

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Theatre
Academic Year of Report: 2015/16
Date Submitted:
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

- Information is current; no changes required.**
 Information is not current; updates below.

Update:

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below

Curriculum Map

	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Etc...			
Core Courses in Department/Program								

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

The current plan is accurate.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

(this is a sample page for purpose of illustration only; a blank template can be found on the next page)

Sample only - Evidence of Learning: Courses within the Major – Sample only					
Measurable Learning Outcome: Students will...	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1: A set of 10 multiple choice questions from Exam 1 Measure 2: Student presentations	Measure 1: 85% of students will score 80% or better on 10 questions Measure 2: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 93% of students scored 80% or better on 10 questions Measure 2: the threshold was met, but students performed poorly (avg. = 1.8) on one criterion.	Measure 1: Students successfully demonstrated interpretation skills Measure 2: unclear where the issue is	Measure 1: No curricular or pedagogical changes needed at this time Measure 2: provide better explanation of the expectations for this criterion and re-assess.
Learning Outcome 2:	Measure 1: Results of standardized test Measure 2: Students are surveyed about their perceived competence of the outcome	Measure 1: 85% of students will score at or above the national average. Measure 2: On a 5 point Likert scale, 90% of students will indicate 4 or 5	Measure 1: 90% of students scored above national average Measure 2: Less than half of students felt competence with this outcome.	Measure 1: Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly. Measure 2: Students tested well, but their perceived competence was lower than expected.	Measure 1: Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.

*Can be a mix of direct and indirect measures, but at least one measure must be direct

Evidence of Learning Worksheet: Courses within the Major

Course:

Course:

Course [Subject/Number]		Evidence of Learning: Courses within the Major			
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Have writing skills and ability to use research tools (library, internet, etc.)	Measure 1: Students will create independent research projects in Theatre History I and I (THEA 3303 and 3313) requiring at least 10 peer reviewed sources demonstrated by an annotated bibliography.	Measure 1: 70% of students will score a 75% or higher on this project.	Measure 1: 82% of students scored a 75% or higher on this project.	Measure 1: Students are demonstrating mastery of learning outcome 1.	No curricular change needed.
Learning Outcome 2: Be able to research, prepare, and perform roles in musical theatre with a depth in each of the three disciplines: acting, singing, and dancing.	Measure 1: Musical theatre students will be scored for artistic presentation of songs that will consider acting, singing, and dancing through the song.	Measure 1: Musical theatre students will score an average of 3 (the median score) or higher on their Jury in these categories.	Measure 1: Musical Theatre students scored an average of 3.7 in these categories in their juries.	Measure 1: Students successfully demonstrated acting, singing, and dancing skills.	No curricular change needed.
Learning Outcome 3: Be able to learn choreographic sequences and demonstrate them with security, character, and stage presence.	Measure 1: Students will perform choreographic sequences at their juries that indicate their ability to do so with security, character, and stage presence.	Measure 1: Students will average a 3 (the median score) or higher on their Jury in these categories.	Measure 1: Musical theatre students scored an average 3.6 in the choreography category in their juries.	Measure 1: Students successfully demonstrated choreography skills.	No curricular change needed.
Learning Outcome 4: Be able to read music and	Measure 1: Students will take a sight singing final exam.	Measure 1: 75% of students will score a 75% or higher on their	Measure 1: 78 % of students scored a 75% or higher on their	Measure 1: Students are successfully demonstrating	No curricular changes needed.

Course [Subject/Number]		Evidence of Learning: Courses within the Major			
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
demonstrate sight-singing skills.		sight singing final exam.	sight singing final exam.	sight singing skills.	
Learning Outcome 5: Be able to present critical thinking through verbal and written presentations regarding the musical theatre. Specific areas of expertise will include major works, major figures (librettists, composers, lyricists, performers, directors, choreographers), theory, and history.	Measure 1: Write a research paper tracing the evolution of a Broadway musical from initial concept through the writing, casting, and producing of the show.	Measure 1: 85% of students will earn a C or higher on their paper.	Measure 1: The professor who taught this class retired, so we do not have data for the 2015-2016 year.	Measure 1: Unsure	We will begin recording data for Learning Outcome 5 again for the 2016-2017 year with the new faculty member.
Learning Outcome 6: Have a practical working knowledge of how to produce a play on stage, including all related performance, script, design, and technical considerations.	Measure 1: Students will participate in Practicum classes that award credit for practical participation in producing a play.	Measure 1: 75% of students will earn a C (30-35 hours) or better in Practicum class.	Measure 1: 93.9% of students earned a C or better in Practicum class.	Measure 1: Students successfully demonstrated working knowledge of how to produce a play.	No curricular change needed.
Learning Outcome 7: Have an ability to critically evaluate what they and others have created.	Measure 1: Students in THEA 1013 for Majors will write play critiques that demonstrate the ability to critically evaluate plays. Critiques will be scored with a standard rubric.	Measure 1: 75% of students will score a 75% or higher on play critiques.	Measure 1: 86% of students enrolled in Introduction to Theatre for Majors scored a 75% or higher on play critiques.	Measure 1: Students are meeting the standard.	No curricular change needed.

Course [Subject/Number]		Evidence of Learning: Courses within the Major			
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 8: Develop necessary skills to be proficient in at least one area of theatre (performance, teaching, technical/design-costume, technical/design-scenery, technical/design-lighting, technical/design-sound, directing, theatre management, dramaturgy, or playwriting), with the ability to identify, analyze, and resolve specific problems pertaining to that area.	Measure 1: Graduating seniors will obtain jury scores above acceptable level (higher than 3, which is sufficient) in all areas.	Measure 1: 100% of graduating seniors will achieve scores of sufficient or higher in all theatre areas that pertain to their study in their final juries.	Measure 1: 100% of graduating seniors scored above a 4.0 in all categories except written, in which the average score was 3.9.	Measure 1: By graduation, students have developed the necessary skills to be proficient in at least one area of theatre.	Action Plan/Use of Results Although the results did meet the measure, the fact that the Writing scores fell below an average of 4.0 indicates that perhaps curriculum should be examined to see if students are receiving sufficient opportunities to develop and build writing skills that are as strong as their other skills by the time they graduate.
Learning Outcome 9: Understand the historical context of theatre, drama, and performance including plays, major figures, costumes, scenic innovations, and theoretical approaches and how these relate to contemporary society and culture.	Measure 1: Students will take exams in Theatre History I that demonstrate familiarity with plays, major figures, costumes, scenic innovations, theoretical approaches, and how theatre relates to contemporary society and culture.	Measure 1: 75% of students will score a 70% or higher on their final Theatre History Exam.	Measure 1: 73.6% of students scored a 70% or higher on their final Theatre History Exam.	Measure 1: Students are demonstrating familiarity with plays, major figures, costumes, scenic innovations, theoretical approaches, and how theatre relates to contemporary society and culture.	No curricular changes needed.

Course [Subject/Number]		Evidence of Learning: Courses within the Major			
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Measure 2: Students will create independent research projects scored with a rubric for consistency that address the historical context of theatre, drama, and performance including plays, major figures, costumes, scenic innovations, and theoretical approaches and how these relate to contemporary society and culture.	Measure 2: 75% of students will score a 70% or higher on their Theatre History Final Project.	Measure 2: 100% of students scored a 70% or higher on their Theatre History final project.	Measure 2: Students are demonstrating familiarity with plays, major figures, costumes, scenic innovations, theoretical approaches, and how theatre relates to contemporary society and culture.	
Learning Outcome 10: Have experience with individual and collaborative processes needed to produce and understand theatre.	Measure 1: Students will participate in theatre productions and receive practicum credit for doing so.	Measure 1: 75% of students will score a C or higher on practicum (obtained by completing at least 30-35 hours of satisfactory recorded work).	Measure 1: 93.9% of students received a C or higher on practicum.	Measure 1: Students are gaining sufficient meaningful experience working individually and collaboratively on theatre production.	No curriculum change needed.
Learning Outcome 11: Be able to articulate a philosophy of theatre education on a secondary level and create a program based upon this philosophy.	Measure 1: Students in THEA 4713 will write a philosophy of theatre education that is used as the basis of a portfolio of lesson plans and activities created in Theatre in	Measure 1: 100% of students will achieve a B or higher on this assignment.	Measure 1: This class is not taught during the 2014-2015 year and so was not assessed.	Measure 1: N/A	This Learning Outcome could not be assessed for the 2014-2015 year. It will be assessed for 2015-2016.

Course [Subject/Number]		Evidence of Learning: Courses within the Major			
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Secondary Education class.				
Learning Outcome 12: Be able to demonstrate effective teach strategies, classroom management skills, and syllabi design for secondary theatre education.	Measure 1: Students in THEA 4713 will conduct teaching demonstrations that demonstrate effective teaching strategies, classroom management skills, and their ability to design syllabi for secondary theatre education.	Measure 1: 100% of students in THEA 4713 will score a 85% or higher on these teaching demonstrations.	Measure 1: This class is not taught during the 2014-2015 year and so was not assessed.	Measure 1: N/A	As a result of the 2014-2015 student teachers, the Theatre area put new policies in place. Now students who wish to become student teachers will have to go through a more rigorous vetting process including having a higher GPA and going through a dispositions rubric after their Sophomore year of college. This will help us assess whether a student is likely to succeed in the classroom before they get there.
	Measure 2: Student teachers in the field will successfully complete their student teaching placement under the observation of their supervising High School teacher, their Education department mentor, and their Theatre Department mentor.	Measure 2: 100% of students will successfully complete student teaching placements.	Measure 2: 50% of student teachers successfully completed student teaching placements.	Measure 2: Students did not successfully demonstrate learning outcome 12.	

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):

b. Evidence of Learning: High Impact or Service Learning

This is an optional section. If you provide students with high impact or service learning opportunities you may briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

Evidence of Learning: General Education, Creative Arts Courses

Course THEA 1013 Intro to Theatre

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Students will work in groups to create artistic projects that demonstrate collaboration skills and understanding of the process of making theatre.	The creative projects will be scored by rubrics that evaluate the success of the project in: demonstrating productive cooperation, understanding of the basics of design, demonstrating familiarity with the jobs of the theatre, and the analyzing and understanding the content and of the play being presented.	Measure 1: Students will average a 75% or better on their creative projects.	Measure 1: Students averaged an 89% on their creative projects.	Measure 1: Students are meeting the learning outcome.	Measure 1: No curricular change needed at this time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
<p>Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.</p>		<p>Measure 1: Students will take an exam that requires them to demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines.</p> <p>Measure 2: Students will write critiques of live performance that analyze how the key themes, concepts, issues, terminology, and ethical standards are being used.</p>	<p>Measure 1: The average score on the final exam will be a 75% or higher.</p> <p>Measure 2: 70% of students enrolled in THEA 1013 will receive a 75% or higher on their play critiques.</p>	<p>Measure 1: The average score on the final exam was a 78%.</p> <p>Measure 2: 81% of students enrolled in THEA 1013 received a 75% or higher on their play critiques.</p>	<p>Measure 1: Students are meeting the learning outcome.</p> <p>Measure 2: Students are meeting the learning outcome.</p>	<p>Measure 1: No curricular changes needed.</p>

Course__THEA 1023 Intro to Film_____

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Students will demonstrate their knowledge of the creative process of film making through quizzes about the process.	Measure 1: Students will take 3 quizzes over the course of the semester.	At least 75% of students will score a 75% or above on this assignment.	Measure 1: 75% of students scored a 75% or higher on these quizzes.	Measure 1: Students are meeting the learning outcome.	Measure 1: No curricular change needed.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.	Students will write a film analysis paper that demonstrates their knowledge of key themes, concepts, issues, and terminology in film. They will use this information to analyze a film.	Measure 1: Student's papers will be graded with a rubric that demonstrates proficiency in analysis.	At least 75% of students will score a 75% or above on this assignment	78% of students scored a 75% or above on this assignment.	Students are meeting the learning outcome.	No curricular change needed at this time.

Course THEA 1033 Introduction to Acting

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Learning Outcome 1. For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	Measure 1: For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	Measure 1: For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	Measure 1 For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	Measure 1: For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.	For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	Measure 1: For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.	For 2015-2016 the regular professor and coordinator of this class was on sabbatical and no data was collected. Data will be collected and reported again for the 2016-2017 year.

Course__TH 1043 CA Intro to American Musical Theatre_____

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Learning Outcome 1. The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	Measure 1: The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	Measure 1: The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	Measure 1 The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	Measure 1: The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.	The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	Measure 1: The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.	The professor who teaches this class and collected this data retired at the end of 2015 and so no data is available. Data collection will begin again for the 2016-2017 year.

Course THEA 3323 HU Contemporary Theatre

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Learning Outcome 1. This class was not taught for 2014/2015	Measure 1: N/A	N/A	Measure 1: N/A	Measure 1: N/A	Measure 1: N/A

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.	This class was not taught for 2014/2015	Measure 1: N/A	N/A	N/A	N/A	N/A

Evidence of Learning: General Education, Creative Arts Courses

Additional narrative (optional – use as much space as needed):

As is evident, we have made strides since our Program Review to enhance and improve our General Education Assessment. This summer the Program Coordinator of Theatre and the Performing Arts Chair held an in-service with the faculty teaching Introduction to Film in order to plot a comprehensive assessment plan for all sections of that class. Instability in the faculty has occasionally made gathering data difficult, however we have a firm assessment plan in place for all general education classes at this point.

G. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Practicum reports and grades.	Outcomes 6, 10	Once a semester	In faculty office.
Jury adjudication rubrics.	Outcomes 1, 2, 3, 8, 11, 12	Once a semester.	In the main office of the DPA
Copies of Student Research Papers on Musical Theatre	Outcomes 2, 5, and 9	End of the Fall semester	In Shared Google Drive Folder
Copies of Student critiques from Introduction to Theatre	Outcome 7	Once a semester	In Shared Google Drive Folder
Copies of Student Theatre History Papers	Outcome 1, 5, and 9	Once a semester	In Shared Google Drive Folder
Copies of Theatre in Secondary Ed Projects	Outcome 11	Once each time class is taught	In Shared Google Drive Folder
Copies of Sound and Lighting Design Projects	Outcome 6 and 8	Once each time class is taught	In Shared Google Drive Folder
Video recordings of private voice lessons.	Outcome 2	Each semester	In Shared Google Drive Folder
Copies of Observation Reports from Student Teachers	Outcome 12	Each semester a student teacher is in the field	In Faculty Office.
Photographs of Student Costume Design Projects	Outcome 6 and 8	Once each time class is taught	In Shared Google Drive Folder

Summary Information (as needed)

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: March 6, 2015	Recommendation	Progress Description
Recommendation 1	Text of recommendation	2015 +1 progress
Costume Shop Manager and Scene Shop Manager have paid full time Assistants.	“The Costume Shop manager, Jean-Louise England, has for this semester only a paid shop assistant... We recommend that this Costume Shop Assistant position be continued, even after Professor Zublin has completed her assignment with the English Department. The Technical Director should also have a full-time assistant, for a similar list of reasons.”	The theatre faculty successfully wrote to obtain these positions at the part time level.
Recommendation 2	Text of recommendation	2015 +1 progress
The theatre area should consider separating and becoming its own department.	“Explore a formal separation of Music from Theatre and Dance, such as Co-Chairs within a single department or complete separation of DPA into two departments. Overwhelmingly, the Theatre faculty lean toward two departments. There is acknowledgment that problems exist because of the way DPA currently functions. Questions of space and budget efficiencies should not drive a critical decision about Department organization that will affect the Music, Dance, and Theatre programs and students over the long term.”	The Department of Performing Arts has been reorganized and each area has a Program Coordinator. The Theatre Area is currently drafting documents to file for formal separation and to become its own department effective Fall 2016. This will work towards many of the Program Review issues about uncredited labor, administration, and so forth.
		2015+2 progress
		The Theatre Area submitted a formal proposal of separation to the Provost Madonne Miner in the summer of 2016. The proposal was put forward by Interim Dean Catherine Zublin and Chair Thom Priest. The

		Provost rejected the proposal on the grounds of budgetary issues and suggested if the department was still interested to resubmit using a different format. Given the lack of support from the new dean and the provost, the Department is not pursuing at this time. The new structure with the Program Coordinators seemed to be improving things in the department, but the amount of service versus the credit given to the Program Coordinator (one course release) made it untenable and the current Theatre Program Coordinator has relinquished the position at the end of the semester. We are unclear what that will do administratively going forward.
Recommendation 3	Text of recommendation	2015 +1 progress
Evaluation team found issues with mission statement as written.	“Although a strong assessment program is presented in other standards, no mention of it, such as the student jury, occurs in the Mission Statement.”	Mission statement has been corrected as of this document.
Recommendation 4	Text of recommendation	2015 +1 progress
Budget and space issues need to be address.	“A continuing weakness, noted in the previous program review, is the ongoing reliance on soft money in order to mount plays.” “However, the Theatre Arts program, as a principle user, is clearly running out of space—for offices for new faculty, teaching, set and equipment storage, and program growth.”	The Theatre Area recognizes issues with reliance on soft money and on our lack of space. However, the area lacks the ability to address these issues.
		2015 + 2 progress
		The theatre area successfully advocated for an increase in budgetary funds. However, they continue to be soft funds. In addition, the new Fire Marshal has demanded hefty increases in budget expenditures for safety and maintenance, and though

		Theatre has sought a variety of avenues to obtain these funds no relief is in sight. The Chair of the DPA and the Dean have begun discussing ways to advocate for more space and to better use the space we have.
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Additional narrative:

The Theatre Area program review offered a few issues that the area could work towards improvement on, but many big picture issues that it could not, or could not do in a short term manner. In addition, improving the big picture issues were complicated by changes in administration for the 2015-2016 and then the 2016-2017 year that made pursuing these larger issues difficult. We continue to work with the entirety of the Department of Performing Arts and the new Dean towards the program review suggestions.

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	17
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	12
Full-time Tenured	3
Full-time Non-Tenured (includes tenure-track)	3
Part-time	6
With Master's Degrees	2
Full-time Tenured	
Full-time Non-Tenured	1
Part-time	1
With Bachelor's Degrees	4
Full-time Tenured	
Full-time Non-tenured	
Part-time	4
Other	1
Full-time Tenured	
Full-time Non-tenured	
Part-time	1
Total Headcount Faculty	19
Full-time Tenured	3
Full-time Non-tenured	4

Part-time	12
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Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

We will review the way Student Teaching is organized to better ensure that only truly prepared student teachers reach the field. We will also work on how to better systematize data collection for this report from Adjuncts and part time instructors, which can be difficult given that they have no "buy in."

- 2) We are interested in better understanding how departments/programs assess their graduating seniors. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed.

All of our students, including Graduating Seniors, undertake a Jury in front of the entire faculty where they present materials tied to the learning outcomes for their major or emphasis. We do these Juries for all students each semester, with an additional intake Jury to establish a baseline at the beginning of their Freshman semester.

The materials Graduating Seniors present are evaluated by our faculty for their proficiency and the students are assessed for their own growth relative to their abilities when they began in the program, relative to other students who are graduating in the same program, and relative to professional expectations for the field. In addition, all Graduating Seniors are evaluated for their abilities in core skills: writing, speaking, professional presentation, organization, discipline, and metacognition.

Direct measures include the Jury materials which are graded with a rubric, required graded Practicum work, and classwork that is recorded in the Assessment reports. Indirect measures include observation and report.

Jury Assessment Data

August 21

2016

This document breaks down the faculty's assessment of students and the artistic presentations made at the Fall 2015 and Spring 2016 Juries. This data has been collected to assess individual student performance as well as charting strengths and weaknesses within the theatre program.

Theatre Area at
Weber State
University

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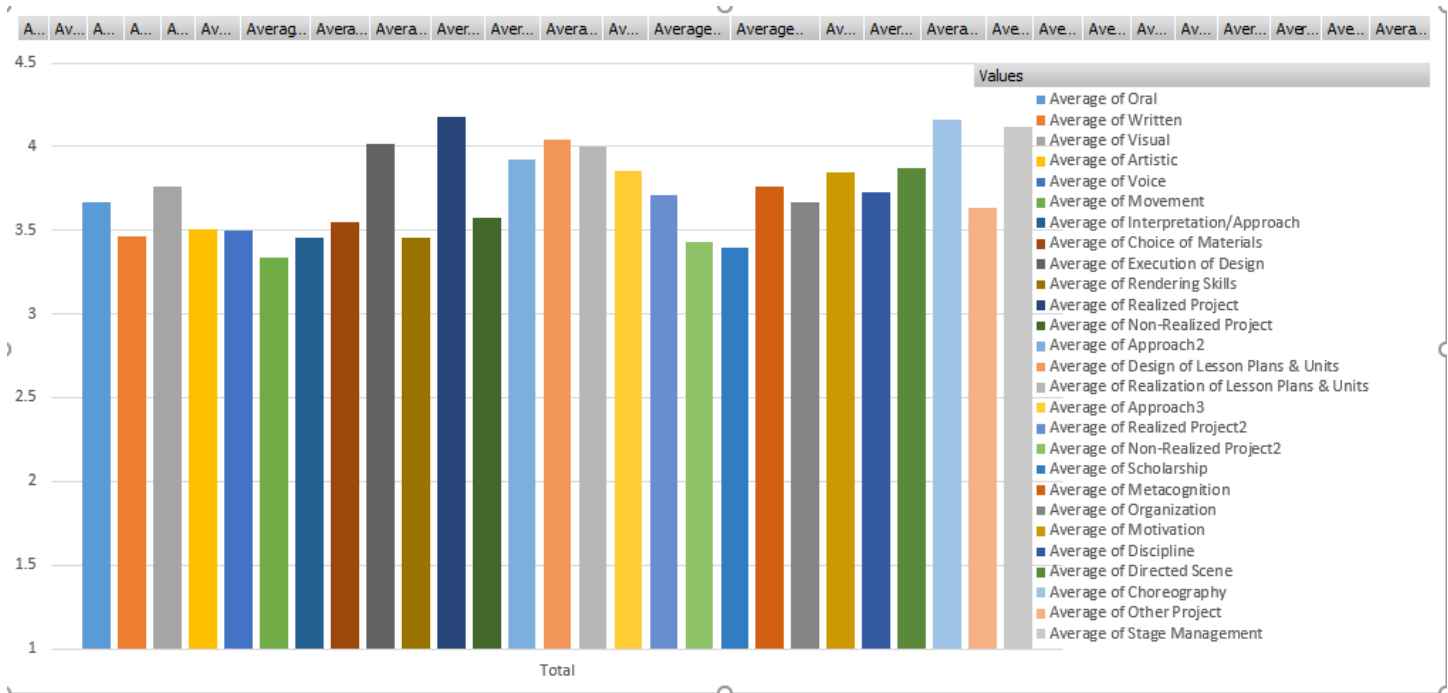
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Overall Summary:



This year we have a steady progression in improvement from Freshman through Graduating Seniors with a slight dip for Post Bacs. The changes and improvements we have made over the last few years in curriculum, advising, and other interventions in response to jury data has obviously been paying off.

Strengths and Weaknesses of Our Students:



The highest and lowest scores seem to vary from year to year dependent upon students and project. Some things seem unchanging, however. Overall, our students present themselves well, receiving high scores in oral and visual. Execution of design remains high, pointing to the excellent work our shop supervisors and design mentors do. In addition, Realized Project scores stay high across the board, and so when students put in the work in any area: acting, directing, choreography, design, stage management or education with a mentor they do good work.

Movement continues to be our lowest scoring area. We have advocated every year for a Voice and Movement specialist to help ease the burden off of Tracy's teaching schedule to allow for additional classes in this area but have not yet received such a position because our students enter with severe deficiencies. We will continue to advocate for this position. Students continue to be weak at rendering. We should also talk to those presenting scholarship about how to do so more effectively.

Performance Analyzed by Major/Concentration:

Row Labels

Average of Oral

Acting/Directing	3.65
Acting/Directing, Design/Tech/Management	2.62
Design/Tech/Management	3.81
Generalist	4.36

Musical Theatre	3.77
Musical Theatre Applicant	3.22
Musical Theatre, Theatre Education	4.24
Theatre Education	3.70
Average of Written	
Acting/Directing	3.60
Acting/Directing, Design/Tech/Management	2.60
Design/Tech/Management	3.52
Generalist	3.33
Musical Theatre	3.50
Musical Theatre Applicant	3.17
Musical Theatre, Theatre Education	4.42
Theatre Education	3.63
Average of Visual	
Acting/Directing	3.83
Acting/Directing, Design/Tech/Management	3.42
Design/Tech/Management	3.94
Generalist	3.58
Musical Theatre	3.83
Musical Theatre Applicant	3.44
Musical Theatre, Theatre Education	4.57
Theatre Education	3.62
Average of Artistic	
Acting/Directing	3.58
Acting/Directing, Design/Tech/Management	2.22
Design/Tech/Management	3.78
Generalist	3.22
Musical Theatre	3.68
Musical Theatre Applicant	2.96
Musical Theatre, Theatre Education	4.36
Theatre Education	3.25
Average of Metacognition	
Acting/Directing	3.77
Acting/Directing, Design/Tech/Management	1.83
Design/Tech/Management	4.05

Generalist	4.15
Musical Theatre	3.86
Musical Theatre Applicant	3.27
Musical Theatre, Theatre Education	4.47
Theatre Education	3.75

Average of Organization

Acting/Directing	3.69
Acting/Directing, Design/Tech/Management	2.45
Design/Tech/Management	3.88
Generalist	4.18
Musical Theatre	3.76
Musical Theatre Applicant	3.15
Musical Theatre, Theatre Education	4.88
Theatre Education	3.70

Average of Motivation

Acting/Directing	3.93
Acting/Directing, Design/Tech/Management	2.73
Design/Tech/Management	4.09
Generalist	4.36
Musical Theatre	3.94
Musical Theatre Applicant	3.33
Musical Theatre, Theatre Education	4.94
Theatre Education	3.78

Average of Discipline

Acting/Directing	3.88
Acting/Directing, Design/Tech/Management	2.09
Design/Tech/Management	3.92
Generalist	4.09
Musical Theatre	3.87
Musical Theatre Applicant	3.12
Musical Theatre, Theatre Education	5.00
Theatre Education	3.70

Average of Overall Success

Acting/Directing	3.77
Acting/Directing, Design/Tech/Management	2.17

Design/Tech/Management	4.02
Generalist	4.09
Musical Theatre	3.87
Musical Theatre Applicant	3.02
Musical Theatre, Theatre Education	4.71
Theatre Education	3.61
Total Average of Oral	3.66
Total Average of Written	3.47
Total Average of Visual	3.76
Total Average of Artistic	3.51
Total Average of Metacognition	3.76
Total Average of Organization	3.67
Total Average of Motivation	3.85
Total Average of Discipline	3.73
Total Average of Overall Success	3.70

The lowest scoring group is Musical Theatre Applicants. This is not surprising because Musical Theatre Applicants are largely freshmen. The other programs all score at average or higher, which seems to give no reason for worries. In the two years since the Generalist Major was introduced, the scores have greatly improved, pointing to that major's increasing attraction of more students. We should continue to build that major so it is not just a "last resort" option for students.

