



Central Washington University

Degree Program Student Learning Outcome Assessment Plan

Department: Theatre Arts

Program: BFA-Theatre Arts: Performance

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
<p>Disposition and Collaborative Skills</p> <p>1. Students will thoroughly understand and consistently exhibit high standards of professional conduct in stage and film work: respect for collaborators, teachers and supervisors; meticulous preparation of materials for audition, rehearsals and performances; responsible and professional behavior in all facets of auditioning, rehearsing, networking or performing as well as demonstrating the ability to function effectively as members of a collaborative team in the preparation and realization</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p>	<p>Detailed reviews of student progress performance projects.</p> <p>(See Rubric)</p>	<p>BFA Performance students, work in production</p>	<p>TH 301, TH 401, TH 202, TH 332, TH 492 and annual conduct and performance review.</p>	<p>Students will regularly improve their acting skills each year</p> <p>Freshman are expected to achieve a rubric score of at least 20-24 points</p> <p>Sophomores are expected to achieve a rubric score of at least 25-31 points</p> <p>Juniors are expected to achieve a rubric score of at least 32-35 points</p> <p>Senior are expected to achieve a rubric score of 36-40 points</p>

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(implementation) of a public performance.					
<p>Technique and Practical Skills</p> <p>2. Students' physical work/body on stage and in exercises will be responsive to impulses, move with variety, nuance, strength, flexibility, grace, with excellent posture; they will be interesting to watch, and have full commitment to physical impulses</p> <p>Student voices on stage and in exercises will be resonant, clearly articulated and properly executed, pleasant to listen to, truthful and appropriate to the character, action and style required of stage or film work--close to or at the level needed for professional work.</p> <p>Students will have working knowledge of IPA and familiarity with</p>	1.1.1 Students will achieve programmatic learning outcomes.	Juried acting exercises and stage work in productions	BFA Performance Students	Annual conduct and performance reviews.	<p>100% of students will demonstrate progress each year in the areas of stage movement, voice, concentration, imagination, listening and communication.</p> <p>70% of students will demonstrate exceptional achievement (A- or better) in the areas of stage movement, voice, concentration, imagination, listening and communication.</p>

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<p>learning and using dialects in acting work.</p> <p>Students performances and performance exercises will consistently exhibit focus and concentration; their imaginations will be developed and honed, resulting in honest and believable acting with a strong sense of objective, point of view, action and subtext while listening and responding to partners, either imagined or real.</p> <p>Students will demonstrate proficiency in actor script analysis process, and will be able to articulate, demonstrate and practice beats, actions, through lines, points of view, given circumstances</p> <p>Under supervision, students will demonstrate accepted industry techniques for acting for film and television.</p>					

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/s-tragic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
<p>Applied Historical and Cultural Analysis</p> <p>3. Students will be familiar with the history and literature of theatre in the West, from ancient Greece to the present, and be able to identify playwrights, styles and theatre innovations from most of the major movements in Western theatre, including Shakespeare.</p> <p>Students will have a working familiarity with at least one non-Western or non-traditional theatrical form. Students will be well versed in the acting concepts and vocabulary of Stanislavski, and have an understanding of the major acting schools since Stanislavski, including Strasberg, Adler, Meisner, Chekhov, Spolin and Suzuki.</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p> <p>2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum.</p>	<p>Reports, tests and oral presentations.</p>	<p>BFA Performance Students</p>	<p>Oral reports on acting schools and methods are administered and graded in the freshman year.</p> <p>Knowledge of Western and other world theatre traditions are assessed in the junior and senior years, when students take theatre history and literature courses.</p> <p>Academic coursework is evaluated annually as part of the annual conduct and performance review.</p>	

*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) and modality (e.g. online, face-to-face, hybrid)

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

Assessment Cycle

Analysis and Interpretation: December

Improvement Actions: Completed by June

Dissemination: Completed by June

Year	15-16	16-17	17-18	18-19	19-20	20-21
SLOs						
1						
2						
3						

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number