Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

In the past years our Department has started to use rubrics across the curriculum combined with clear learning objective for each class. Student work is assessed at the beginning, middle (midterm projects and tests) and end of the semester with final projects and exams. The theatre program has become more collaborative in nature as faculty share ideas for assessment in the classroom–this helps faculty brainstorm and apply new teaching ideas to classes. There has also been an increase in participation in the freshman foundation showcase this performance opportunity is part of the freshman initiative at The University of Alabama and incoming theatre major contribute to the showcase as performers, stage managers and tech crew. This public performance has two performances, often in January, and it has been well received by audience members for the past five years. This success also relates to the recent success of the annual 2014 New York Showcase “Bama on Broadway” when every actor from UA received a callback from a New York agent or casting director, this 100% response is excellent in the field of theatre and it reflects that our students do receive the training needed to enter the professional realm of theatre as practitioners.

For Administrative Support and Student Support Units
Informed by your assessment activities, what changes have you made in your unit in the last three to five years? Describe the changes, the general results that prompted the changes, and the impact on your unit’s clients/customers that you might attribute to these changes.

Student employment, internships, and enrollment in graduate school is now being documented on Face Book and highlighted in the Departmental newsletter.

Mission / Purpose
The mission of the Department of Theatre and Dance is to offer excellent teaching and resultant dynamic learning on the graduate (theatre only) and undergraduate levels of education. The curriculum reflects an understanding of these arts as an arena where the experiences encountered in life are explored and shared in unique communication with an audience. Theatre and dance students as artists/scholars/practitioners develop specialized knowledge, talents, and skills, as well as comprehension of a variety of methodologies, historical perspectives, and theoretical principles. The department strives to nurture the development of creative, independent, and well-educated students who are able to work collaboratively in the creation of their arts. The department also strives to nurture and support faculty committed to high levels of achievement in creative activity, teaching, and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Create and present theater
Students will create and present theatre. Continue to offer a Freshman Foundation Showcase to give incoming students a performance opportunity this is directly connected to the class work being done in TH 141. Ten of the incoming freshmen were cast in the Department season; also the freshman student that did the lighting for the showcase went on to design a full production later in the year - I would like to see these numbers increase as each class increases in size. The freshman showcase also works with a sophomore as an assistant/mentor to the freshman this was an improvement. Additionally the production assignments done in theatre practicum will continue to provide students with production opportunity and prepare students for upper level classes and advanced training in theatre.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures
M 1: Completion of 6 Theatre Practicum credits
Students complete six Theatre Practicum credits as part of their degree requirements. Faculty evaluates the students on a scale ranging from Average to Superior.

Source of Evidence: Portfolio, showing skill development or best work

Target:
To see growth in the student work.

M 2: Completion of 12 production assignments
Students complete a total of 12 production assignments in the areas of scenery, costume, box office, or performance. Faculty evaluates the students on a scale ranging from Proficient to Excellent. The number and percent of students
who complete all of the production assignments with Excellence will be reported.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Target is 5%.

SLO 2: Reaction to theatrical performance
Students will demonstrate, analyze, and articulate their reaction to theatrical performance. Improvement on this outcome will include using advanced technology as part of the production and design process as well as a continued relationship with guest artists and professional theatre companies to build bridges with The Department of Theatre and Dance and professional theatre companies and artists to help students gain a professional perspective.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 3: Assignment on student's analysis of performance
Students’ analysis of performance is evaluated in all theatre classes through play reviews, critiques, or responses which allow the student to interpret the elements of production and performance. The number and percent of students who receive 80% or higher on these assignments will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Target is 75%.

M 4: Quality of participation in Theatre 114
Students in Theatre 114 participate in a post production discussion that includes faculty and other students as part of a public forum. Quality of participation is evaluated by faculty on a scale ranging from Proficient to Excellent. The number and percent of students who receive Excellent will be reported.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Maintain that 70% of the students are involved in the discussion and critiquing process in responding to live theatrical performance.

M 5: Assessment of impact and the collaboration
An informal assessment of the impact of using advanced technology, the collaboration with guest artists and professional work opportunities and internships and will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Maintain a high level of involved undergraduate theatre majors and minors.

SLO 3: Proficiency in basic techniques of acting
Students will be proficient in the basic techniques of acting. Continue to offer various methods in acting training and offer opportunities with guest artists and master classes in advanced acting training in the areas of voice and speech, and movement for the actor.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 6: Faculty's feedback
Faculty provides feedback to students on their performance. A summary of the types of feedback will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintain a consistent level.

Data Documentation
Improvement Action: Document outreach and professional work of the actors in the undergraduate Theatre and Musical Theatre programs more effectively.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Faculty’s feedback | Outcome/Objective: Proficiency in basic techniques of acting

M 7: Performance in scene work
Faculty evaluates student performances in scene work performances using a rubric. The number of students who achieve 90% and higher in the acting scenes will be reported.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
The number of student actors that receive a 90% or higher on scenework will be reported.
SLO 4: Understanding of technical aspects of theatre
Students will demonstrate an understanding of design or technical aspects of theatre, depending on their emphasis. Provide design and technical production students the most advanced equipment and methods available. Students will also have the opportunity to work with guest designers and master teachers as part of the production season and class curriculum.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 8: Understanding of principals of theatrical design process
Students are evaluated by design and technical faculty with the use of rubrics which outline the principals of the theatrical design process or the fundamentals and safe practice of stagecraft. The number and percent of students in the Outstanding range on the rubric will be reported.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Maintain the current level of undergraduate designers.

M 9: Understanding collaborative nature
All students experience collaboration with colleagues as they execute designs. Faculty informally assess whether students understand collaborative work as a designer. The number and percent of students who are viewed as understanding the collaborative nature of the production process for the theatre will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Target is 90%.

SLO 5: Demonstrate familiarity with theatre history
Students will demonstrate familiarity with historical and cultural dimensions of theatre.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 10: Exam Performance
The number and percent of students who receive 80% or higher on exams covering these topics will be reported.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Maintain consistent levels of exam grades.

M 11: Assignment performance
The number and percent of students who receive 80% or higher on assignments covering these topics will be reported.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Maintain a consistent level of grades at 80% or higher.

SLO 6: Demonstrate responsibility in theatre management
Students will demonstrate responsibility and accountability in artistic/business theatre management.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 12: Performance on theatre management projects
Faculty evaluate students on theatre management projects using a scale ranging from average to outstanding. The number and percent of students who receive an outstanding rating will be calculated.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
All student will experience aspects of theatre management in class or production assignment. A target of 3 to 5 outstanding undergraduates in theatre management per school year.