Freshman:

Class Standing	1 - Freshman
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Row Labels	
Average of Oral	
Acting/Directing	3.73
Design/Tech/Management	3.65
Musical Theatre Applicant	3.22
Average of Written	
Acting/Directing	3.42
Design/Tech/Management	3.00
Musical Theatre Applicant	3.13
Average of Visual	
Acting/Directing	3.93
Design/Tech/Management	3.41
Musical Theatre Applicant	3.40
Average of Artistic	
Acting/Directing	4.00
Design/Tech/Management	3.41

Musical Theatre Applicant	3.00
Average of Metacognition	
Acting/Directing	3.88
Design/Tech/Management	3.87
Musical Theatre Applicant	3.33
Average of Organization	
Acting/Directing	3.60
Design/Tech/Management	3.43
Musical Theatre Applicant	3.17
Average of Motivation	
Acting/Directing	4.00
Design/Tech/Management	3.76
Musical Theatre Applicant	3.29
Average of Discipline	
Acting/Directing	3.87
Design/Tech/Management	3.48
Musical Theatre Applicant	3.13
Average of Overall Success	
Acting/Directing	3.81
Design/Tech/Management	3.74
Musical Theatre Applicant	3.06
Total Average of Oral	3.34
Total Average of Written	3.13
Total Average of Visual	3.44
Total Average of Artistic	3.15
Total Average of Metacognition	3.47
Total Average of Organization	3.25
Total Average of Motivation	3.43
Total Average of Discipline	3.25
Total Average of Overall Success	3.23

Sophomore:

Class Standing	2 - Sophomore
----------------	------------------

Row Labels

Average of Oral

Acting/Directing	3.11
Design/Tech/Management	3.35
Musical Theatre	3.56
Musical Theatre Applicant	3.38
Theatre Education	3.31

Average of Written

Acting/Directing	3.25
Design/Tech/Management	3.07
Musical Theatre	3.36

Musical Theatre Applicant	3.12
Theatre Education	3.41
Average of Visual	
Acting/Directing	3.63
Design/Tech/Management	3.67
Musical Theatre	3.74
Musical Theatre Applicant	3.55
Theatre Education	3.31
Average of Artistic	
Acting/Directing	2.86
Design/Tech/Management	3.29
Musical Theatre	3.40
Musical Theatre Applicant	3.07
Theatre Education	2.93
Average of Metacognition	
Acting/Directing	3.29
Design/Tech/Management	3.53
Musical Theatre	3.69
Musical Theatre Applicant	3.45
Theatre Education	3.28
Average of Organization	
Acting/Directing	3.44
Design/Tech/Management	3.47
Musical Theatre	3.54
Musical Theatre Applicant	3.17
Theatre Education	3.00
Average of Motivation	
Acting/Directing	3.22
Design/Tech/Management	3.72
Musical Theatre	3.77
Musical Theatre Applicant	3.48
Theatre Education	3.14
Average of Discipline	
Acting/Directing	3.22
Design/Tech/Management	3.60
Musical Theatre	3.70
Musical Theatre Applicant	3.14
Theatre Education	2.97
Average of Overall Success	
Acting/Directing	3.11
Design/Tech/Management	3.57
Musical Theatre	3.61
Musical Theatre Applicant	3.09
Theatre Education	2.92
Total Average of Oral	3.46
Total Average of Written	3.29
Total Average of Visual	3.65
Total Average of Artistic	3.28
Total Average of Metacognition	3.58
Total Average of Organization	3.43
Total Average of Motivation	3.65
Total Average of Discipline	3.54

Total Average of Overall Success	3.46
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Junior:

Class Standing	3 - Junior
	3 - Junior

Row Labels

Average of Oral

Acting/Directing	3.74
Design/Tech/Management	3.59
Generalist	4.17
Musical Theatre	3.81
Musical Theatre Applicant	2.00
Theatre Education	3.57

Average of Written

Acting/Directing	3.77
Design/Tech/Management	3.38
Generalist	4.00
Musical Theatre	3.60
Musical Theatre Applicant	2.33
Theatre Education	3.36

Average of Visual

Acting/Directing	3.80
Design/Tech/Management	3.89
Generalist	3.83
Musical Theatre	3.86
Musical Theatre Applicant	3.75
Theatre Education	3.59

Average of Artistic

Acting/Directing	3.77
Design/Tech/Management	3.65
Generalist	3.20
Musical Theatre	3.75
Musical Theatre Applicant	1.33
Theatre Education	3.07

Average of Metacognition

Acting/Directing	3.90
Design/Tech/Management	3.90
Generalist	4.00
Musical Theatre	3.83
Musical Theatre Applicant	1.50
Theatre Education	3.56

Average of Organization

Acting/Directing	3.79
Design/Tech/Management	3.74
Generalist	4.25
Musical Theatre	3.78
Musical Theatre Applicant	1.60
Theatre Education	3.43

Average of Motivation

Acting/Directing	4.05
Design/Tech/Management	3.88
Generalist	4.00

Musical Theatre	3.93
Musical Theatre Applicant	2.20
Theatre Education	3.56
Average of Discipline	
Acting/Directing	3.89
Design/Tech/Management	3.70
Generalist	3.75
Musical Theatre	3.83
Musical Theatre Applicant	1.60
Theatre Education	3.38
Average of Overall Success	
Acting/Directing	3.85
Design/Tech/Management	3.80
Generalist	4.00
Musical Theatre	3.87
Musical Theatre Applicant	1.33
Theatre Education	3.26
Total Average of Oral	3.69
Total Average of Written	3.52
Total Average of Visual	3.82
Total Average of Artistic	3.58
Total Average of Metacognition	3.76
Total Average of Organization	3.68
Total Average of Motivation	3.84
Total Average of Discipline	3.69
Total Average of Overall Success	3.70

The outstanding thing to note here is the low scores for people who are juniors and just declaring themselves as musical theatre applicants. I continue to argue that based on data, we should not allow people to apply for the musical theatre program after their junior year (and possibly sophomore year).

Senior:

Class Standing	4 - Senior
Row Labels	
Average of Oral	
Acting/Directing	3.69
Acting/Directing, Design/Tech/Management	2.62
Design/Tech/Management	4.20
Musical Theatre	3.78
Musical Theatre Applicant	3.27
Musical Theatre, Theatre Education	4.24
Theatre Education	3.81
Average of Written	
Acting/Directing	3.90
Acting/Directing, Design/Tech/Management	2.60

Design/Tech/Management	3.91
Musical Theatre	3.48
Musical Theatre Applicant	3.55
Musical Theatre, Theatre	
Education	4.42
Theatre Education	3.81
Average of Visual	
Acting/Directing	4.15
Acting/Directing,	
Design/Tech/Management	3.42
Design/Tech/Management	4.23
Musical Theatre	3.67
Musical Theatre Applicant	3.50
Musical Theatre, Theatre	
Education	4.57
Theatre Education	3.61
Average of Artistic	
Acting/Directing	3.54
Acting/Directing,	
Design/Tech/Management	2.22
Design/Tech/Management	4.19
Musical Theatre	3.73
Musical Theatre Applicant	2.75
Musical Theatre, Theatre	
Education	4.36
Theatre Education	3.36
Average of Metacognition	
Acting/Directing	3.73
Acting/Directing,	
Design/Tech/Management	1.83
Design/Tech/Management	4.43
Musical Theatre	3.90
Musical Theatre Applicant	3.04
Musical Theatre, Theatre	
Education	4.47
Theatre Education	3.86
Average of Organization	
Acting/Directing	3.73
Acting/Directing,	
Design/Tech/Management	2.45
Design/Tech/Management	4.35
Musical Theatre	3.79
Musical Theatre Applicant	3.32
Musical Theatre, Theatre	
Education	4.88
Theatre Education	3.89
Average of Motivation	
Acting/Directing	4.00
Acting/Directing,	
Design/Tech/Management	2.73
Design/Tech/Management	4.47
Musical Theatre	3.95
Musical Theatre Applicant	3.60
Musical Theatre, Theatre	
Education	4.94
Theatre Education	3.96

Average of Discipline

Acting/Directing	3.87
Acting/Directing, Design/Tech/Management	2.09
Design/Tech/Management	4.36
Musical Theatre	3.90
Musical Theatre Applicant	3.32
Musical Theatre, Theatre Education	5.00
Theatre Education	3.92

Average of Overall Success

Acting/Directing	3.87
Acting/Directing, Design/Tech/Management	2.17
Design/Tech/Management	4.46
Musical Theatre	3.95
Musical Theatre Applicant	3.04
Musical Theatre, Theatre Education	4.71
Theatre Education	3.82

Total Average of Oral 3.81**Total Average of Written 3.65****Total Average of Visual 3.83****Total Average of Artistic 3.69****Total Average of Metacognition 3.90****Total Average of Organization 3.90****Total Average of Motivation 4.05****Total Average of Discipline 3.95****Total Average of Overall Success 3.95****Graduating Seniors:**

Class Standing	5 - Graduating Senior
----------------	-----------------------------

Row Labels**Average of Oral**

Design/Tech/Management	4.82
Generalist	4.50
Musical Theatre	4.41
Theatre Education	4.71

Average of Written

Design/Tech/Management	4.71
Generalist	2.67
Musical Theatre	3.83
Theatre Education	4.00

Average of Visual

Design/Tech/Management	4.94
Generalist	3.33
Musical Theatre	4.55

Theatre Education	4.17
Average of Artistic	
Design/Tech/Management	4.93
Generalist	3.25
Musical Theatre	4.35
Theatre Education	4.00
Average of Metacognition	
Design/Tech/Management	5.00
Generalist	4.25
Musical Theatre	4.41
Theatre Education	4.86
Average of Organization	
Design/Tech/Management	4.86
Generalist	4.14
Musical Theatre	4.43
Theatre Education	4.86
Average of Motivation	
Design/Tech/Management	5.00
Generalist	4.57
Musical Theatre	4.54
Theatre Education	4.86
Average of Discipline	
Design/Tech/Management	4.86
Generalist	4.29
Musical Theatre	4.40
Theatre Education	4.86
Average of Overall Success	
Design/Tech/Management	5.00
Generalist	4.17
Musical Theatre	4.58
Theatre Education	4.86
Total Average of Oral	4.53
Total Average of Written	3.96
Total Average of Visual	4.51
Total Average of Artistic	4.38
Total Average of Metacognition	4.54
Total Average of Organization	4.52
Total Average of Motivation	4.65
Total Average of Discipline	4.51
Total Average of Overall Success	4.65

I would like to make a special note that while I am positive we had some Acting/Directing majors graduate the previous year, they skipped their mandatory jury. This makes it impossible to accurately assess that program.

Post Bac:

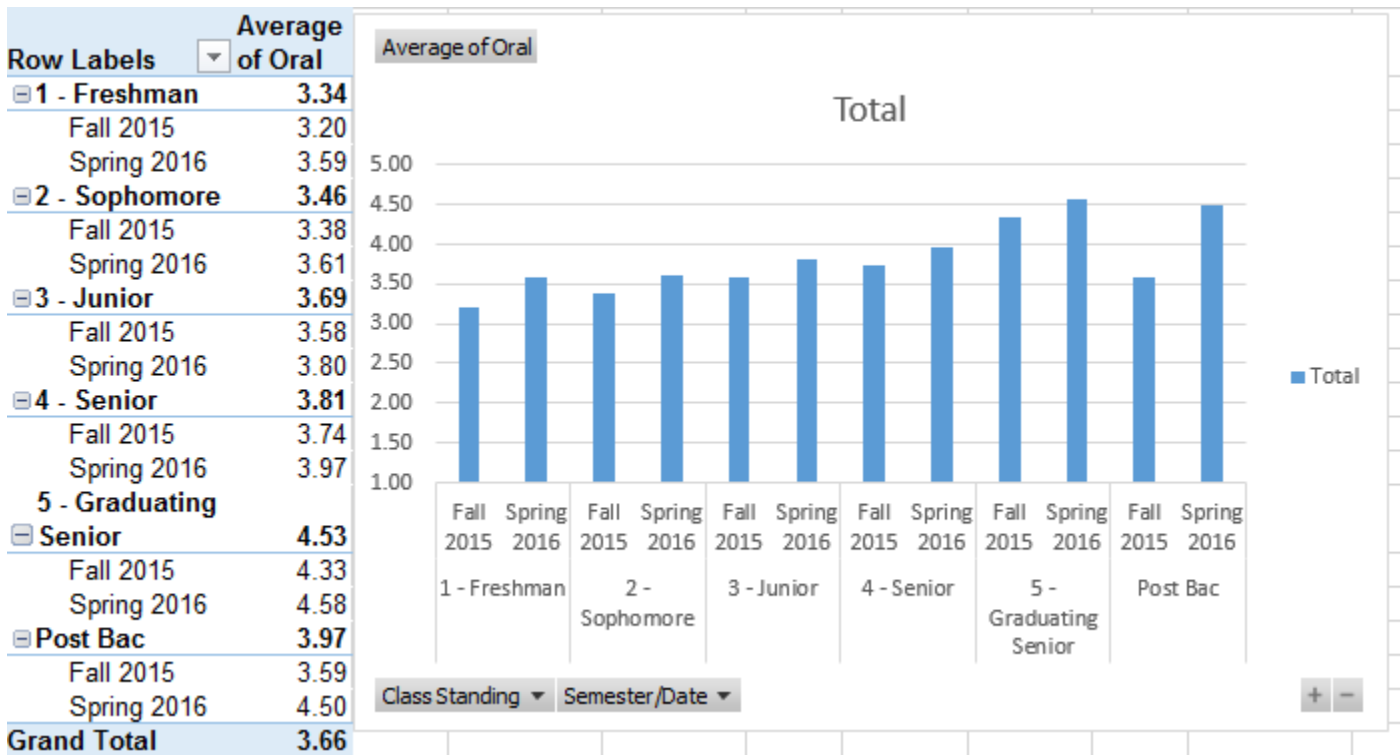
Class Standing	Post Bac
Row Labels	
Average of Oral	
Acting/Directing	3.73
Theatre Education	4.21

