

University of Rhode Island Department of Theatre
2006 BFA Theatre Program Assessment

The Mission Statement of the Department of Theatre

The URI Theatre program provides a conservatory experience within a pre-professional liberal arts setting. The distinguished faculty, guest artists and staff place an equal emphasis on the theoretical and practical understanding of theatre. Artistically vibrant, relevant and rooted in collaboration, our unique production program enriches all students and serves the educational and cultural needs of the university and the greater community.

Departmental Learning Outcomes: Through its curricular and co-curricular programs and activities and upon completion of program, students are expected to:

1. Communicate all areas of theatrical knowledge through creative application in acting, management, directing, design and technology.
2. Exhibit a basic knowledge of theatre history, dramatic literature, theatre criticism and collaborative processes.
3. Illustrate the ability to analyze, interpret and express a unique point of view on theatrical topics.
4. Demonstrate competency by developing a presentation for evaluation, portfolio review, or by fulfilling the demands of an approved internship.

Learning Outcome #1 **Students will comprehend all areas of theatrical knowledge through creative application in acting, management, directing, design and technology.**

Educational Emphasis **Production/Creative Application**

Tracks	Evidence of Intentional Commitment to Address and Assess Outcome(s)/ Curriculum Mapping	Assessment Method(s) Direct and Indirect	Expected and Actual Level of Achievement (Comparison study)	Analysis and Interpretation of Data (Recommendations that emerge from data)	Feedback/Actions (Actions that will be taken w/particular focus on improving teaching and learning)
Core BFA Courses:	Students learn foundations and principles through exposure to theatre lecture/laboratory work (THE 111, THE 161, THE 181, THE 221, THE 250, THE 261, THE 291/391, THE 321)	1. Direct methods will include evaluation of written and spoken class work through quizzes, tests,	1.75% of the candidates for the B.F.A. program in Theatre will receive a B or better on the work projects/final grades in requisite	This analysis and interpretation of data will begin at the end of fall semester 2007	1. Evaluate student progress and departmental objectives at the end of each semester 2. Faculty and staff will meet for an all-day

Acting:	Students accelerate their training and augment their program with basic acting courses and vocal/physical regimes (THE 112, 211/212, 213/214, 217, 227), intermediate, more complex acting styles (THE 311/312, THE 313/314), makeup workshop (THE 350), and performance courses (THE 300/301)	scene work, improvisations, reports and projects. 2.Utilize observation, mentoring and evaluation of practicum class/pro-duction work with accompanying rubrics	theatre courses		retreat during second semester for planning and evaluation purposes
Directing :	Students continue to deepen acting skills through lab courses (THE 112, THE 211/212, THE 213/214), performance courses (THE 300/301), directing presentations (THE 322), and lecture work (THE 331, 341, 355 or 365 or 371)				
Management:	Students deepen foundation training and apply principles of theatre/stage management through lecture work (THE 341), practicum performance courses (THE 300/301), and lecture/lab work (THE 371, 355, 365)				
Design and Technology	Students deepen their range and expertise in performance courses (THE 300/301), and lecture/laboratory courses (THE 350, 355, 365, 371, 362)				

Learning Outcome #2 **Students will exhibit a basic knowledge of theatre history, dramatic literature, and theatre criticism.**

Educational Emphasis **Research/Reporting**

Tracks	Evidence of Intentional Commitment to Address and Assess Outcome(s)/ Curriculum Mapping	Assessment Method(s) Direct and Indirect	Expected and Actual Level of Achievement (Comparison study)	Analysis and Interpretation of Data (Recommendations that emerge from data)	Feedback/Actions (Actions that will be taken w/particular focus on improving teaching and learning)
Acting, Directing, Stage Management, Design and Technology	<p>1. Students display research/reporting skills in both written and spoken work in Theatre History classes, Script Analysis, all design classes THE 181, 261, 355, 365, 371, 381, 382, THE 383, THE 384</p> <p>2. To accomplish final design work for all design classes, students will incorporate these outcomes..for example, production or project designs for a period piece which may also be a very “modern” play such as La Bete</p> <p>3. Students will read plays as part of the Departmental Play Selection process</p> <p>4. Students research for acting roles, managing assignments, directing projects or designing for productions</p> <p>5. Students attend plays on field</p>	<p>1. Direct methods will include evaluation of written and spoken class work through quizzes, tests, reports and projects</p> <p>2. Utilize observation, mentoring and evaluation of design work/projects for design classes with accompanying rubrics</p>	<p>1. 75% of the candidates for the B.F.A. program in Theatre will receive a B or better on the work projects/final grades in requisite theatre courses</p>	<p>This analysis and interpretation of data will begin at the end of fall semester 2007</p>	<p>1. Evaluate student progress and departmental objectives at the end of each semester</p> <p>2. Faculty and staff will meet for an all-day retreat during second semester for planning and evaluation purposes</p>

	trips 6. In acting, directing and design courses, students must deal with issues of period writing, period style and form 6. Students utilize research/reporting in internship programs where applicable				
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Learning Outcome #3 **Students will demonstrate the ability to analyze, interpret and express a unique point of view on theatrical topics**