M 13: Opportunity to rework the project
Students have an opportunity to rework their project based on feedback until it is acceptable for a final finished project. The number and percent of students who take this opportunity will be reported.

Source of Evidence: Academic direct measure of learning - other

Target:
No target has been established.

SLO 10: Department Outcome: Quality Instruction
Faculty will excel in quality instruction in their area of specialty while meeting the needs of the students.

Related Measures

M 24: Number of Student credit hours generated
Comparison of the number of courses taught per faculty and the number of student credit hours produced by faculty
with increases in student demand.

Source of Evidence: Academic indirect indicator of learning - other

M 25: Average SOI scores for Faculty
Average student opinions of instruction (SOIs) across faculty, to determine the overall perceived quality of instruction.

Source of Evidence: Student course evaluations on learning gains made

Target: See Department section for more information.

SLO 11: Department Outcome: Faculty Engagement
Faculty will engage in regionally, nationally and internationally recognized research and creative activity

Related Measures

M 27: Number of types of productions
The number and types of productions within the regular Season will demonstrate regional recognition for the department. At least 2 dance concerts and 4 theatre productions will be presented each semester.

Source of Evidence: Academic indirect indicator of learning - other

Target: See Department section for more information.

M 28: Number of audience attendees
The number of audience attendees will be reported per production to demonstrate quality of creative activity. The department aims to attract 1100 attendees per production.

Source of Evidence: Academic indirect indicator of learning - other

Target: See Department section for more information.

M 29: Number and types of research and creative activities
The number and types of research and creative activities beyond the regular Season overall and per faculty will be reported through the annual FAR.

Source of Evidence: Academic indirect indicator of learning - other

Target: See Department section for more information.

SLO 12: Department Outcome: Outreach Program
Faculty will support outreach to the community through teaching and performance

Related Measures

M 30: Faculty service to campus/community
The faculty provide service to the campus and the community through specific course work, including TH114, Introduction to Theatre, a non-majors survey course in theatre, and DN403, Approaches to Dance Instruction, a service learning course in which dance majors teach in the public schools. The number benefitting from these activities will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target: See Department section for more information.

M 31: Faculty's reaching out to the community
The department's goal of at least 60% of faculty reaching out to the community will be calculated by number and type of community outreach performed throughout the campus and the community at large.

Source of Evidence: Academic indirect indicator of learning - other

Target: See Department section for more information.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 7: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 14: Extent of adherence to NAST
The Theatre Program is accredited by the National Association of Schools of Theatre (NAST). Extent of adherence to the national standards established by this organization will be summarized.

Source of Evidence: Academic indirect indicator of learning - other

Target: Continue to work at the NAST level of standards.

M 15: Opportunities from accreditation review
List of opportunities from most recent accreditation review (specific to the degree program).

Source of Evidence: Academic indirect indicator of learning - other

Target: No target established, see Department section for more information.

M 16: Actions taken on accreditation review
List of actions taken based on most recent accreditation review (specific to the degree program).
OthOtcm 8: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 18: Number of majors
Number of majors over the past 6 years.
Source of Evidence:  Academic indirect indicator of learning - other
Target:
To maintain a productive amount of students in the theatre program.
See Department section for more information.

M 19: Number of degrees awarded
Number of BA in Theatre degrees awarded last academic year.
Source of Evidence:  Academic indirect indicator of learning - other
Target:
See Department section for more information.

OthOtcm 9: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 20: Results from Graduating Senior Survey of program quality
On the graduating senior survey, the number and percent of majors who indicated that the quality of their major was good or excellent.
Source of Evidence:  Student satisfaction survey at end of the program
Target:
See Department section for more information.

M 21: Graduating Senior Survey Results of the courses preparation for employment
On the graduating senior survey, the number and percent of majors who indicated that the quality of courses as preparation for employment after graduation was good or excellent.
Source of Evidence:  Student course evaluations on learning gains made
Target:
See Department section for more information.

M 22: Preparation for further study
On the graduating senior survey, the number and percent of majors who indicated that the quality of the courses in preparation for graduate or professional school was good or excellent.
Source of Evidence:  Student course evaluations on learning gains made
Target:
See Department section for more information.

M 23: Rate of overall experience in UA
On the graduating senior survey, the number and percent of majors who indicated that their overall experience at UA was good or excellent.
Source of Evidence:  Student course evaluations on learning gains made
Target:
See Department section for more information.

OthOtcm 13: Department Outcome: Faculty Guide
Faculty will guide students in their course choices and career goals Department Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report). The Facebook group will be tested over the next year to see how many alumni join the group and post information.

Related Measures

M 32: Ratio of Advised Majors
The percent of theatre and dance majors who are advised will be reported along with the number of faculty who serve as advisors and the average number of advisees per faculty.
Source of Evidence:  Academic indirect indicator of learning - other
Target:
100% of Theatres majors will be advised, see the Department section for more information.

M 33: Department retention rates
Retention rates for department will be reported
Source of Evidence:  Academic indirect indicator of learning - other
**M 34: Number and type of careers**
The number and type of careers of alumni will be reported based on an alumnus Facebook group and email communications.

**Source of Evidence:** Job placement data, esp. for career/tech areas

**Target:**
Please see the Department section for more information.

## Details of Action Plans for This Cycle (by Established cycle, then alpha)

### Data Documentation

- **Improvement Action:** Document outreach and professional work of the actors in the undergraduate Theatre and Musical Theatre programs more effectively.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

### Relationships (Measure | Outcome/Objective):

- **Measure:** Faculty's feedback
- **Outcome/Objective:** Proficiency in basic techniques of acting
Mission / Purpose

The mission of the Department of Theatre and Dance is to offer excellent teaching and resultant dynamic learning on the graduate (theatre only) and undergraduate levels of education. The curriculum reflects an understanding of these arts as an arena where the experiences encountered in life are explored and shared in unique communication with an audience. Theatre and dance students as artists/scholars/practitioners develop specialized knowledge, talents, and skills, as well as comprehension of a variety of methodologies, historical perspectives, and theoretical principles. The department strives to nurture the development of creative, independent, and well-educated students who are able to work collaboratively in the creation of their arts. The department also strives to nurture and support faculty committed to high levels of achievement in creative activity, teaching, and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Create and present theater

Students will create and present theatre. Continue to offer a Freshman Foundation Showcase to give incoming students a performance opportunity this is directly connected to the class work being done in TH 141. Ten of the incoming freshmen were cast in the Department season; also the freshman student that did the lighting for the showcase went on to design a full production later in the year - I would like to see these numbers increase as each class increases in size. The freshman showcase also works with a sophomore as an assistant/mentor to the freshman this was an improvement. Additionally the production assignments done in theatre practicum will continue to provide students with production opportunity and prepare students for upper level classes and advanced training in theatre.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 1: Completion of 6 Theatre Practicum credits

Students complete six Theatre Practicum credits as part of their degree requirements. Faculty evaluates the students on a scale ranging from Average to Superior.