Average of Written	
Acting/Directing	3.60
Theatre Education	4.08
Average of Visual	
Acting/Directing	3.57
Theatre Education	4.29
Average of Artistic	
Acting/Directing	3.47
Theatre Education	3.75
Average of Metacognition	
Acting/Directing	3.77
Theatre Education	4.60
Average of Organization	
Acting/Directing	3.77
Theatre Education	4.73
Average of Motivation	
Acting/Directing	4.07
Theatre Education	4.80
Average of Discipline	
Acting/Directing	4.27
Theatre Education	4.87
Average of Overall Success	
Acting/Directing	3.93
Theatre Education	4.80
Total Average of Oral	3.97
Total Average of Written	3.86
Total Average of Visual	3.93
Total Average of Artistic	3.59
Total Average of Metacognition	4.21
Total Average of Organization	4.29
Total Average of Motivation	4.43
Total Average of Discipline	4.57
Total Average of Overall Success	4.38

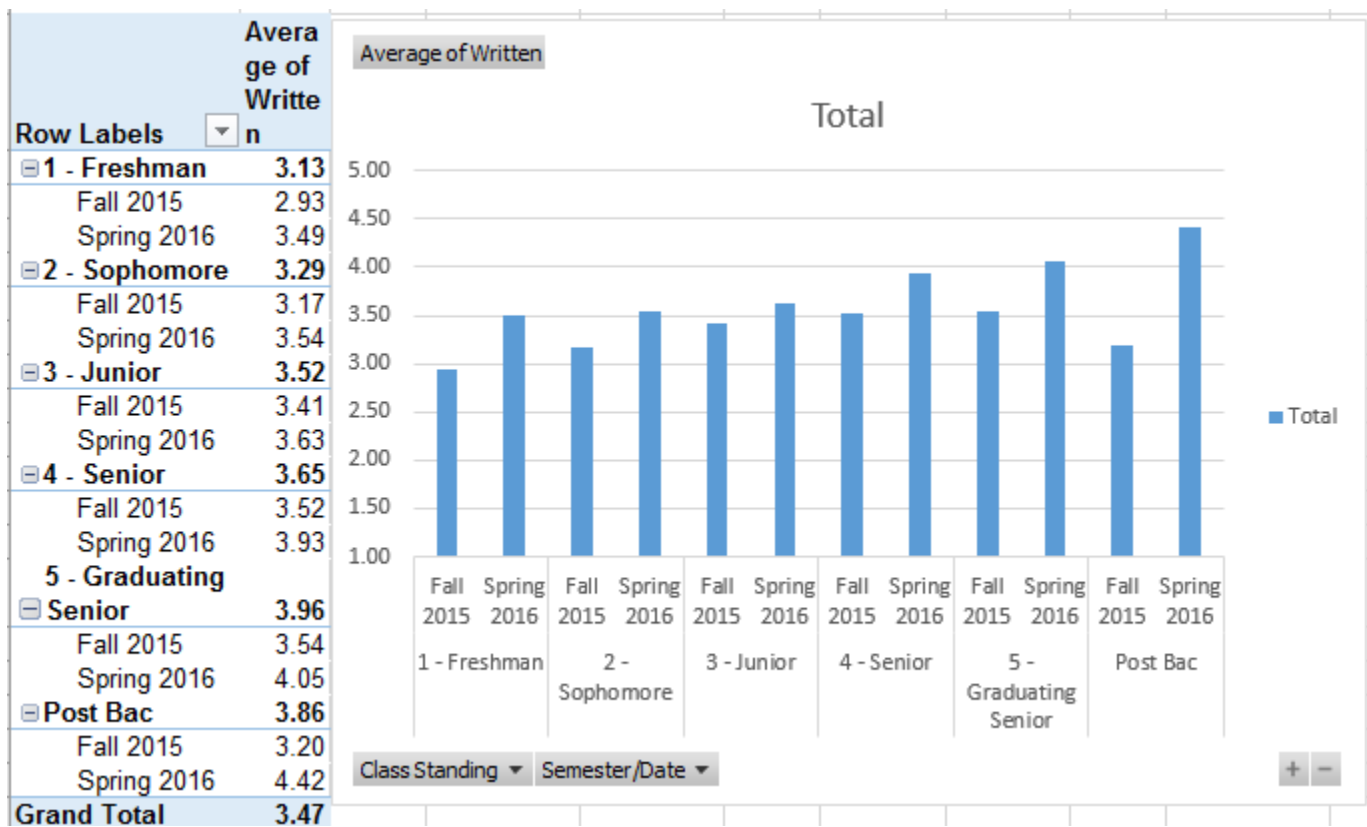
Our Post Bac program is growing and we are up to three currently enrolled, with more contacting me on a regular basis. Our Post Bac students score highly and are clearly assets to the program. I think this points to the fact that we ought to strongly consider a MA or a MFA. My suggestion would be to look at partnering with Ed for a MA in Theatre Teaching and to consider a MFA in Musical Theatre, as there are currently only 2 in the country.

Performance Analyzed by Class Ranking:

