

SUNY Potsdam
Student Learning Outcomes Assessment Plan – Theatre Program

Department Name: Theatre and Dance

Date Submitted and Academic Year: Dec. 2010 for 2010-2011

Department Mission Statement:

The mission of the Department of Theatre and Dance is grounded in the development of its students—intellectually, artistically, and personally—within a community that honors the mind, body, and spirit of all individuals.

Specifically, the department strives to:

1) Provide undergraduate Majors and Minors in the fields of Theatre and Dance for those students seeking to develop careers in the disciplines, whether as performers, directors, choreographers, teachers & educators, administrators & managers or advocates.

We seek to support these ambitions by providing courses and experiences in acting, dance technique, performance, directing, dance composition, production, technical theatre & scenic design, dance & theatre history and theory, dramatic literature, and dance & theatre education.

2) Be an integral part of the SUNY Potsdam Liberal Arts educational process by fostering an understanding of theatre and dance through our extensive production programs and general education contributions.

- *It is through productions and general education courses that students become familiar with the depth and range of dramatic literature, its historical context & cultural underpinnings, and its social and communicative value.*

- *It is also through our production programming that students and members of the college community become familiar with the various and evolving choreographic concerns, genres & histories of dance, as well as the social and cultural issues contextualized through dance.*

- *It is the means by which our students—through their work with faculty, guest artists, and each other—put into practice the skills they must learn as practitioners of these two professions.*

3) Bring professional theatre and dance performances, in the form of guest artist residencies, to the SUNY Potsdam campus.

We are committed to this effort because (a) it is important to provide our students with models of, and experiences with artistic excellence and (b) it is important to provide the campus and local communities with opportunities for cultural and aesthetic enrichment in the performing arts.

Faculty Member Completing this Form: Kim Bouchard

Update on prior years' "Application of Assessment Results:

Intended Student Learning Outcome #1

Students will demonstrate knowledge of the diversity of dramatic literature and historical productions as pertain to socioeconomic status, ethnicity, sexual orientation, religious beliefs and gender.

Connection to Univ/Dept Mission

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Links with other programs/departments

- *Gen Ed Component*

- *Related Courses*
- Women and Gender Studies, Africana Studies, Global Studies, Communications Program, Philosophy Dept., Center for Diversity, EOP, BSA, CLASS, LGBTA

Measurable Criteria and Assessment Method(s)

❖ Performance-based Assessment

"Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins -- (Stiggins, 1987, p. 34).

❖ Authentic Assessment

"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- (Wiggins, 1993, p. 229).

- ❖ Written and Verbal Assessment
- ❖ Peer Assessment

Data Source/Results & Analysis

Courses used for Assessment Data: (Contemporary Theatre Topics, History of Theatre 1 & 2, Interpretation and Analysis of Plays, Production-based courses e.g. Acting Ensemble I & 2, Youth Touring Ensemble, Pivotal Playwrights, Introduction to Performance Studies)

- ❖ Assessment Rubrics
- ❖ Exam Scores
- ❖ Portfolios
- ❖ Papers

- ❖ Presentations (group and individual) including Production work

- ❖ Case books

Application of Results/Action Plan for Improvement

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Intended Student Learning Outcome #2

Students will demonstrate knowledge of kinesthetic—relationship between body and voice particularly as it pertains to the art of acting on the stage.

Connection to Univ/Dept Mission

Links with other programs/departments

- *Gen Ed Component*

- *Related Courses*
- Women and Gender Studies, Africana Studies, Global Studies, Communications Program, Philosophy Dept., Center for Diversity, EOP, BSA, CLASS, LGBTA

Measurable Criteria and Assessment Method(s)

❖ Performance-based Assessment

"Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins -- (Stiggins, 1987, p. 34).

❖ Authentic Assessment

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❖ Written and Verbal Assessment

❖ Peer Assessment

Data Source/Results & Analysis

Courses used for Assessment Data: (Contemporary Theatre Topics, History of Theatre 1 & 2, Interpretation and Analysis of Plays, Production-based courses e.g. Acting Ensemble I & 2, Youth Touring Ensemble, Pivotal Playwrights, Introduction to Performance Studies)

- ❖ Assessment Rubrics
- ❖ Exam Scores
- ❖ Portfolios
- ❖ Papers
- ❖ Presentations (group and individual) including Production work
- ❖ Case books

Application of Results/Action Plan for Improvement

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Intended Student Learning Outcome #3

Student actors will engage in committed, active and disciplined actor preparation outside of the classroom/studio. This includes but is not limited to: research of the character, analysis of the play, memorization, and rehearsal with partners/ensemble.

Connection to Univ/Dept Mission

Links with other programs/departments

- *Gen Ed Component*

- *Related Courses*
- **Links with other programs/departments: Library faculty instruction for research aspects of actor preparation.**

Measurable Criteria and Assessment Method(s)

❖ Performance-based Assessment

"Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins -- (Stiggins, 1987, p. 34).

❖ Authentic Assessment

"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- (Wiggins, 1993, p. 229).

❖ Written and Verbal Assessment

❖ Peer Assessment

Data Source/Results & Analysis

Courses used for Assessment Data: (Performance Explorations, Introduction to Acting, Shakespeare and Verse, Pivotal Playwrights, Audition Techniques, Scene Study, Acting for Camera)

- ❖ Assessment Rubrics
- ❖ Exam Scores
- ❖ Portfolios
- ❖ Papers
- ❖ Presentations (group and individual)
- ❖ Case books

Application of Results/Action Plan for Improvement

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(Additional Intended Student Learning Outcomes can be added if required)

<i>Summary of Action Plans for upcoming Academic Year _____</i>
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