

CWU Department/Program Assessment Plan Preparation Form

Department: **Theatre Arts**

Program: **Bachelor of Arts - Theatre**

| Department/Program Goals | Related College Goals | Related University Goals | Method(s) of Assessment (What is the assessment?) | Who/What Assessed (population, item) | When Assessed (term, dates) | Criterion of Achievement (Expectation of how good things should be?) |
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| 1. Maintain productions funding levels based on the 1998 budget and student population | Create and maintain high quality academic programs | Goal 1 & 2 – “maintain and strengthen an outstanding academic and student life” | Funding will be evaluate per enrolled major and compared with online conversion tool measuringworth.com | Budget reports at year end | Budget reports at year end | Annual production support is 100% or great than 1990 levels on a per student basis |
| 2. Students demonstrate the ability to analyze and interpret dramatic literature and performance as a performer, designer, director, or educator. | Facilitate integrative learning, disciplinary and interdisciplinary . Develop students’ intellectual and practical skills | Goal 1 & 2 – “maintain and strengthen an outstanding academic and student life” | Participation in production is graded by supervising faculty/staff member | All students are assessed each time they participate in production | At the conclusion of each term Ellensburg Campus | 90% of students will score B- or better in production experiences |
| 3. Students demonstrate the ability to function effectively as members of a collaborative team in the preparation and realization of a public performance | Facilitate integrative learning, disciplinary and interdisciplinary . Develop students’ intellectual and practical skills | Goal 1 & 2 – “maintain and strengthen an outstanding academic and student life” | Participation in production is graded by supervising faculty/staff member | All students are assessed each time they participate in production | At the conclusion of each term Ellensburg Campus | 90% of students will score B- or better in production experiences |
| 4. Students will have the ability to effectively use the various tools within the work areas of theatre production. | Facilitate integrative learning, disciplinary and interdisciplinary . Develop students’ intellectual and | Goal 1 & 2 – “maintain and strengthen an outstanding academic and student life” | Completion of TH 267 Participation in Theatre Laboratory (TH 393 or 493) is graded by supervising faculty/staff member | Safety exam in TH 267 All students are assessed each time they participate in Theatre laboratory | At the conclusion of each term Ellensburg Campus | 100% of students taking TH 267 will score 94% on the safety (may retaken to meet criteria) 90% of students score B- or better in Laboratory experiences TH 393 and TH 493 Theatre Laboratory |

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| | practical skills | | | | | |
| 5. Faculty will participate in off-campus scholarship and professional development opportunities. | Enhance support for faculty research and creative activity | Develop appropriate support and rewards for faculty and staff who attain regional and national recognition for academic achievements or achievements in their areas of expertise. | Review of Workload Activity reports | Each faculty member will be reviewed | Each faculty member will be reviewed as Activity reports are reviewed | At least 50% of TT faculty will participate in off-campus scholarship and professional development opportunities during each academic year. |

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| forming the past, present and future of society | team in the preparation and realization of a public performance | nary. Develop students' intellectual and practical skills | student life” | comprehensive thesis paper on a topic of their choice. | | | accepted in the program and have a C- or better on the Senior Research Paper. |
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*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)