

Outcome Assessment for the General BA Program in Theatre Arts

1. Collaborate with others to produce a play.

In discussions and papers students should be able to discuss their own set of skills and talents, and explain how they can apply them to productions here and elsewhere. In performance projects they should be able to collaborate with others; be both a leader and supporter as appropriate; and engage the skills of their craft to help fulfill those of their collaborators in an artistically coherent and theatrically effective way.

2. Talk about and assess their own work and the work of others.

Students should be able to respond to the work of others in a clear, detailed, insightful, and thoughtful way. They should also demonstrate a strong, personal connection to their own work and be able to discuss its purposes, strengths and weaknesses.

3. Articulate an emerging artistic vision that starts to inform their work and thinking about the arts.

Students should be able to conceptualize and articulate their personal aesthetic in a theatrical, social, and global context and where possible apply their vision to creative or scholarly work. They should be able to situate their developing aesthetic in relation to existing philosophies and theories. They should be open to adjusting their vision based on responses from their colleagues.

General Knowledge-

- To evaluate 4th year students, the faculty would also meet to evaluate students' general knowledge based on the four principles below, in the same way that we meet to grant scholarships.
- The outcomes would be sent to everyone prior to the meeting along with a list of graduating students for consideration. The faculty that have had students in relevant classes & production work would give their views of students' accomplishments.
- Perhaps the meeting would occur the Wednesday of finals week.

4. Apply their knowledge of theatre's role in society throughout history to creative and/or scholarly work.

Students should be able to use their knowledge of theatre history -- including such areas as Classical Greece and Rome, Classical India and Japan, Medieval Europe, Elizabethan England, Modern and Contemporary Anglo-European, African American, Latin@, and others -- as well as their knowledge of genre and style, to help them make decisions about how they create or write about works of art.

5. Explore and apply their understanding of a dramatic script to creative and/or scholarly work.

Students should be able to respond to a script (a) analytically, using ideas and insights developed by theatre historians, theorists and practitioners working in different historical periods and cultures; (b) imaginatively, using the text as the basis for the artistic collaborative creation; and (c) personally, demonstrating the capacity to meaningfully discuss the text in a

way that ties it to issues and concerns that actually matter to the student, the community and to the world. Their responses should inform work on future projects.

6. Write well about theatre.

Students should be able to articulate an understanding of plays as performance texts as well as dramatic literature. They should be able to compose an essay that develops a claim or production concept and advances an argument based upon a socially contextualized understanding of performance. They should be able to advance that argument through logically sequenced, well developed paragraphs and clear, grammatically sound sentences. Their writing should demonstrate command of basic dramatic and theatrical terminology and adhere to fundamental standards of research and documentation.