Source of Evidence: Portfolio, showing skill development or best work

Target:
To see growth in the student work.

Finding (2012-2013) - Target: Met

The theatre students enrolled in the BA Program participated in eight theatre performances as part of the Department season, as well as showcases for Freshmen (on campus) and a Senior (New York City). All performances are public and many were sold out events if a ticketed event. Many students also were a part of the Department tour with the production Showboat during the spring semester that travelled to Mobile, Alabama touring is an essential aspect of the business of theatre. Students enrolled in Theatre Practicum TH 291, TH 391, and TH 491 all contributed to the production in the areas of crew (scenic, props, and wardrobe) operated boards (sound and lights) as worked on the front of house operations (box office sales of tickets, marketing, and house management) resulting in our students learning the value of theatrical collaboration which instills the students with initiative to take one there own projects and productions and will lead to marketable informed theatre practitioners.

M 2: Completion of 12 production assignments

Students complete a total of 12 production assignments in the areas of scenery, costume, box office, or performance. Faculty evaluates the students on a scale ranging from Proficient to Excellent. The number and percent of students who complete all of the production assignments with Excellence will be reported.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Target is 5%.

Finding (2012-2013) - Target: Met

Results from Measure 1.1 include the theatre productions offered by the Department of Theatre and Dance during the 2012 - 2013 Academic Year. The productions in the Allen Bales Theatre all involved student actors, designers and director. Productions in the Gallaway Theatre involved student actors and production crew with faculty designers and director. The student honor society Alpha Si Omega presented two production, one per semester. Students gain experience and knowledge through the Department production season as well as in courses: TH 120, TH 141, TH 290, TH 361, TH 390, TH 490.

SLO 2: Reaction to theatrical performance

Students will demonstrate, analyze, and articulate their reaction to theatrical performance. Improvement on this outcome will include using advanced technology as part of the production and design process as well as a continued relationship with guest artist’s and professional theatre companies to build bridges with The Department of Theatre and Dance and professional theatre companies and artists to help students gain a professional perspective.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures
**SLO 3: Proficiency in basic techniques of acting**

Students will be proficient in the basic techniques of acting. Continue to offer various methods in acting training and offer opportunities with guest artists and master classes in advanced acting training in the areas of voice and speech, and movement for the actor.

**Target:**

- Maintain a consistent level.

**Finding (2012-2013) - Target: Met**

Results from measure 2.1 reveal that 63% percent of the students in Theatre History I, TH 451 earned a B or higher on the written first critiques of theatrical performance. 84% earned a B or higher on the second critique assignment, and 100% earned a B or higher on the last two critique assignments. Students will discuss performance and production values in class as well as write a critique papers in: TH 114 Introduction to Theatre, TH 120 Principles of Design, TH 141 Acting I, TH 361 Directing, TH 451/452 Theatre History I and II.

**M 4: Quality of participation in Theatre 114**

Students in Theatre 114 participate in a post production discussion that includes faculty and other students as part of a public forum. Quality of participation is evaluated by faculty on a scale ranging from Proficient to Excellent. The number and percent of students who receive Excellent will be reported.

**Source of Evidence:** Comprehensive/endor-of-program subject matter exam

**Target:**

- Maintain that 70% of the students are involved in the discussion and critiquing process in responding to live theatrical performance.

**Finding (2012-2013) - Target: Met**

Maintain that 70% of the students are involved in the discussion and critiquing process in responding to live theatrical performance. The structure of this class has changed and this goal is has been maintained and will continue in the future.

**M 5: Assessment of impact and the collaboration**

An informal assessment of the impact of using advanced technology, the collaboration with guest artists and professional work opportunities and internships will be reported.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**

- Maintain a high level of involved undergraduate theatre majors and minors.

**Finding (2012-2013) - Target: Met**

Student collaboration on production as well as class assignments is essential in the training and education of future theatre practitioners and scholars. Students receive critical verbal and written response to their work in productions from faculty, guest artists, and a local critique. Production process is also discussed during the performance run when students receive notes from Directors and Stage Managers.

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**SLO 3: Proficiency in basic techniques of acting**

Students will be proficient in the basic techniques of acting. Continue to offer various methods in acting training and offer opportunities with guest artists and master classes in advanced acting training in the areas of voice and speech, and movement for the actor.

**Connected Documents**

- Curriculum Maps II-Theatre B.A.
- Curriculum Maps I-Theatre B.A.

**Related Measures**

**M 6: Faculty's feedback**

Faculty provides feedback to students on their performance. A summary of the types of feedback will be reported.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**

- Maintain a consistent level.

**Finding (2012-2013) - Target: Met**

Results from measure 2.1 reveal that students are able to take feedback from acting faculty and directors and begin to apply the needed adjustments for the acting role or class project. This was evident in the rehearsal process for the Fourth Annual Freshman Foundation Showcase titled “Here we come” which twenty-sixfreshman major in Theatre and Musical Theatre made up the cast. Evidence of this measure what also displayed the four theatre productions offered by the Department during the fall semester.

Performances were: *Fools, Side Man, A New Brain, The Misalliance, Design for Living, Othello, The Clearing, and Showboat* students had the opportunity to work with faculty members and directors during this production and rehearsal process of these performances. All performances were open to the public, well attended and received. Results from measure 2.2 approximately 60 % of students actors continue to perform at theatres professionally throughout the country in North Carolina, Texas, Montana, Florida, Colorado, Georgia, New York and eight students were cast in the Summer Tide production of “Alabama Jubilee” for the summer of 2013. Results from measure 2.3 show that the intensive and additional training offered by theatre practitioners/casting agents have given our student actors an edge to get a significant amount of call backs at professional auditions. Student initiative for seeking outside work and training intensives had increased by 45% during the past semester. This is most evident in the upper level acting classes (Scene Study and Shakespeare) as well as in the voice and speech, and movement courses.

