MISSION STATEMENT
The California State University, Sacramento Department of Theatre and Dance provides a broad and thorough foundation of the history, theory, literature and the practice of theatre and dance to the students who wish to pursue post graduate studies or join the profession. The Department of Theatre and Dance offers an imaginative and ambitious program of historical and contextual studies supported by production work and performance. Our mission challenges our students to be independent thinkers, and our department provides a collaborative, artistic environment that reflects a richly complex and diverse global perspective complimented by national and international faculty and staff experience.

THEATRE ARTS MAJOR:
Students majoring in the Theatre Arts select an emphasis in one of the following areas:
1. Dance
2. Theatre

STUDENT LEARNING OUTCOMES FOR THEATRE ARTS MAJOR (Assessed each year)
1. To develop the capacity to create theatre and present it in a public context.
2. To develop a comprehensive understanding of theatre/dance history, analysis and criticism.

MEASURES USED TO EVALUATE LEARNING OUTCOMES
1. OUTCOME: To develop the capacity to create theatre and present it in a public context.

A. Objective:
Students will develop the skills necessary to create theatre for public productions and theatre/dance festival performances and competitions as stage managers, actors, dancers, singers, directors and choreographers according to their area of interest within the major.

B. How the student will complete the objective:
1. Students will complete all curriculum course requirements, in the suggested progression for ultimate effectiveness, with a grade of C- or better.

2. Students are required to enroll in 3 units of THEA 120-Practicum in Tech Production, and 2 units of THEA 121-Rehearsal and Performance, providing an opportunity to practice and perfect the skills required within the major.
3. Students will perform a culminating scene/dance as a final assignment in all upper division performance based classes at which an audience of peers, faculty and/or staff may be invited to review instructor effectiveness and student progression.

4. Senior Projects in Dance will give students the opportunity to create a culminating performance piece reflective of skills and the department’s teaching effectiveness.

C. Assessment Methods or Measures Used:
1. Student progression within the curriculum will be assessed through one-on-one mentoring by a faculty advisor each semester.

2. Students will be mentored by faculty and staff, and be provided with an opportunity to review and reflect upon their performance or technical contribution during a “post-mortem” feedback session following their production work. This will provide opportunity to assess the student’s work, as well as the department’s successes and failures in creating an environment in which the student can function as an effective artist.

3. Industry professionals will be periodically invited to assess student work in upper-division courses and give constructive feedback as to the effectiveness of their performance within the context of the greater theatre/dance community.

4. When applicable, a student’s work in a production context may receive feedback from a representative of the Kennedy Center American College Theatre Festival or the American College Dance Festival Association, which will serve as an external judge of student excellence and departmental effectiveness.

5. Teaching effectiveness is assessed through Student Evaluations each semester and feedback is provided to the instructor for review and reflection.

D. Time Frame:
1. The time frame for the above is variable and depends on when a production is mounted, when particular upper division courses are offered, when a student is expected to graduate and when external competitions are held. Many students and faculty will have numerous opportunities for both internal and external assessments. An educated estimate would be no less than two opportunities per year.

2. Opportunities for Student Evaluation of faculty are provided each semester at all levels.

II. OUTCOME: To develop a comprehensive understanding of theater/dance history and analysis and criticism.
A. Objectives:
1. Students will be able to demonstrate a basic knowledge of the historical context of theatre.
2. Students will be able to analyze a play in terms of its relationship to the culture from which it springs.

3. Students will be able to analyze the form, content, and structure of a performance piece, a work of dramatic literature, an author, or a genre.

4. Students will be able to analyze the realization of a work of dramatic literature in the context of theatrical production.

B. How the student will complete the objectives:
1. All students are required take a sequence of Theatre or Dance History courses in which they will be required to write research papers and make presentations in support of the above objectives.

2. All students are required to take additional courses in analysis, criticism, and/or theory in which assignments are specifically structured to support objectives 3 and 4 above.

3. Majors specific to Theatre are required to take two additional literature courses including one specific to race and ethnicity.

C. Assessment Methods or Measures Used:
1. Student progression will be evaluated through the periodic, and random review, of student essays and test scores by members of the Assessment and Curriculum Committees.

D. Time Frame:
1. Assessment in the areas of Theatre/Dance History and Criticism will take place no less than once per academic school year.

2006-2007 PROGRAM CHANGES & MODIFICATIONS

1. Complete Review and Revision of current curriculum. Implemented changes, updates and corrections, which will better serve our current faculty and student demographics. Diminished variety and number of course choices in order to boost FTE’s in courses essential to meeting assessment goals. New curriculum will be instated beginning Spring 2008.

2. Restructured Advising Format to compliment new curriculum and boost FTE’s. Contacted every student and provided method of direct focus for completion of major requirements on their path to graduation.

3. Competed in the American College Theatre Festival Irene Ryan Acting Competition in order to provide external goals for our students, and measure departmental effectiveness with other university and college programs on a national level.
2007-2008 Assessment Goals


2. Complete up-date of Dance curriculum.

3. Review new advising format for effectiveness.

4. Assess approach to Season Planning and Play Selection within the curriculum to ensure best possible performance opportunities considering our current student demographics.