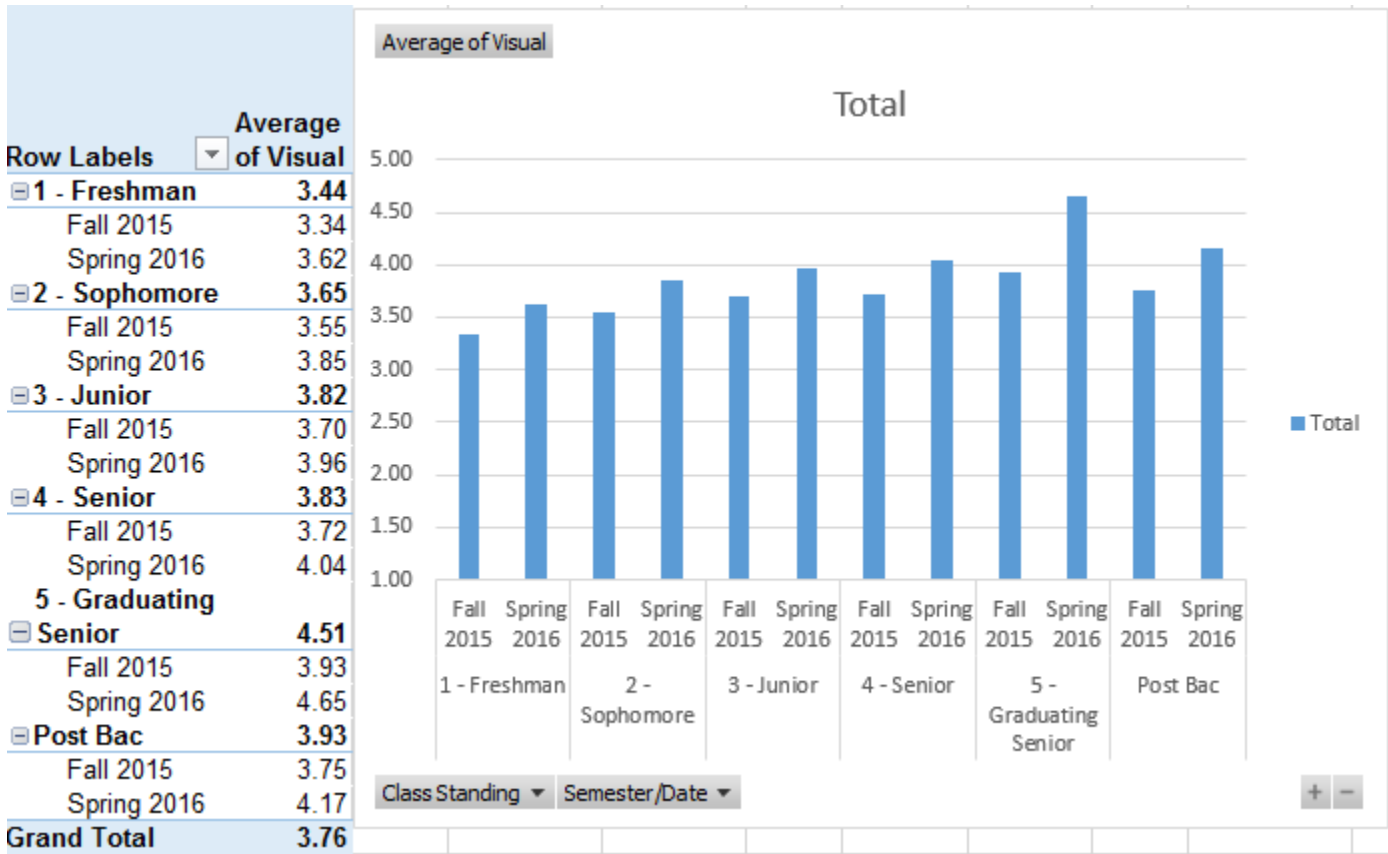
Oral



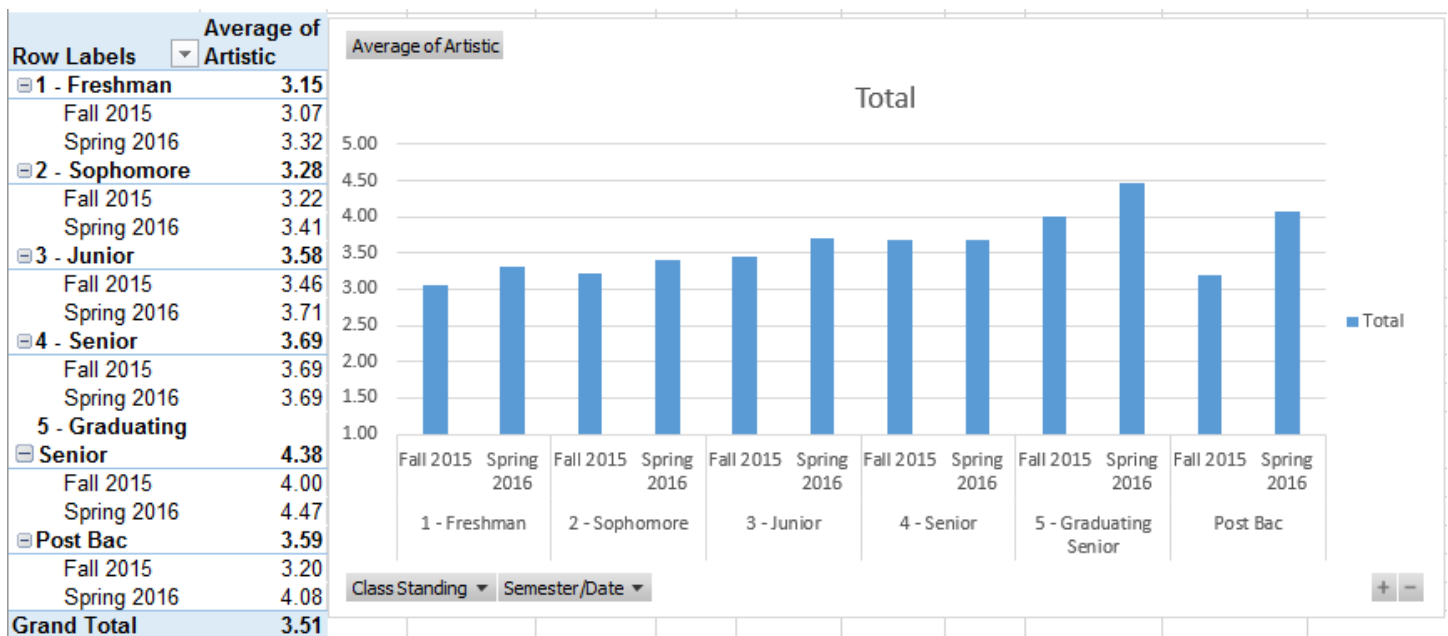
Written



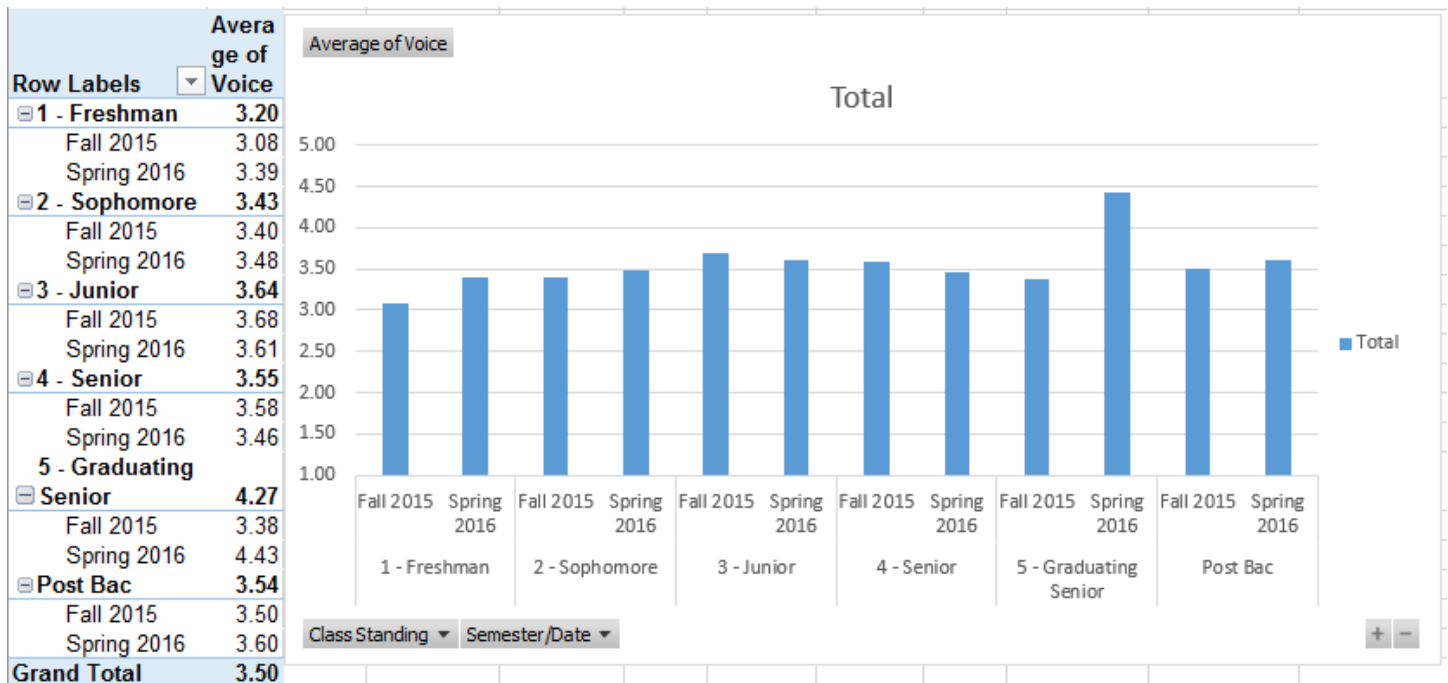
Visual



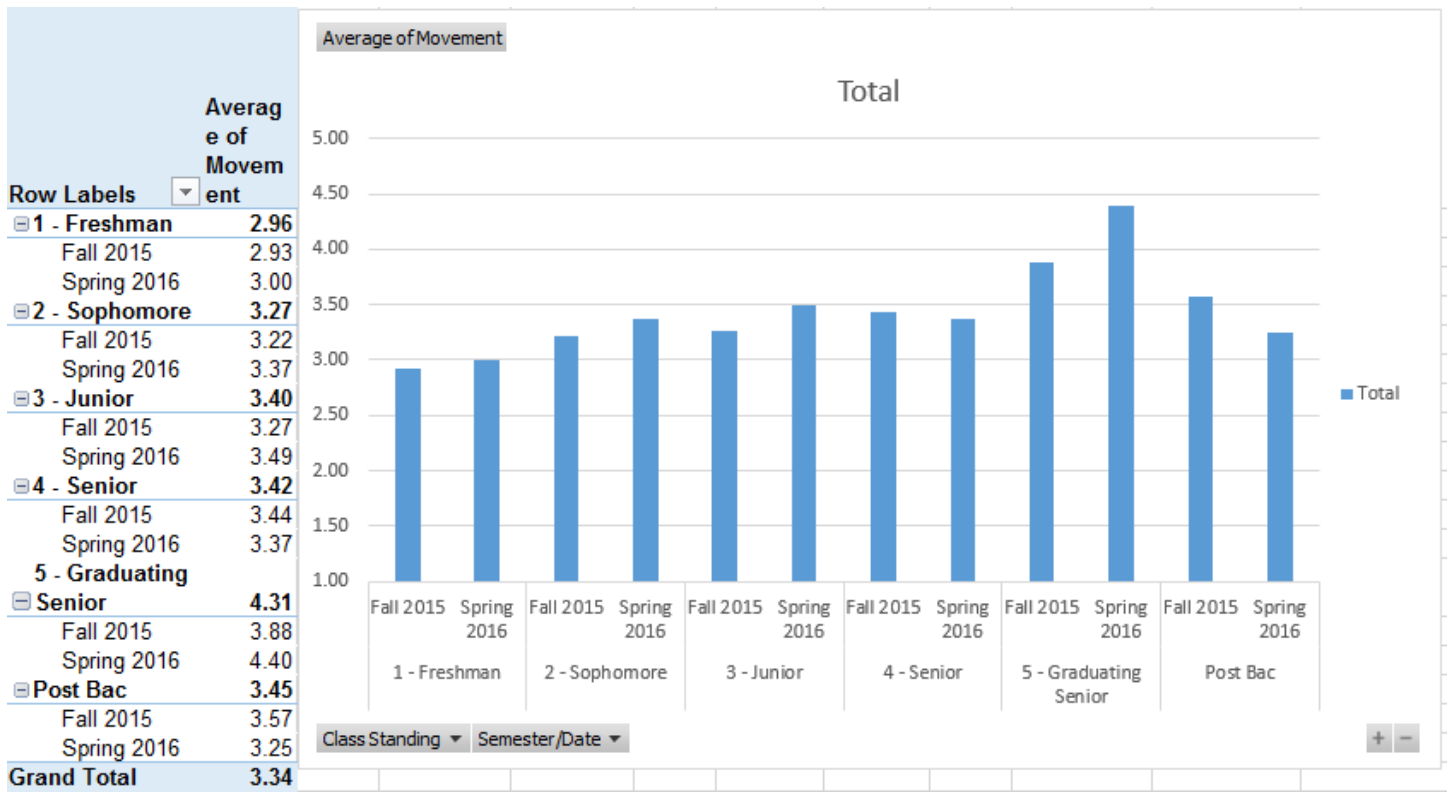
Artistic



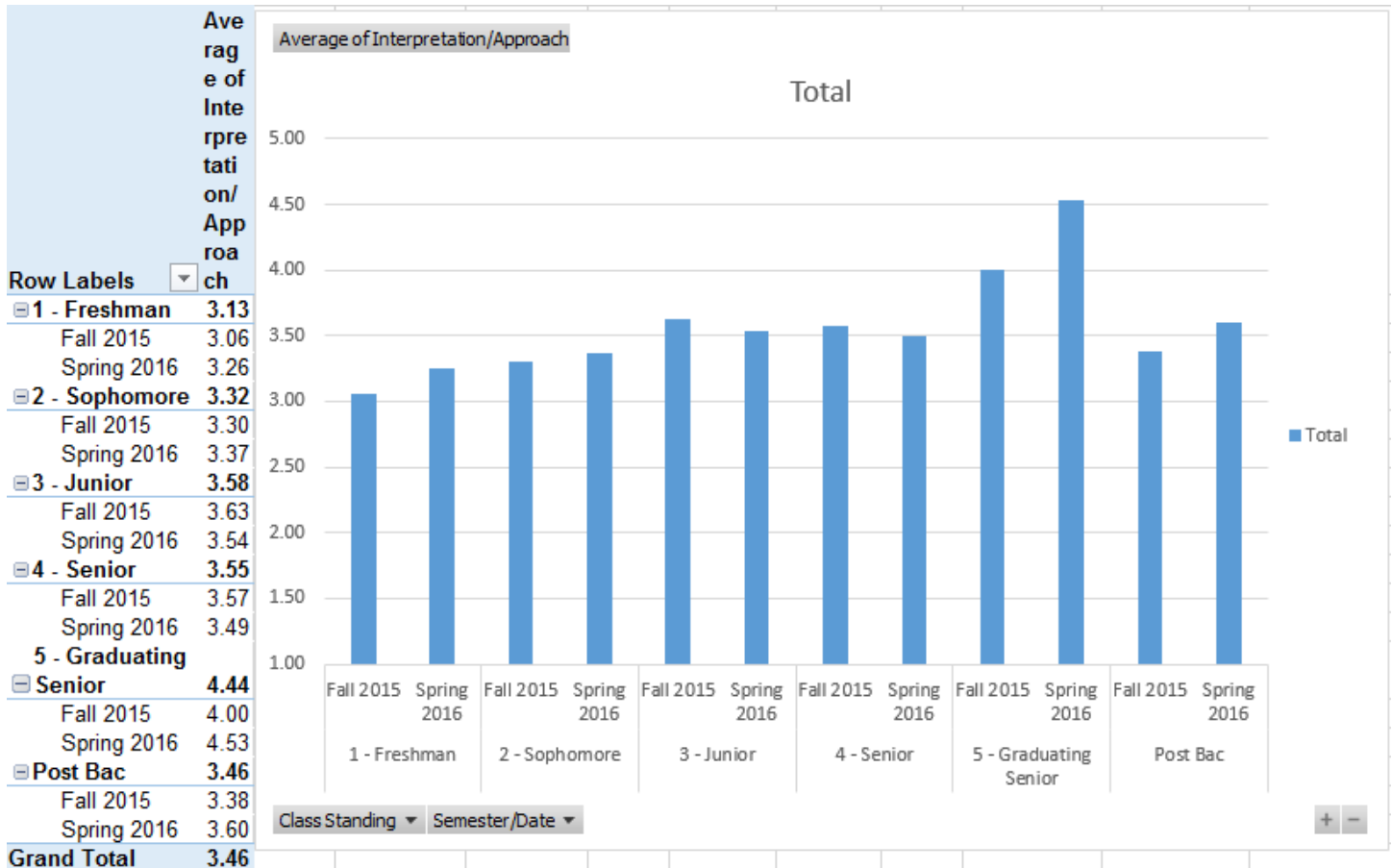
Voice



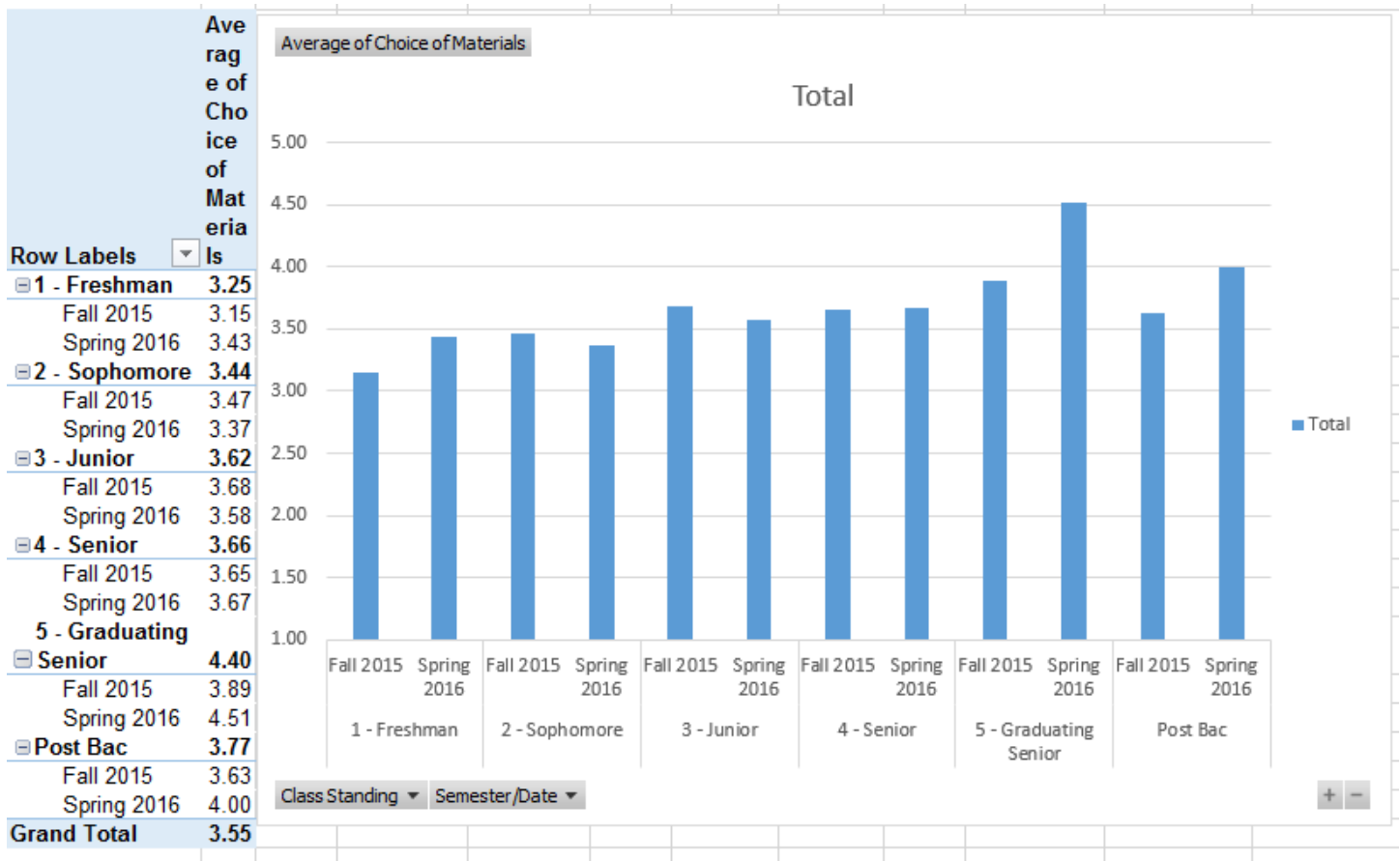