**Related Action Plans (by Established cycle, then alpha):**

**Data Documentation**

Improvement Action: Document outreach and professional work of the actors in the undergraduate Theatre and Musical Theatre programs more effectively.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Faculty's feedback | Outcome/Objective: Proficiency in basic techniques of acting

Implementation Notes:
9/15/2013 This is in progress as we have more data on where are students are working during and after their time at UA.

M 7: Performance in scene work
Faculty evaluates student performances in scene work performances using a rubric. The number of students who achieve 90% and higher in the acting scenes will be reported.
Source of Evidence: Performance (recital, exhibit, science project)

Target:
The number of student actors that receive a 90% or higher on scenework will be reported.

Finding (2012-2013) - Target: Met
During the Spring 2013 semester 85% of the actors in TH 141: Acting I were working at this level. During the Spring 2013 semester 90% of the actors in TH 441: Advanced Scene Study were working at this level.

SLO 4: Understanding of technical aspects of theatre
Students will demonstrate an understanding of design in or technical aspects of theatre, depending on their emphasis. Provide design and technical production students the most advanced equipment and methods available. Students will also have the opportunity to work with guest designers and master teachers as part of the production season and class curriculum.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 8: Understanding of principals of theatrical design process
Students are evaluated by design and technical faculty with the use of rubrics which outline the principals of the theatrical design process or the fundamentals and safe practice of stagecraft. The number and percent of students in the Outstanding range on the rubric will be reported.
Source of Evidence: Performance (recital, exhibit, science project)

Target:
Maintain the current level of undergraduate designers.

Finding (2012-2013) - Target: Met
Results from measure 4.2 all student designers (100%) attend production meetings to fully grasp the collaboration process involved in the theatrical design process. Students are giving back to the community as well as becoming more marketable theatre practitioners and designers.

M 9: Understanding collaborative nature
All students experience collaboration with colleagues as they execute designs. Faculty informally assess whether students understand collaborative work as a designer. The number and percent of students who are viewed as understanding the collaborative nature of the production process for the theatre will be reported.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Target is 90%.

Finding (2012-2013) - Target: Met
Students have grasped this concept well; all of our students are excelling as collaborative young theatrical designers and artists. This is a result of weekly meeting with faculty during the production process as well as crew assignments that require a greater sense of responsibility and initiative for the student to collaborate with the designers and director.

SLO 5: Demonstrate familiarity with theatre history
Students will demonstrate familiarity with historical and cultural dimensions of theatre.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 10: Exam Performance
The number and percent of students who receive 80% or higher on exams covering these topics will be reported.
Source of Evidence: Standardized test of subject matter knowledge

Target:
Maintain consistent levels of exam grades.

Finding (2012-2013) - Target: Met
84% of the students earning B or higher on the final exam as well as 76% of the students received a B or higher in Theatre History I/TH 451 this academic school year.

M 11: Assignment performance
The number and percent of students who receive 80% or higher on assignments covering these topics will be reported.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
Maintain a consistent level of grades at 80% or higher.

Finding (2012-2013) - Target: Met
Results from measure 2.1 reveal that early in the first half of the semester 63% percent of the students in Theatre History I TH 451 earned a B or higher on the written critiques of theatrical performance. During the second half of the semester students this outcome was strengthened as students critiques of theatrical performance increased to 100% earning a B or higher. Students will discuss performance and production values in class as well as write a critique papers in: TH 114 Introduction to Theatre, TH 120 Principles of Design, TH 141 Acting I, TH 361 Directing, TH 451/452 Theatre History I and II.

Last Updated by Allison Hetzel

SLO 6: Demonstrate responsibility in theatre management
Students will demonstrate responsibility and accountability in artistic/business theatre management.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 12: Performance on theatre management projects
Faculty evaluate students on theatre management projects using a scale ranging from average to outstanding. The number and percent of students who receive an outstanding rating will be calculated.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
All student will experience aspects of theatre management in class or production assignment. A target of 3 to 5 outstanding undergraduates in theatre management per school year.

Finding (2012-2013) - Target: Met
Undergraduate students continue to work at an outstanding level in house management, stage management, marketing and public relations, box office operations and customer service each semester.

M 13: Opportunity to rework the project
Students have an opportunity to rework their project based on feedback until it is acceptable for a final finished project. The number and percent of students who take this opportunity will be reported.

Source of Evidence: Academic direct measure of learning - other

Target:
No target has been established.

Finding (2012-2013) - Target: Not Reported This Cycle
As this is a case by case situation no data was collected.

SLO 10: Department Outcome: Quality Instruction
Faculty will excel in quality instruction in their area of specialty while meeting the needs of the students.

Related Measures

M 24: Number of Student credit hours generated
Comparison of the number of courses taught per faculty and the number of student credit hours produced by faculty with increases in student demand.

Source of Evidence: Academic indirect indicator of learning - other

M 25: Average SOI scores for Faculty
Average student opinions of instruction (SOIs) across faculty, to determine the overall perceived quality of instruction.

Source of Evidence: Student course evaluations on learning gains made

Target:
See Department section for more information.

SLO 11: Department Outcome: Faculty Engagement
Faculty will engage in regionally, nationally and internationally recognized research and creative activity

Related Measures

M 27: Number of types of productions
The number and types of productions within the regular Season will demonstrate regional recognition for the department. At least 2 dance concerts and 4 theatre productions will be presented each semester.

Source of Evidence: Academic indirect indicator of learning - other

Target:
See Department section for more information.

M 28: Number of audience attendees
The number of audience attendees will be reported per production to demonstrate quality of creative activity. The department aims to attract 1100 attendees per production.

Source of Evidence: Academic indirect indicator of learning - other

Target:
See Department section for more information.

M 29: Number and types of research and creative activities
The number and types of research and creative activities beyond the regular Season overall and per faculty will be reported through the annual FAR.
SLO 12: Department Outcome: Outreach Program
Faculty will support outreach to the community through teaching and performance

Related Measures

M 30: Faculty service to campus/community
The faculty provide service to the campus and the community through specific course work, including TH114, Introduction to Theatre, a non-majors survey course in theatre, and DN403, Approaches to Dance Instruction, a service learning course in which dance majors teach in the public schools. The number benefitting from these activities will be reported.

Source of Evidence: Academic indirect indicator of learning - other
Target: See Department section for more information.

M 31: Faculty's reaching out to the community
The department's goal of at least 60% of faculty reaching out to the community will be calculated by number and type of community outreach performed throughout the campus and the community at large.