Educational Emphasis **Analysis/Interpretation/Writing**

Tracks	Evidence of Intentional Commitment to Address and Assess Outcome(s)/Curriculum Mapping	Assessment Method(s) Direct and Indirect	Expected and Actual Level of Achievement (Comparison study)	Analysis and Interpretation of Data (Recommendations that emerge from data)	Feedback/Actions (Actions that will be taken w/particular focus on improving teaching and learning)
Acting, Directing, Stage Management, Design and Technology	1. Students analyze, interpret and communicate primarily through writing in THE 181, THE 182, THE 331, THE 351/2 2. Students employ these skill sets in arts management, literary, dramaturgical and playwriting Internships	1. Direct methods will include evaluation of written and spoken class work through quizzes, tests, reports and projects 2. Utilize observation, mentoring and evaluation of design work/projects for design classes with accompanying rubrics	1. 75% of the candidates for the B.F.A. program in Theatre will receive a B or better on the work projects/final grades required in requisite theatre courses	This analysis and interpretation of data will begin at the end of fall semester 2007	1. Evaluate student progress and departmental objectives at the end of each semester 2. Faculty and staff will meet for an all-day retreat during second semester for planning and evaluation purposes

Learning Outcome #4

Students will demonstrate their competency in their specialization by developing a presentation for evaluation or by fulfilling the demands of an approved internship.

Educational Emphasis**Synergism**

Tracks	Evidence of Intentional Commitment to Address and Assess Outcome(s)/Curriculum Mapping	Assessment Method(s) Direct and Indirect	Expected and Actual Level of Achievement (Comparison study)	Analysis and Interpretation of Data (Recommendations that emerge from data)	Feedback/Actions (Actions that will be taken w/particular focus on improving teaching and learning)
Acting	<ol style="list-style-type: none"> 1. Students display their ability to act in upper level courses such as THE 400/401, THE 411/12, THE 413, THE 415, THE 481, THE 484 2. Students compete and win roles in Departmental and/or Student Productions 3. Students seek Internships with acting opportunities 4. Students display professional monologue/scene work in Senior Acting Juries 5. Students complete 8 credits of THE 412 Senior Acting 6. Seniors undertake *Capstone Event: Senior Seminar (To be developed as THE 499) 7. Students complete an Exit Review with Faculty 	<ol style="list-style-type: none"> 1. GPA 3.0 in all Acting specialization curriculum and acting skills are evaluated in daily coursework through observations, dialogues, scene assignments and performances, journals, and attendance 2. A panel of faculty/guest artists will submit written jury forms at the end of spring semester 3. Students will demonstrate ability in auditioning for main stage and student productions 4. **At least one B.F.A. student will be passed into the semi-final or final rounds of the Irene Ryan 	<ol style="list-style-type: none"> 1. 75% of the candidates for the B.F.A. program in Theatre will receive a B or better on the work projects/final grades in requisite theatre courses 2. Favorable outside evaluation by respondents representing the Kennedy Center American College 	This analysis and interpretation of data will begin at the end of fall semester 2007	<ol style="list-style-type: none"> 1. Evaluate student progress and departmental objectives at the end of each semester 2. Faculty and staff will meet for an all-day retreat during second semester for planning and evaluation purposes

		Acting Competition of the Kennedy Center American College Theatre Festival	Theatre Festival		
Directing	<ol style="list-style-type: none"> 1. Students display their ability to direct or dramaturg in THE 400/401, THE 415, THE 420, THE 484 2. Students assume Production Positions in Departmental and Student-developed Productions: through Directing, Asst. Directing, and Dramaturgical assignments 3. Students teach and direct 50 undergraduates as a THE 100 TA in Directing 4. Students demonstrate ability in final scenes for THE 321 and One-Acts in THE 322 5. Students undertake Capstone Event: Senior Seminar (To be developed as THE 499) 6. Students complete an exit review with Faculty 	<ol style="list-style-type: none"> 1.GPA 3.0 in all Directing specialization curriculum 2.Directing skills are evaluated in daily coursework through observations, dialogue, scene and play assignments, presentations and performances 3.Director's Notebook(321 & 420) submitted including rehearsal journal, directorial analysis, unite breakdown, book report and evaluation 4.Demonstrated ability in casting for scenes(321), one-acts(322), and full-lengths (420) 	<ol style="list-style-type: none"> 1.75% of the candidates for the B.F.A. program in Theatre will receive a B or better on the work projects/final grades in requisite theatre courses 2.Rubric Evaluation of Mainstage (A.D.) and directing skills on student and mainstage productions with directing faculty and mentor 3.Directing tutorial, progress and skills are accessed and evaluated. 	This analysis and interpretation of data will begin at the end of fall semester 2007	<ol style="list-style-type: none"> 1.Weekly tutorials feedback from directing peers and area supervisor. 2.Evaluate student progress and departmental objectives at the end of each semester 3.Faculty and staff will meet for an all-day retreat during second semester for planning and evaluation purposes 4.Faculty assess program efficacy at annual meeting