Movement



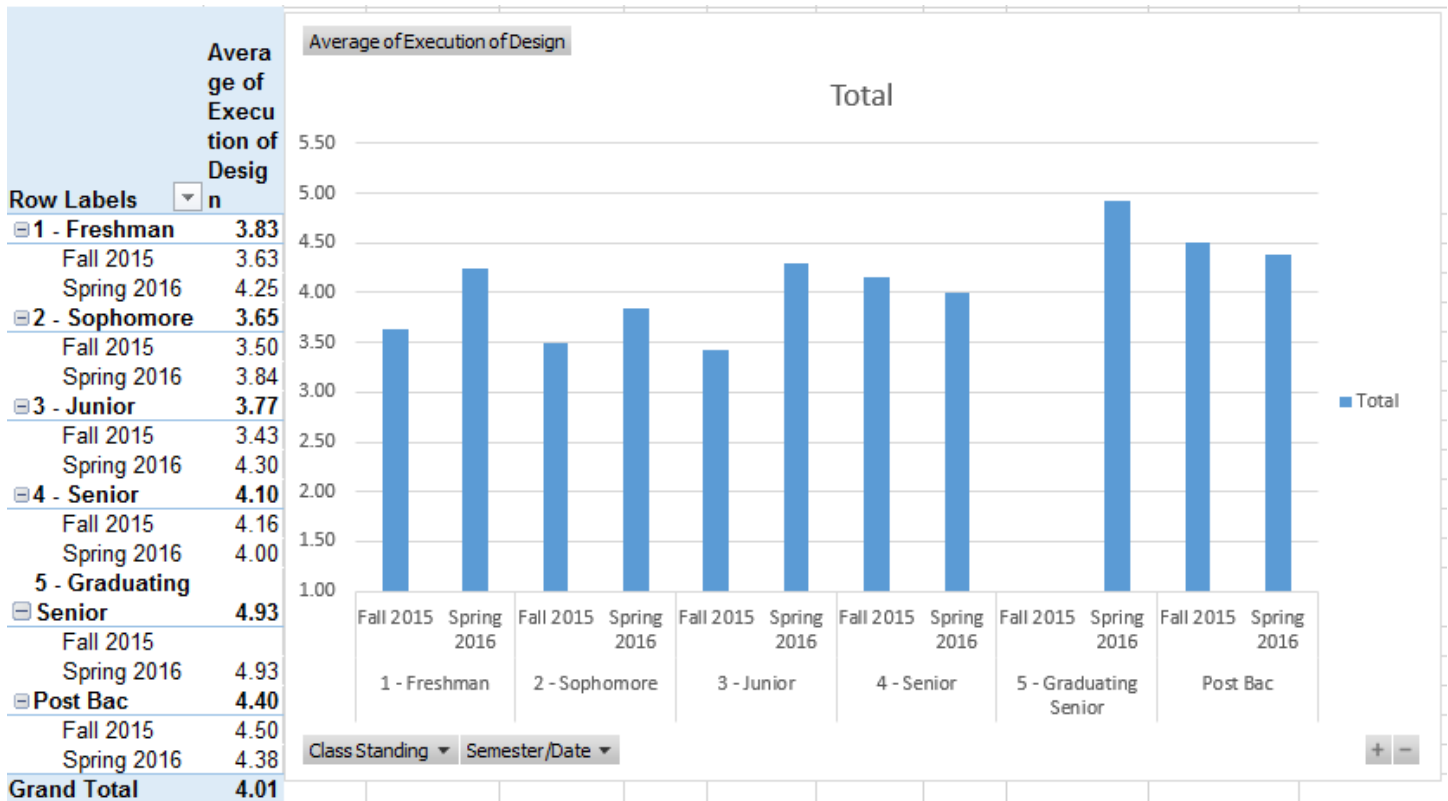
Interpretation/Approach



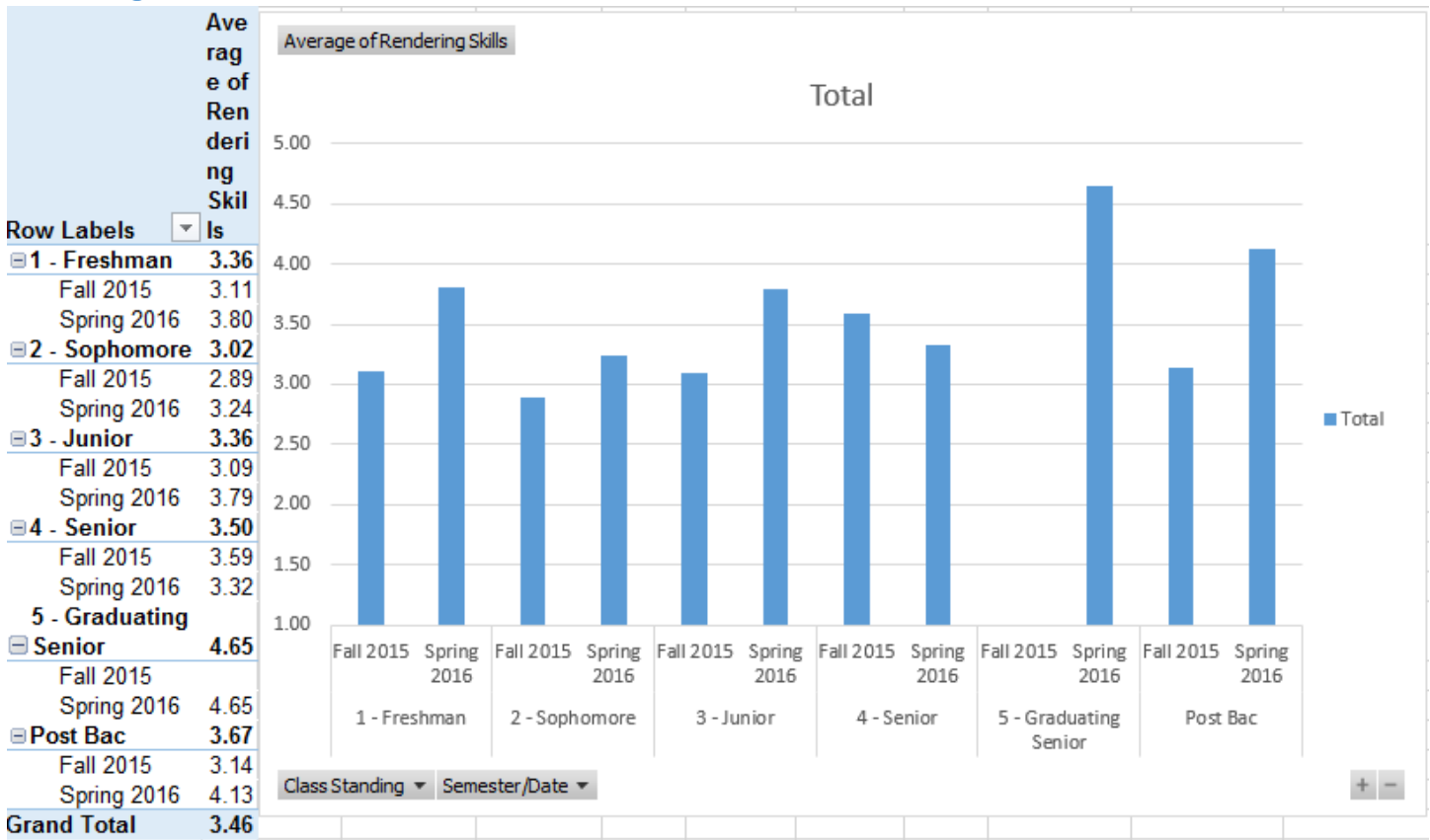
Choice of Materials



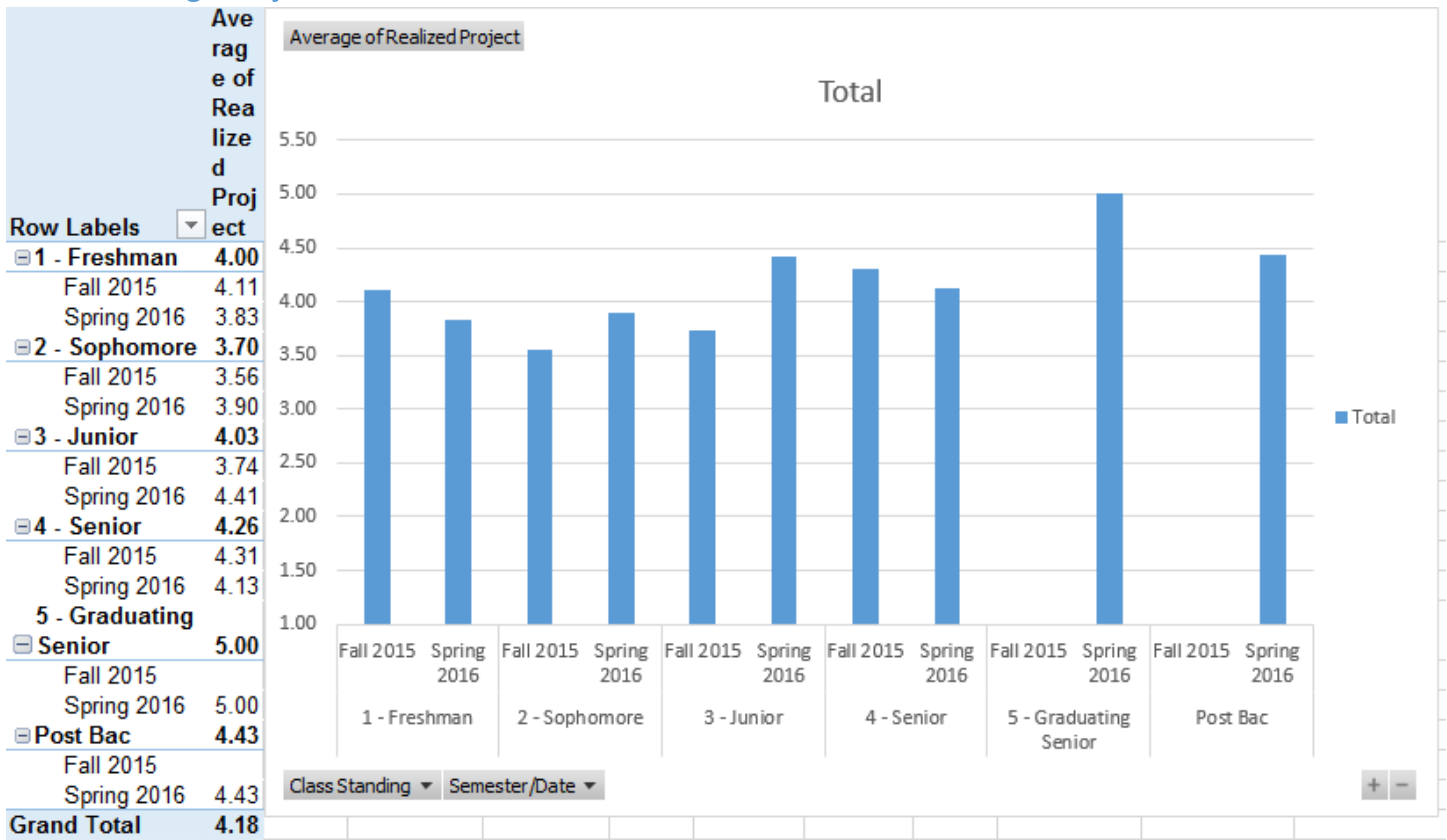
Execution of Design



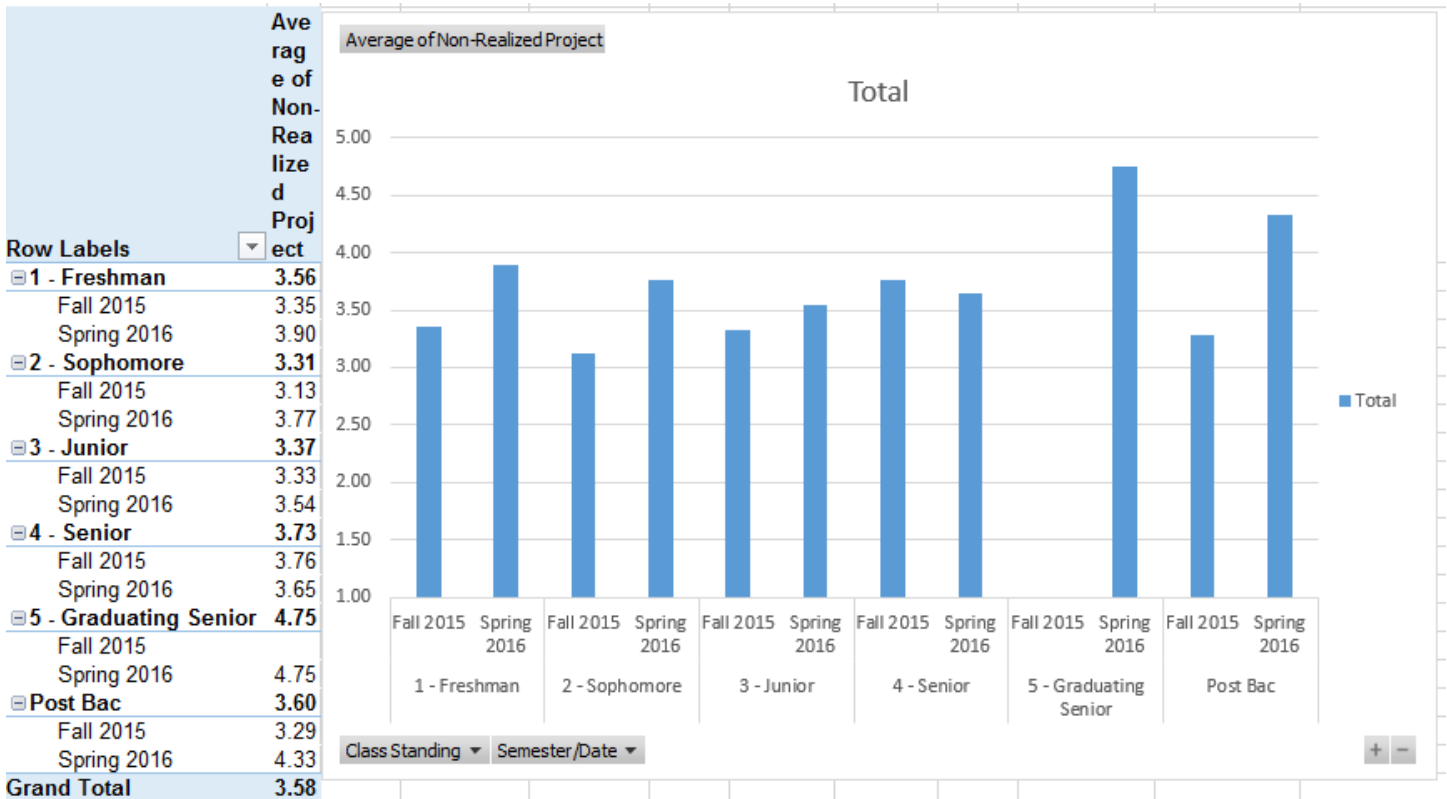
Rendering Skills