Source of Evidence: Academic indirect indicator of learning - other
Target: See Department section for more information.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm 7: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 14: Extent of adherence to NAST
The Theatre Program is accredited by the National Association of Schools of Theatre (NAST). Extent of adherence to the national standards established by this organization will be summarized.

Source of Evidence: Academic indirect indicator of learning - other
Target: Continue to work at the NAST level of standards.
Finding (2012-2013) - Target: Met
Our NAST standards are practiced and maintained.

M 15: Opportunities from accreditation review
List of opportunities from most recent accreditation review (specific to the degree program).

Source of Evidence: Academic indirect indicator of learning - other
Target: No target established, see Department section for more information.
Finding (2012-2013) - Target: Met
See Department section for more information as this will be revisited when we have our next NAST site visit and review.

M 16: Actions taken on accreditation review
List of actions taken based on most recent accreditation review (specific to the degree program).

Source of Evidence: Academic indirect indicator of learning - other
Target: See Department section for more information.

M 17: Summary of impacts
Summary of impacts as a result of actions taken (specific to the degree program).

Source of Evidence: Academic indirect indicator of learning - other
Target: No target established, see Department section for more information.

OthOtm 8: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 18: Number of majors
Number of majors over the past 6 years.

Source of Evidence: Academic indirect indicator of learning - other
Target: To maintain a productive amount of students in the theatre program. See Department section for more information.

M 19: Number of degrees awarded
Number of BA in Theatre degrees awarded last academic year.

Source of Evidence: Academic indirect indicator of learning - other
Thirteen BA degrees awarded in May of 2013.

OthOtcm 9: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 20: Results from Graduating Senior Survey of program quality
On the graduating senior survey, the number and percent of majors who indicated that the quality of their major was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program

M 21: Graduating Senior Survey Results of the courses preparation for employment
On the graduating senior survey, the number and percent of majors who indicated that the quality of courses as preparation for employment after graduation was good or excellent.
Source of Evidence: Student course evaluations on learning gains made

M 22: Preparation for further study
On the graduating senior survey, the number and percent of majors who indicated that the quality of the courses in preparation for graduate or professional school was good or excellent.
Source of Evidence: Student course evaluations on learning gains made

M 23: Rate of overall experience in UA
On the graduating senior survey, the number and percent of majors who indicated that their overall experience at UA was good or excellent.
Source of Evidence: Student course evaluations on learning gains made

OthOtcm 13: Department Outcome: Faculty Guide
Faculty will guide students in their course choices and career goals Department Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report). The Facebook group will be tested over the next year to see how many alumni join the group and post information.

Related Measures

M 32: Ratio of Advised Majors
The percent of theatre and dance majors who are advised will be reported along with the number of faculty who serve as advisors and the average number of advisees per faculty.
Source of Evidence: Academic indirect indicator of learning - other
Target: 100% of Theatres majors will be advised, see the Department section for more information.

Finding (2012-2013) - Target: Met
100% of Theatres majors will be advised, see the Department section for more information.

M 33: Department retention rates
Retention rates for department will be reported
Source of Evidence: Academic indirect indicator of learning - other
Target: Please see the Department section for more information.

M 34: Number and type of careers
The number and type of careers of alumni will be reported based on an alumnus Facebook group and email communications.
Source of Evidence: Job placement data, esp. for career/tech areas
Target: Please see the Department section for more information.

Finding (2012-2013) - Target: Met
The number of careers in Theatre is vast, teaching, technical and design, acting, writing, directing, all production work artistic (vocal coach, combat and dance choreography) and technical (sound editing, projection, lighting, carpentry) are all examples of careers in theatre, television, and film. To update the successes of the students mentioned in the last report. Jake Boyd has now been on Broadway in Rock Of Ages. Sonequa Martin-Green has played many television roles such as: Courtney Wells in The Good Wife, Tamara in Once Upon a Time, and Sasha in The Walking Dead. Meanwhile, many recent graduates of have relocated to New York City and are freelancing and I hope to have more successful reports in the future.
<table>
<thead>
<tr>
<th>Details of Action Plans for This Cycle (by Established cycle, then alpha)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Documentation</strong></td>
</tr>
<tr>
<td>Improvement Action: Document outreach and professional work of the actors in the undergraduate Theatre and Musical Theatre programs more effectively.</td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2011-2012</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong> Planned</td>
</tr>
<tr>
<td><strong>Priority:</strong> High</td>
</tr>
<tr>
<td>**Relationships (Measure</td>
</tr>
<tr>
<td>Measure: Faculty's feedback</td>
</tr>
<tr>
<td><strong>Implementation Notes:</strong></td>
</tr>
<tr>
<td>9/15/2013 This is in progress as we have more data on where are students are working during and after their time at UA.</td>
</tr>
</tbody>
</table>
Mission / Purpose

The mission of the Department of Theatre and Dance is to offer excellent teaching and resultant dynamic learning on the graduate (theatre only) and undergraduate levels of education. The curriculum reflects an understanding of these arts as an arena where the experiences encountered in life are explored and shared in unique communication with an audience. Theatre and dance students as artists/scholars/practitioners develop specialized knowledge, talents, and skills, as well as comprehension of a variety of methodologies, historical perspectives, and theoretical principles. The department strives to nurture the development of creative, independent, and well-educated students who are able to work collaboratively in the creation of their arts. The department also strives to nurture and support faculty committed to high levels of achievement in creative activity, teaching, and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Create and present theater
Students will create and present theatre. Continue to offer a Freshman Foundation Showcase to give incoming students a performance opportunity this is directly connected to the class work being done in TH 141. Ten of the incoming freshmen were cast in the Department season; also the freshman student that did the lighting for the showcase went on to design a full production later in the year - I would like to see these numbers increase as each class increases in size. The freshman showcase also works with a sophomore as an assistant/mentor to the freshman this was an improvement. Additionally the production assignments done in theatre practicum will continue to provide students with production opportunity and prepare students for upper level classes and advanced training in theatre.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 1: Completion of 6 Theatre Practicum credits
Students complete six Theatre Practicum credits as part of their degree requirements. Faculty evaluates the students on a scale ranging from Average to Superior.
Source of Evidence: Portfolio, showing skill development or best work
Target:
To see growth in the student work.
Finding (2011-2012) - Target: Met
Results from Measure 1.2 include eight Irene Ryan Acting Award nominations from the Kennedy Center American College Theatre Festival as well as recognition for student work as designers and stage managers.

Results from Measure 1.3: Student work and professionalism has grown as a result of the production process resulting in students becoming more involved with theatres in the community as well as professional theatres.