Stage Management	<p>1. Students display their ability to manage in THE 400/401, THE 415, THE 441, THE 481, THE 484</p> <p>2. Evaluation of mainstage and student production work in management positions through</p> <p>3. Students assume Production Positions for Departmental and Student- developed Productions as Stage Manager, Asst. Stage Manager, Production Manager, House Manager, and Box Office Manager</p> <p>4. Students undertake Capstone Event: Senior Seminar (To be developed as THE 499)</p> <p>5. Students complete an Exit Review with Faculty</p>	<p>1. GPA 3.0 in all Management specialization curriculum</p> <p>2. Demonstrated ability in all planning, preparation, and organizational tasks associated with each principle management area (stage management, theatre management and production management)</p> <p>3. Presentation of final prompt scripts including but not limited to audition forms, rehearsal reports, plots, preset forms</p> <p>4. Demonstrated competence in the basic skills associated with the commercial aspects of theatrical production: publicity, personnel management, ticket sales, financing and budgeting, programs and house management.</p> <p>5. Favorable ratings/comments on Stage Management Assessment Forms for shows ranging from one-acts to musicals or large multi-act plays</p> <p>6. In addition to the</p>	<p>1. 75% of the candidates for the B.F.A. program in Theatre will receive a B or better on the work projects/final grades in requisite theatre courses</p>	<p>This analysis and interpretation of data will begin at the end of fall semester 2007</p>	<p>1. Weekly tutorials feedback from management peers and area supervisor.</p> <p>2. Evaluate student progress and departmental objectives at the end of each semester</p> <p>3. Faculty and staff will meet for an all-day retreat during second semester for planning and evaluation purposes</p> <p>4. Faculty assess program efficacy at annual meeting</p>

		technical skills above the student will have learned many of the skills needed to interact with the personal needs of the Artistic Staff (Designers & Directors), Cast and Crew			
Design and Technology	<p>1. Students display their ability to design in advanced design/technology courses THE 400/401, THE 415, THE 451, THE 455, THE 463, THE 465, THE 475, THE 481, THE 484</p> <p>2. Students assume Production Positions for Departmental and student Productions in Lighting, Scenic, Sound and Costume Design, Asst. Lighting, Scenic, Sound and Costume design, Master Electrician, Wardrobe Supervisor, Technical Director</p> <p>3. Students undertake Capstone Event: Senior Seminar (to be developed as THE 499)</p> <p>4. Students complete an Exit Review with Faculty</p>	<p>1. GPA 3.0 in all Design tech specialization curriculum</p> <p>2. Students compile a Portfolio and undergo a Portfolio Review with evaluation forms</p> <p>3. In addition to the technical skills above the student will have learned many of the skills needed to interact with the personal needs of the Artistic Staff (Designers & Directors), Cast and Crew</p>	1.75% of the candidates for the B.F.A. program in Theatre will receive a B or better on the work projects/final grades in requisite theatre courses	This analysis and interpretation of data will begin at the end of fall semester 2007	<p>1. Weekly tutorials feedback from design peers and area supervisor.</p> <p>2. Evaluate student progress and departmental objectives at the end of each semester</p> <p>3. Faculty and staff will meet for an all-day retreat during second semester for planning and evaluation purposes</p> <p>4. Faculty assess program efficacy at annual meeting</p>

***Capstone Course THE 499**

As the faculty created these Learning Outcome Assessment procedures, we grew aware of the need for a new capstone course in theatre, which will be drafted in the fall of 2007 and offered in the fall semester of 2008. As a 1-credit course, the focus will be on preparations for future careers. Possible weekly course topics may include the following: professional audition techniques, portfolio preparedness, networking, building a resume, etc.

****Kennedy Center American College Theatre Festival Irene Ryan Acting Competition**

Each of our main stage productions are entered in the Kennedy Center American College Theatre Festival. One faculty responder/adjudicator from another college or university in our region is assigned to provide both an oral and written response to the work and to nominate two students from each production to participate in this prestigious competition.

In January, two hundred nominees from the region participate in the preliminary round of the competition at the regional festival. The nominees present a three-minute audition, which must include a scene with a partner. A team of faculty from the region discern which 15% of the nominees will advance to the semi-final round which is judged by three working theatre professionals. Of these 30 students, approximately fifteen are then advanced to the final round where a different set of judges evaluate their two scenes and a solo monologue. One nominee and their partner are selected to compete at the Kennedy Center along with winners from the other seven KCACTF regions across the country. Winners at both regional and national levels receive scholarship awards.

In the fall of 2007, the Department of Theatre plans to investigate possible membership in NAST which is the national accrediting organization for schools of theatre. To that end, we accept the following tenets of that organization.

NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE (NAST) GENERAL STANDARDS AND GUIDELINES FOR UNDERGRADUATE PROFESSIONAL DEGREE PROGRAMS IN THEATRE

The Bachelor of Fine Arts degree is the initial professional degree in theatre. Its primary emphasis is on the development of skills, concepts, and sensitivities essential to the theatre professional. In any of the roles as creator, scholar, or teacher, the theatre professional must function as a practitioner who exhibits technical competence, broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind. Evidence of these characteristics and potential for their continuing development are essential for the awarding of the Bachelor of Fine Arts degree.