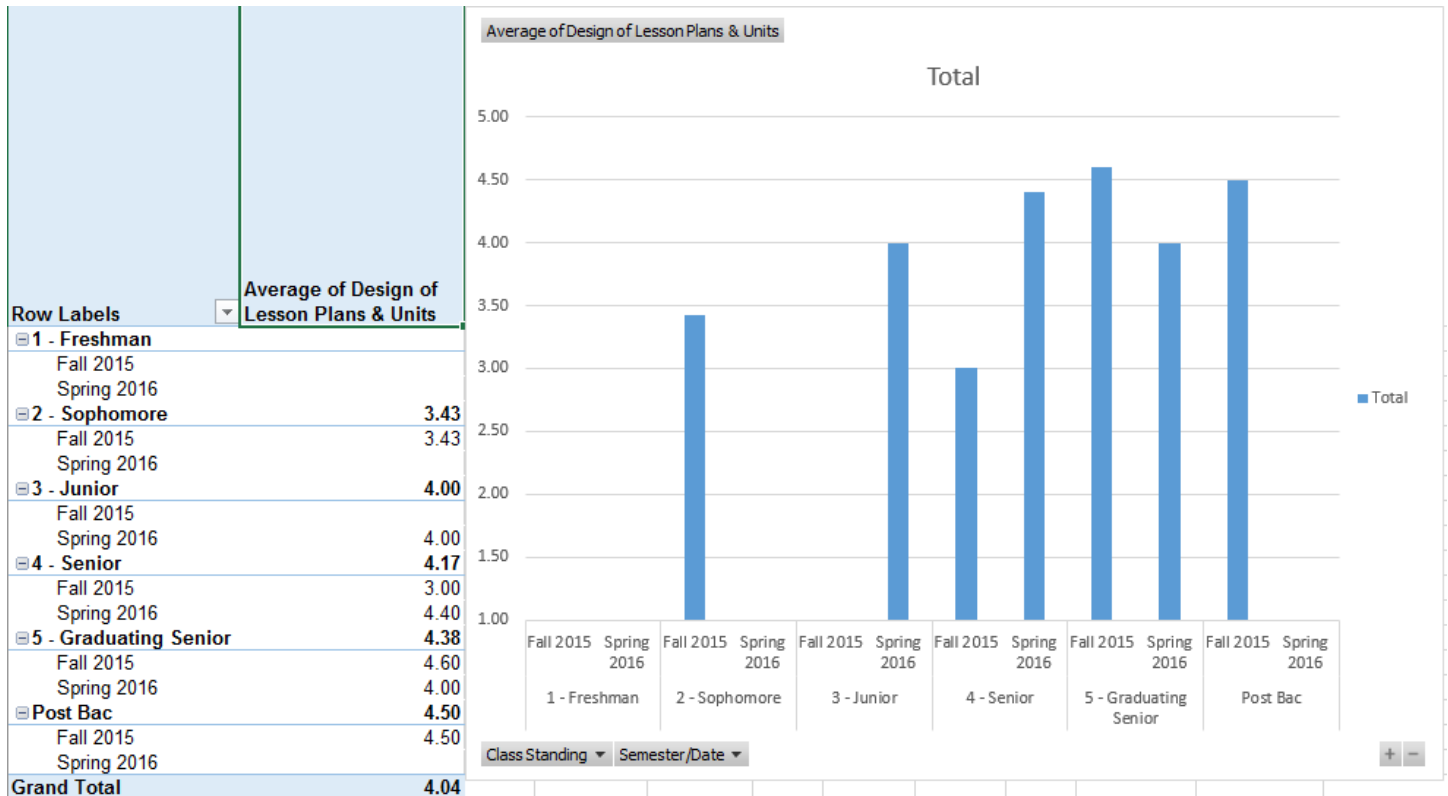
Realized Design Project



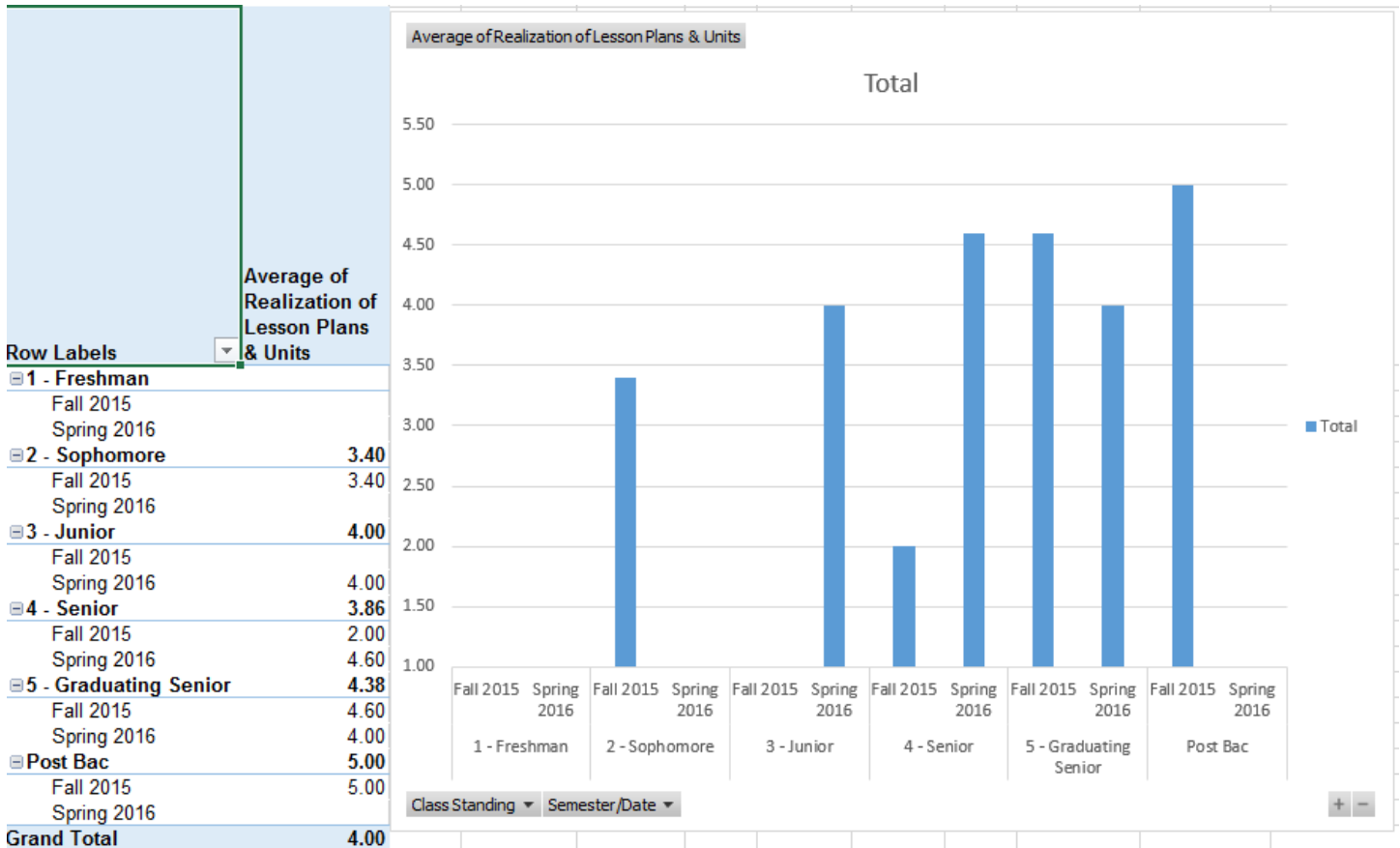
Non-Realized Design Project



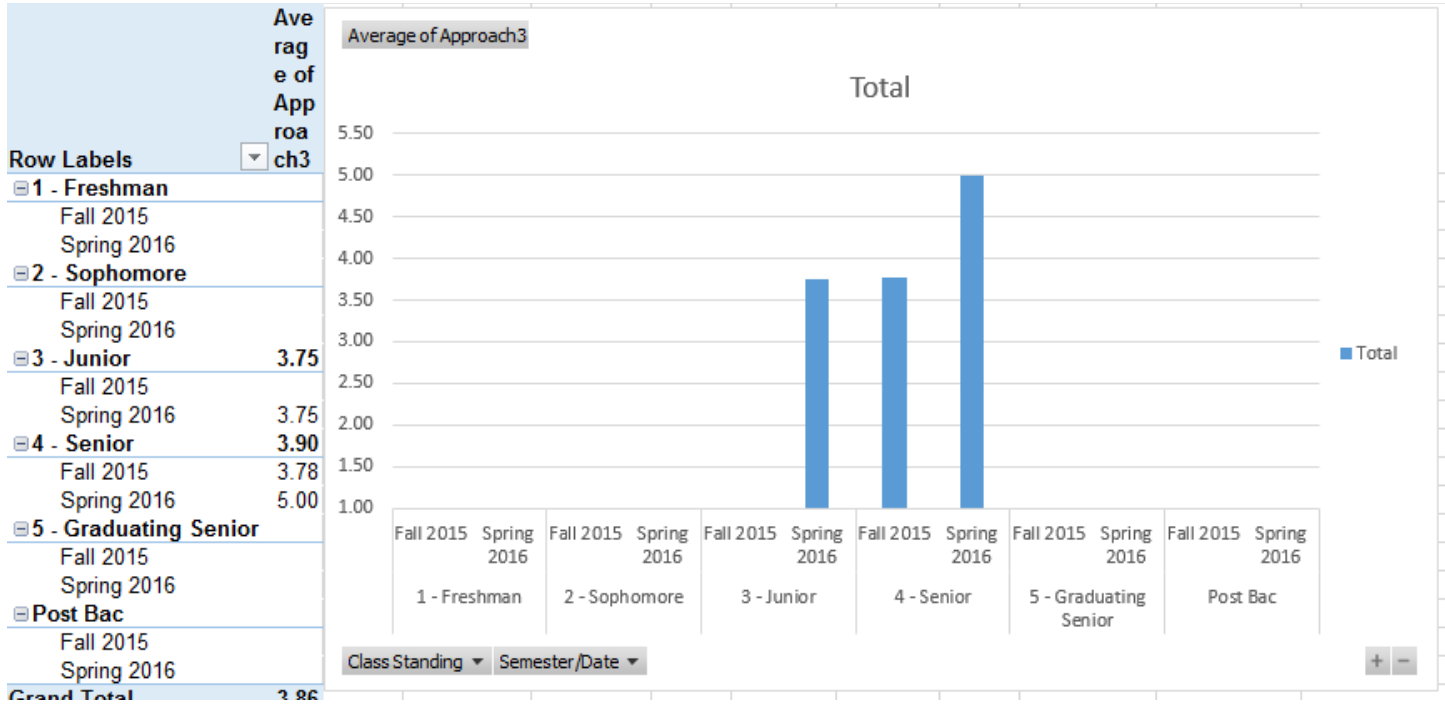
Design of Lesson Plan & Units



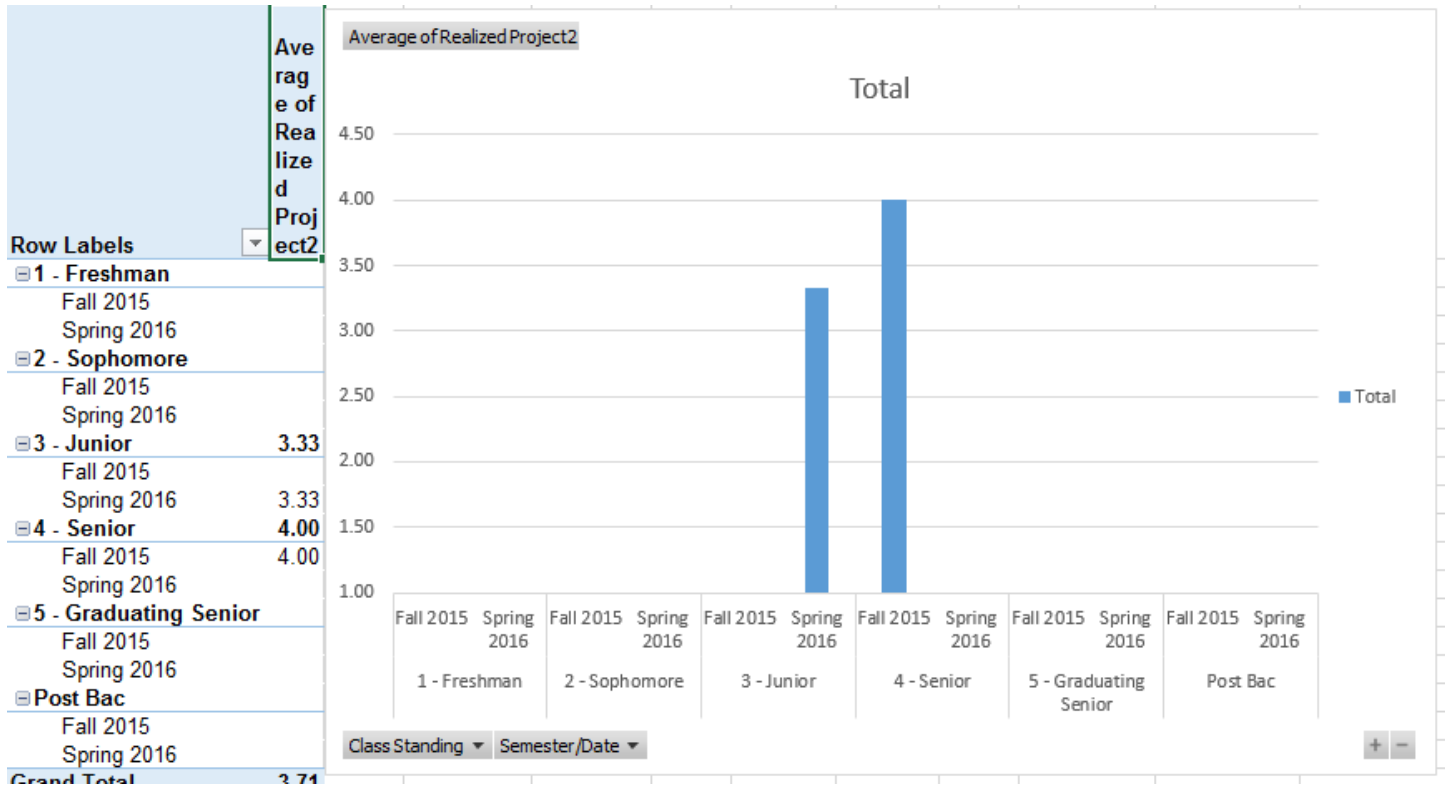
Realization of Lesson Plan & Units



