in related fields while pursuing performance venues as an evening/weekend endeavor. .

B. PSYCHOLOGY & THEATRE HISTORY. The study of both the history of theatre and of the role of psychology in theatre are important aspects of the study of theatre. Park Theatre Performance students are required to take two courses in Theatre History (TH307 & TH308) as well as three courses in Psychology to assist in character analysis and development. These non-performance courses within our majors are taught in traditional academic formats.

CONCLUSION:

The faculty of the Department of Theatre Performance and Technical Design is committed to providing exceptional professional education to our students in the present as well as working toward the possibility of offering B.F.A. degrees in both Performance and Design in the near future.