M 2: Completion of 12 production assignments
Students complete a total of 12 production assignments in the areas of scenery, costume, box office, or performance. Faculty evaluates the students on a scale ranging from Proficient to Excellent. The number and percent of students who complete all of the production assignments with Excellence will be reported.
Source of Evidence: Portfolio, showing skill development or best work
Target:
Target is 5%.
Finding (2011-2012) - Target: Met
Results from Measure 1.1 include the theatre productions offered by the Department of Theatre and Dance during the Spring 2012 semester. The production of Wonder of the World involved student actors, designers and director. An Italian Straw Hat involved student actors and production crew with faculty designers and director. Fefu and Her Friends was a play that involved student actors, director and designers. Chicago the musical, involved student actors and production crew, student designers and a faculty director. The student honor society Alpha Si Omega presented a student comedy of a new play titled the Kidnappers Guide. Students gain experience and knowledge through the Department production season as well as in courses: TH 120, TH 141, TH 290, TH 361, TH 390, TH 490.

SLO 2: Reaction to theatrical performance
Students will demonstrate, analyze, and articulate their reaction to theatrical performance. Improvement on this outcome will include using advanced technology as part of the production and design process as well as a continued relationship with guest artist's and professional theatre companies to build bridges with The Department of Theatre and Dance and professional theatre companies and artists to help students gain a professional perspective.

Connected Documents
Related Measures

M 3: Assignment on student's analysis of performance
Students' analysis of performance is evaluated in all theatre classes through play reviews, critiques, or responses which allow the student to interpret the elements of production and performance. The number and percent of students who receive 80% or higher on these assignments will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Target is 75%.

Finding (2011-2012) - Target: Partially Met
Results from measure 2.1 reveal that early in the first half of the semester 60% percent of the students in Theatre History II/TH 452 earned a B or higher on the written critiques of theatrical performance. During the second half of the semester students' this outcome was strengthened as students' critiques of theatrical performance increased to 65% earning a B or higher. This is also supported by 78% of the students earning B or higher on the final exam as well as 69% of the students received a B or higher in Theatre History II/TH 452 this past semester. Out of 147 students in TH 114, Introduction to Theatre 89 or 60% earned a B or higher. Students will discuss performance and production values in class as well as write a critique papers in: TH 114 Introduction to Theatre, TH 120 Principles of Design, TH 141 Acting I, TH 361 Directing, TH 451/452 Theatre History I and II.

M 4: Quality of participation in Theatre 114
Students in Theatre 114 participate in a post production discussion that includes faculty and other students as part of a public forum. Quality of participation is evaluated by faculty on a scale ranging from Proficient to Excellent. The number and percent of students who receive Excellent will be reported.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Maintain that 70% of the students are involved in the discussion and critiquing process in responding to live theatrical performance.

M 5: Assessment of impact and the collaboration
An informal assessment of the impact of using advanced technology, the collaboration with guest artists and professional work opportunities and internships and will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Maintain a high level of involved undergraduate theatre majors and minors.

Finding (2011-2012) - Target: Met
Student collaboration on production as well as class assignments is essential in the training and education of future theatre practitioners and scholars. Students receive critical verbal and written response to their work in productions from a respondent representative of the Kennedy Center American College Theatre Festival.

SLO 3: Proficiency in basic techniques of acting
Students will be proficient in the basic techniques of acting. Continue to offer various methods in acting training and offer opportunities with guest artists and master classes in advanced acting training in the areas of voice and speech, and movement for the actor.

Connected Documents
Curriculum Maps II-Theatre B.A.
Curriculum Maps I-Theatre B.A.

Related Measures

M 6: Faculty's feedback
Faculty provides feedback to students on their performance. A summary of the types of feedback will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintain a consistent level.

Finding (2011-2012) - Target: Met
Results from 2.1 reveal that students are able to take feedback from acting faculty and directors and begin to apply the needed adjustments for the acting role or class project. This was evident in the rehearsal process for the Third Annual Freshman Foundation Showcase titled "New Years Resolutions" which twenty-four freshman major in Theatre and Musical Theatre made up the cast. Evidence of this measure what also displayed the four theatre productions offered by the Department during the fall semester. Performances were: Wonder of the World, An Italian Straw Hat, Fefu and her Friends, Chicago students had the opportunity to work with faculty members and directors during this production and rehearsal process of these performances. All performances were open to the public, well attended and received.

Results from measure 2.2 approximately 60 % of students actors continue to perform at theatres professionally throughout the country in North Carolina, Texas, Montana, Florida, Colorado, Georgia and
eight students were cast in the upcoming Summer Tide production of Smokey Joes Café for the summer of 2012.

Results from measure 2.3 show that the intensive and additional training offered by theatre practitioners/casting agents have given our student actors an edge to get a significant amount of call backs at professional auditions. Student initiative for seeking outside work and training intensives had increased by 35% during the past semester. This is most evident in the upper level acting classes (Scene Study and Shakespeare) as well as in the voice and speech, and movement courses.

**Related Action Plans (by Established cycle, then alpha):**

**Data Documentation**

- Improvement Action: Document outreach and professional work of the actors in the undergraduate Theatre and Musical Theatre programs more effectively.

  **Established in Cycle:** 2011-2012  
  **Implementation Status:** Planned  
  **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Faculty's feedback  
- **Outcome/Objective:** Proficiency in basic techniques of acting

**M 7: Performance in scene work**

Faculty evaluates student performances in scene work performances using a rubric. The number of students who achieve 90% and higher in the acting scenes will be reported.

**Target:**

The number of student actors that receive a 90% or higher on scenework will be reported.

**Finding (2011-2012) - Target: Met**

During the Spring 2012 semester 93% of the actors in TH 141 were working at this level.

**SLO 4: Understanding of technical aspects of theatre**

Students will demonstrate an understanding of design in or technical aspects of theatre, depending on their emphasis. Provide design and technical production students the most advanced equipment and methods available. Students will also have the opportunity to work with guest designers and master teachers as part of the production season and class curriculum.

**Connected Documents**

- Curriculum Maps II-Theatre B.A.  
- Curriculum Maps I-Theatre B.A.

**Related Measures**

**M 8: Understanding of principals of theatrical design process**

Students are evaluated by design and technical faculty with the use of rubrics which outline the principals of the theatrical design process or the fundamentals and safe practice of stagecraft. The number and percent of students in the Outstanding range on the rubric will be reported.

**Source of Evidence:** Performance (recital, exhibit, science project)

**Target:**

Maintain the current level of undergraduate designers.

