

GONZAGA UNIVERSITY
College of Arts and Sciences
Department of Theatre and Dance

B.A. in Theatre

Assessment of Student Learning Outcomes

Students who complete a theatre major at Gonzaga University should be able to:

1. Analyze a play
2. Respond critically to a performing arts production
3. Contribute meaningfully to the making of a piece of theatre
4. Demonstrate an understanding of effective communication and collaboration

The department will begin holding a senior assessment day in spring 2014. Students

Criteria	Advanced 4	Emerging 3-2	Basic 1
Goal #1	Students will be able to analyze a play.		
Criteria	<ul style="list-style-type: none"> Student demonstrates a complicated understanding of the time and geography that produced the play. Student can apply multiple modes of play analysis to generate innovative views on the text. Student has the critical skill to extend a novel or profound idea or question about a play to create new knowledge that crosses boundaries. 	<ul style="list-style-type: none"> Student demonstrates a strong understanding of the time and geography that produced a play. Student can apply a few modes of analysis to generate useful views on the text. Student has the critical skill to experiment with creating a new idea or question about a play. 	<ul style="list-style-type: none"> Student demonstrates a basic understanding of the time and geography that produced a play. Student can apply one or two modes of play analysis in a limited manner. Student has some critical skill and can basically respond to an idea in the play.

will present samples of their work (monologues, design portfolios, papers, promptbooks,

etc.) and be interviewed by department faculty. Each senior major will be evaluated using the rubric below.

Goal #2	Students will be able to respond critically to a performing arts production.		
	<ul style="list-style-type: none"> • Student expresses original insights when critiquing performing arts productions. • Student's response is imaginative, taking into account the complexities of a production. • Student draws logical conclusions, which reflect the student's informed evaluation and ability to place evidence in priority order. 	<ul style="list-style-type: none"> • Student demonstrates a strong understanding of how various production choices contribute to the meaning of performance. • Student can articulate how production elements work together to support the artistic interpretation of a play or how various production elements work at cross purposes. 	<ul style="list-style-type: none"> • Student is able to discuss or write about various production elements apart from text.

Goal #3	Students will be able to contribute meaningfully to the making of a piece of theatre.		
Criteria	<ul style="list-style-type: none"> • Student shows an advanced understanding of the process as a whole. • Student not only understands the roles of each theatre functionary but understands how they all fit together. • Student not only develops a logical, consistent plan to solve a problem, but recognizes the consequences of a solution and can articulate reason for choosing that solution. 	<ul style="list-style-type: none"> • Student shows clear understanding of the process as a whole. • Student knows and understands the role of each theatre functionary. • The student can develop a logical, consistent plan to solve the problem, considering and rejecting lesser alternatives. 	<ul style="list-style-type: none"> • Student has some knowledge of process as a whole. • Student knows some of the roles theatre functionaries. • Student can articulate a single approach to solving a problem.

Goal #4	Students will be able to demonstrate an understanding of effective communication and collaboration.		
Criteria	<ul style="list-style-type: none"> • Student not only understands theatrical terminology but can apply complicated concepts and theories. • Student not only meets responsibilities consistently but also takes on new responsibilities without being asked. • Student can transform ideas or solutions into entirely new forms. • Giving and receiving constructive feedback 	<ul style="list-style-type: none"> • Student understands theatrical terminology and can use it adeptly. • Student meets responsibilities consistently. • Student synthesizes ideas or solutions into a coherent whole. • Giving and receiving constructive feedback 	<ul style="list-style-type: none"> • Student knows basic theatre terms and can use them occasionally. • Student meets responsibilities most of the time. • Student connects ideas or solutions in novel ways. • Giving and receiving constructive feedback

In addition, learning outcomes will continue to be assessed individually in each class through appropriate measures outlined in each course syllabi. Generally, the assessment in the Department of Theatre and Dance takes the form of: 1) Course examinations, papers, and grades; 2) Projects devised by both instructor and student; 3) journals and production books; 4) internships and mentoring; 5) post-production critiques; 6) final interviews with student directors who complete both night of scene work and one-act play productions; and, 7) informal feedback from alumni, graduate schools, employers, etc.