**Finding (2011-2012) - Target: Met**

Results from measure 4.2 all student designers attend production meeting to fully grasp the collaboration process involved in the theatrical design process. This has been beneficial for student in outside design opportunities to build their experience. Jameson Sanford has designed for, Theatre Tuscaloosa, The Actor’s Charitable Theatre, Red Mountain, and has worked as a crew member for the Bama Theatre. Additionally Mr. Sanford won second place the Undergraduate Research Conference; he will also assist with three Broadway shows as part of his internship with Todd Rosenthal in Chicago, Illinois. Undergraduate Will Cotton, designed and built sets for both of the Alpha Si Omega student productions on campus in 2011 – 2012 which the supports the West Alabama Aids Outreach as well as worked as a technician for Pyro Productions. Mr. Cotton will also attend New York University on a graduate assistantship this fall after he completes his work with the New York Musical Festival during the summer of 2012. Students are giving back to the community as well as becoming more marketable theatre practitioners and designers.

**M 9: Understanding collaborative nature**

All students experience collaboration with colleagues as they execute designs. Faculty informally assess whether students understand collaborative work as a designer. The number and percent of students who are viewed as understanding the collaborative nature of the production process for the theatre will be reported.

**Source of Evidence:** Comprehensive/endo-of-program subject matter exam

**Target:**

Target is 90%.

**Finding (2011-2012) - Target: Met**

Students have grasped this concept well; at least 98% of our students are excelling as collaborative young theatrical designers and artists.

**SLO 5: Demonstrate familiarity with theatre history**

Students will demonstrate familiarity with historical and cultural dimensions of theatre.
Related Measures

**M 10: Exam Performance**

The number and percent of students who receive 80% or higher on exams covering these topics will be reported.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
Maintain consistent levels of exam grades.

**Finding (2011-2012) - Target: Met**
78% of the students earning B or higher on the final exam as well as 69% of the students received a B or higher in Theatre History II/TH 452 this past semester.

**M 11: Assignment Performance**

The number and percent of students who receive 80% or higher on assignments covering these topics will be reported.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Maintain a consistent level of grades at 80% or higher.

**Finding (2011-2012) - Target: Partially Met**
Results from measure 2.1 reveal that early in the first half of the semester 60% percent of the students in Theatre History II/ TH 452 earned a B or higher on the written critiques of theatrical performance. During the second half of the semester students this outcome was strengthened as students critiques of theatrical performance increased to 65% earning a B or higher. Out of 147 students in TH 114, Introduction to Theatre 89 or 60% earned a B or higher. Students will discuss performance and production values in class as well as write a critique papers in: TH 114 Introduction to Theatre, TH 120 Principles of Design, TH 141 Acting I, TH 361 Directing, TH 451/452 Theatre History I and II.

**SLO 6: Demonstrate responsibility in theatre management**

Students will demonstrate responsibility and accountability in artistic/business theatre management.

**M 12: Performance on theatre management projects**

Faculty evaluate students on theatre management projects using a scale ranging from average to outstanding. The number and percent of students who receive an outstanding rating will be calculated.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
All student will experience aspects of theatre management in class or production assignment. A target of 3 to 5 outstanding undergraduates in theatre management per school year.

**Finding (2011-2012) - Target: Met**
Undergraduate students are working at an outstanding level in house management, stage management, marketing and public relations, box office operations and customer service each semester.

**M 13: Opportunity to rework the project**

Students have an opportunity to rework their project based on feedback until it is acceptable for a final finished project. The number and percent of students who take this opportunity will be reported.

Source of Evidence: Academic direct measure of learning - other

**Target:**
No target has been established.

**Finding (2011-2012) - Target: Met**
This is only used on an individual basis and difficult to document. This measure will be discontinued as the majority of the students are focused on the process involved in their theatrical project (acting, directing, design) and get the guidance needed along the way—in effort to avoid student having to rework their assignments and projects.

**SLO 10: Department Outcome: Quality Instruction**

Faculty will excel in quality instruction in their area of specialty while meeting the needs of the students.

**Related Measures**

**M 24: Number of Student credit hours generated**

Comparison of the number of courses taught per faculty and the number of student credit hours produced by faculty with increases in student demand.

Source of Evidence: Academic indirect indicator of learning - other

**M 25: Average SOI scores for Faculty**

Average student opinions of instruction (SOIs) across faculty, to determine the overall perceived quality of instruction.

Source of Evidence: Student course evaluations on learning gains made
M 26: Number of Majors to the guideline
Comparison of the number of theatre and dance majors with accreditation guidelines and resources available.
Source of Evidence: Benchmarking of learning outcomes against peers
Target:
See Department section for more information.

SLO 11: Department Outcome: Faculty Engagement
Faculty will engage in regionally, nationally and internationally recognized research and creative activity

Related Measures

M 27: Number of types of productions
The number and types of productions within the regular Season will demonstrate regional recognition for the department. At least 2 dance concerts and 4 theatre productions will be presented each semester.
Source of Evidence: Academic indirect indicator of learning - other
Target:
See Department section for more information.

M 28: Number of audience attendees
The number of audience attendees will be reported per production to demonstrate quality of creative activity. The department aims to attract 1100 attendees per production.
Source of Evidence: Academic indirect indicator of learning - other
Target:
See Department section for more information.

M 29: Number and types of research and creative activities
The number and types of research and creative activities beyond the regular Season overall and per faculty will be reported through the annual FAR.
Source of Evidence: Academic indirect indicator of learning - other
Target:
See Department section for more information.

SLO 12: Department Outcome: Outreach Program
Faculty will support outreach to the community through teaching and performance

Related Measures

M 30: Faculty service to campus/community
The faculty provide service to the campus and the community through specific course work, including TH114, Introduction to Theatre, a non-majors survey course in theatre, and DN403, Approaches to Dance Instruction, a service learning course in which dance majors teach in the public schools. The number benefitting from these activities will be reported.
Source of Evidence: Academic indirect indicator of learning - other
Target:
See Department section for more information.

M 31: Faculty's reaching out to the community
The department's goal of at least 60% of faculty reaching out to the community will be calculated by number and type of community outreach performed throughout the campus and the community at large.
Source of Evidence: Academic indirect indicator of learning - other
Target:
See Department section for more information.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 7: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 14: Extent of adherence to NAST
The Theatre Program is accredited by the National Association of Schools of Theatre (NAST). Extent of adherence to the national standards established by this organization will be summarized.
Source of Evidence: Academic indirect indicator of learning - other
Target:
Continue to work at the NAST level of standards.

M 15: Opportunities from accreditation review
List of opportunities from most recent accreditation review (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other
Target:
No target established, see Department section for more information.

M 16: Actions taken on accreditation review
List of actions taken based on most recent accreditation review (specific to the degree program).
Summary of impacts as a result of actions taken (specific to the degree program).

Source of Evidence: Academic indirect indicator of learning - other

Target: No target established, see Department section for more information.

OthOtcm 8: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 18: Number of majors
Number of majors over the past 6 years.
Source of Evidence: Academic indirect indicator of learning - other

Target: To maintain a productive amount of students in the theatre program.
See Department section for more information.

Finding (2011-2012) - Target: Met
During the Spring 2012 there were approximately one hundred and twenty theatre majors.

M 19: Number of degrees awarded
Number of degrees awarded over the past 6 years.
Source of Evidence: Academic indirect indicator of learning - other

Target: See Department section for more information.

OthOtcm 9: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 20: Results from Graduating Senior Survey of program quality
On the graduating senior survey, the number and percent of majors who indicated that the quality of their major was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program

Target: See Department section for more information.

M 21: Graduating Senior Survey Results of the courses preparation for employment
On the graduating senior survey, the number and percent of majors who indicated that the quality of courses as preparation for employment after graduation was good or excellent.
Source of Evidence: Student course evaluations on learning gains made

Target: See Department section for more information.

M 22: Preparation for further study
On the graduating senior survey, the number and percent of majors who indicated that the quality of the courses in preparation for graduate or professional school was good or excellent.
Source of Evidence: Student course evaluations on learning gains made

Target: See Department section for more information.

M 23: Rate of overall experience in UA
On the graduating senior survey, the number and percent of majors who indicated that their overall experience at UA was good or excellent.
Source of Evidence: Student course evaluations on learning gains made

Target: See Department section for more information.

OthOtcm 13: Department Outcome: Faculty Guide
Faculty will guide students in their course choices and career goals Department Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report). The Facebook group will be tested over the next year to see how many alumni join the group and post information.

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Source of Evidence: Academic indirect indicator of learning - other

Target: 100% of Theatres majors will be advised, see the Department section for more information.

M 33: Department retention rates
Retention rates for department will be reported
Source of Evidence: Academic indirect indicator of learning - other
Target: Please see the Department section for more information.

**M 34: Number and type of careers**
The number and type of careers of alumni will be reported based on an alumnus Facebook group and email communications.

Source of Evidence: Job placement data, esp. for career/tech areas
Target: Please see the Department section for more information.

**Finding (2011-2012) - Target: Met**
Our recent graduates of the Theatre program are working in the field, one student in Off Broadway Musical Theatre (Jake Boyd), others in film and TV (Senoqua Martin has been successful in this). Many students are working in educational theatre and some are attending graduate school.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Data Documentation**
Improvement Action: Document outreach and professional work of the actors in the undergraduate Theatre and Musical Theatre programs more effectively.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Faculty's feedback
- **Outcome/Objective:** Proficiency in basic techniques of acting
Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 114</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Introduce</td>
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<td>TH 115</td>
<td>Introduce</td>
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<tr>
<td>TH 120</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Reinforce</td>
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<tr>
<td>TH 141</td>
<td>Reinforce</td>
<td>Reinforce</td>
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<tr>
<td>TH 241</td>
<td>Reinforce</td>
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<tr>
<td>TH 242</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Master</td>
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<tr>
<td>TH 320</td>
<td>Reinforce</td>
<td>Reinforce</td>
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<td>Master</td>
<td></td>
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<tr>
<td>TH 324</td>
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<td>Master</td>
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<td>Master</td>
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<td>TH 441</td>
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<tr>
<td>TH 451/452</td>
<td>Master</td>
<td>Master</td>
<td>Master</td>
<td>Master</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Maps #2  (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
<th>Student Learning Outcome n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation and presentation of Theatre</td>
<td>Analysis of theatrical performance</td>
<td>Fundamentals of the acting process</td>
<td>Design and technical understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH 114</td>
<td>Spring 2012 Discussion and critique of live performance</td>
<td>Spring 2012 Discussion and critique of live performance</td>
<td>Spring 2012 Discussion and critique of live performance</td>
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<tr>
<td>TH 115</td>
<td>Fall 2011/Spring 2012 Response to acting exercises and performances</td>
<td>Fall 2011/Spring 2012 Response to acting exercises and performances</td>
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<tr>
<td>TH 120</td>
<td>Fall 2011/Spring 2012 Design principles are put into practice</td>
<td>Fall 2011/Spring 2012 Design principles are put into practice</td>
<td>Fall 2011/Spring 2012 Design principles are put into practice</td>
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<tr>
<td>TH 141</td>
<td>Fall 2011/Spring 2012 Response to acting exercises and performances</td>
<td>Fall 2011/Spring 2012 Response to acting exercises and performances</td>
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<tr>
<td>TH 241/242</td>
<td>TH 241 Fall 2011, TH 242 Spring 2012 Response to acting exercises and performances (with an emphasis on voice/speech and movement)</td>
<td>TH 241 Fall 2011, TH 242 Spring 2012 Response to acting exercises and performances (with an emphasis on voice/speech and movement)</td>
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<td>TH 291 TH 391 TH 491</td>
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<td>Fall 2011/Spring 2012 Design/technical principles are put into practice as part of the production season for The Department of Theatre and Dance</td>
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<tr>
<td>TH 320/324</td>
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<td>Fall 2011/Spring 2012 Design/technical principles are put into practice as part of the production season for The Department of Theatre and Dance</td>
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<td>Course</td>
<td>Fall 2011</td>
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<td>TH 361</td>
<td>Student analyze theatrical performance and scripts this is put in to practice in this directing laboratory</td>
<td></td>
<td>Response to acting exercises and performances (with an emphasis on directing)</td>
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<tr>
<td>TH 441</td>
<td>Response to acting exercises and performances (with an emphasis on scene study)</td>
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<tr>
<td>TH 451/452</td>
<td>Theatre is presented, and discussed throughout the semester in relation to theatre history</td>
<td>Fall 2011/Spring 2012 Student analyze theatrical performance and scripts in relation to theatre history</td>
<td>Fall 2011/Spring 2012 Historical context of performance is part of the theatre history courses</td>
<td>Fall 2011/Spring 2012 Design/technical principles researched as part of theatre history course</td>
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</tbody>
</table>