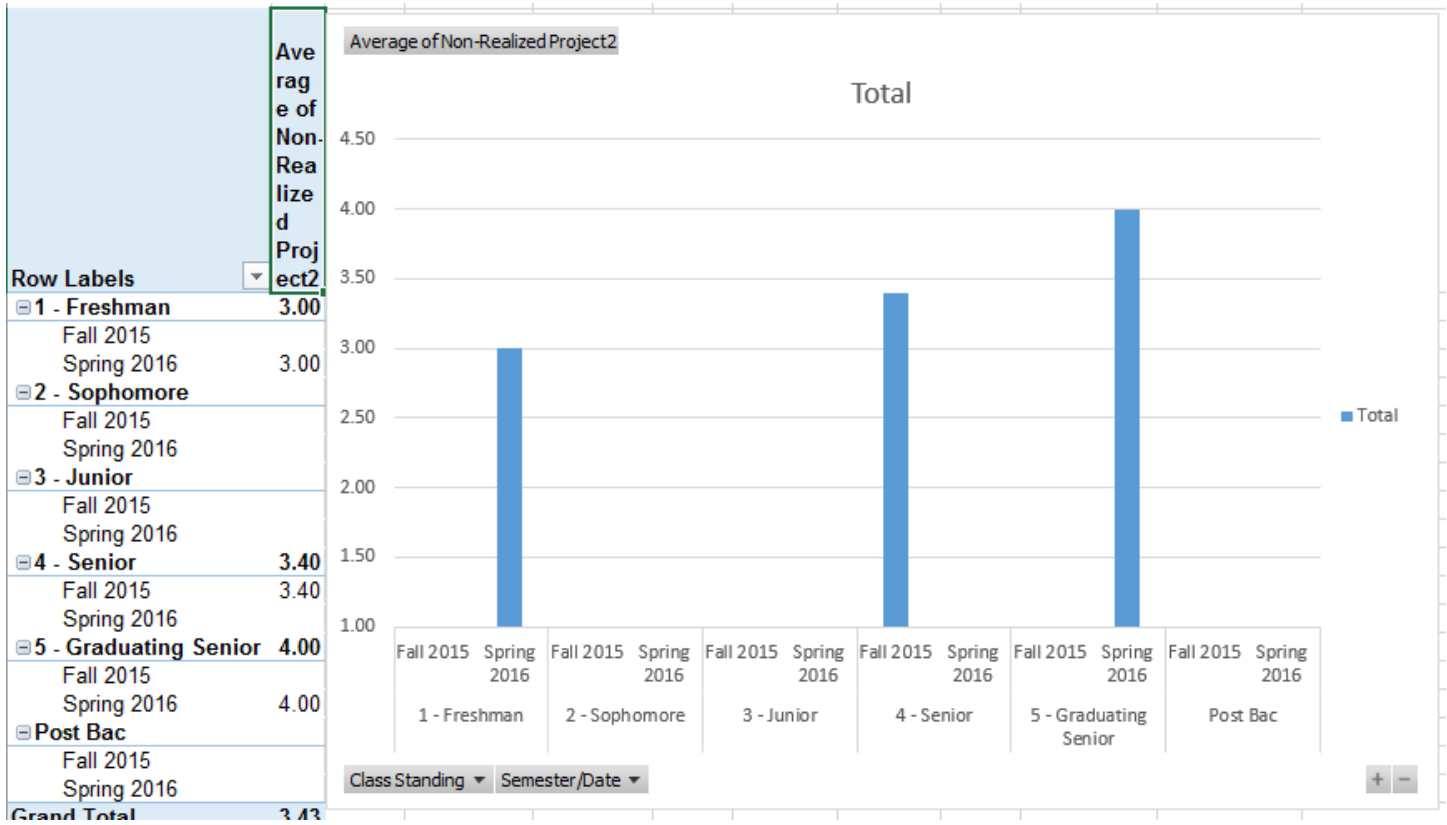
Approach to Dramaturgy/Playwriting/Educational Project:



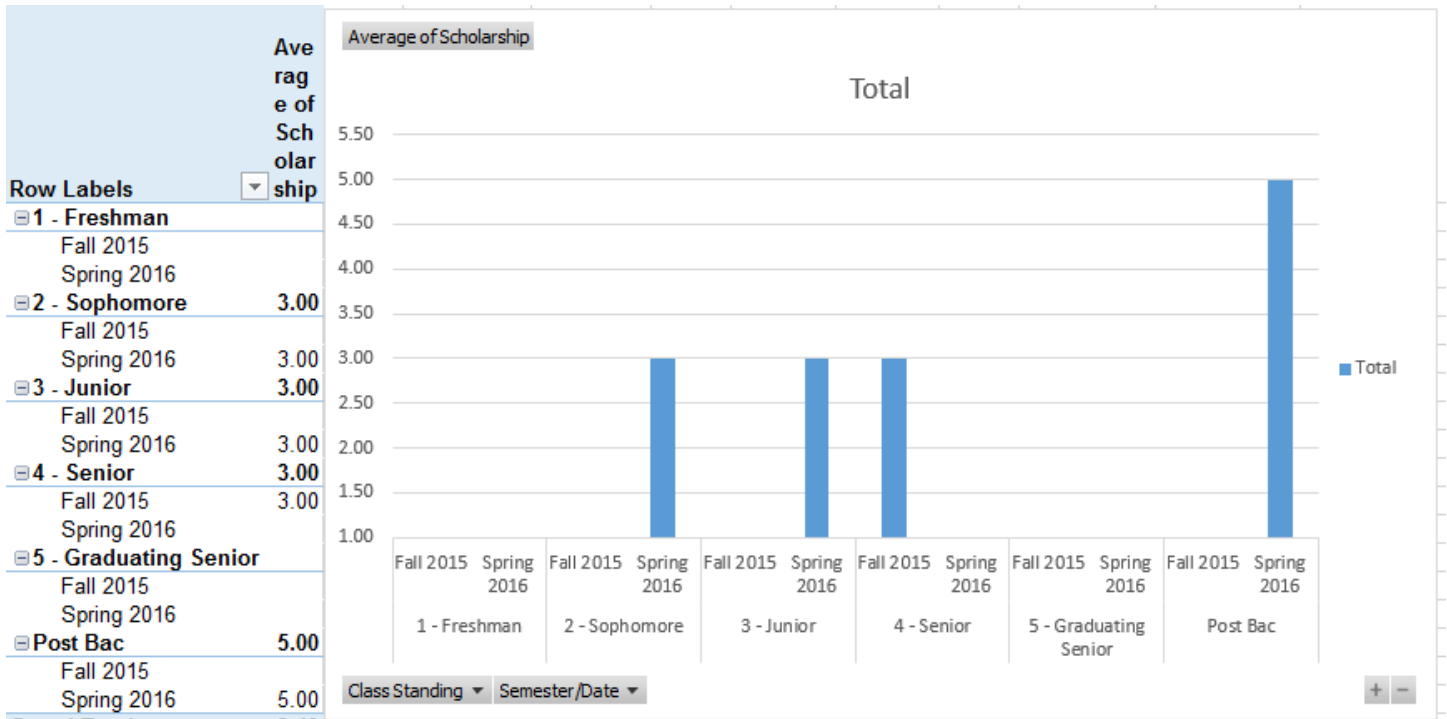
Realized Dramaturgy/Playwriting/Educational Project



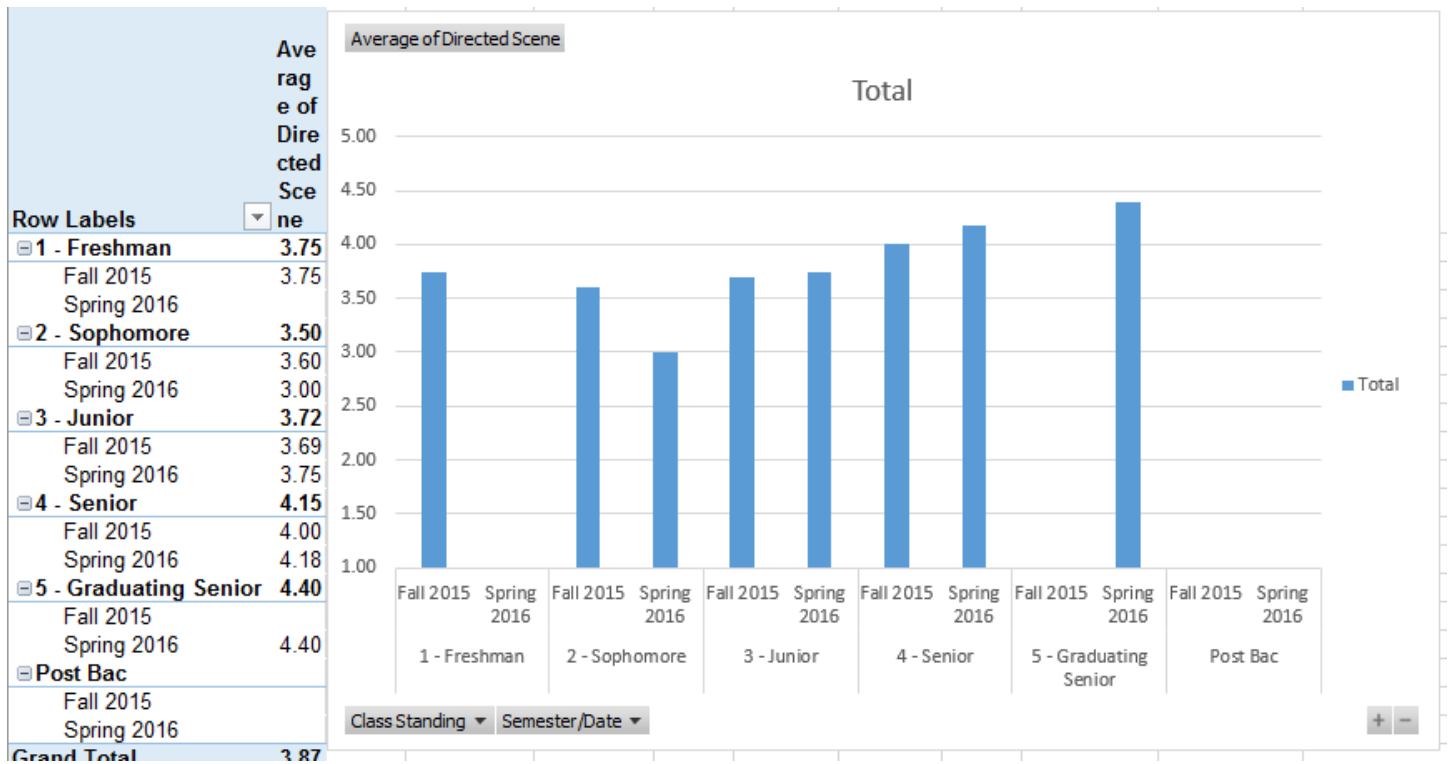
Non-Realized Dramaturgy/Playwriting/Educational Project



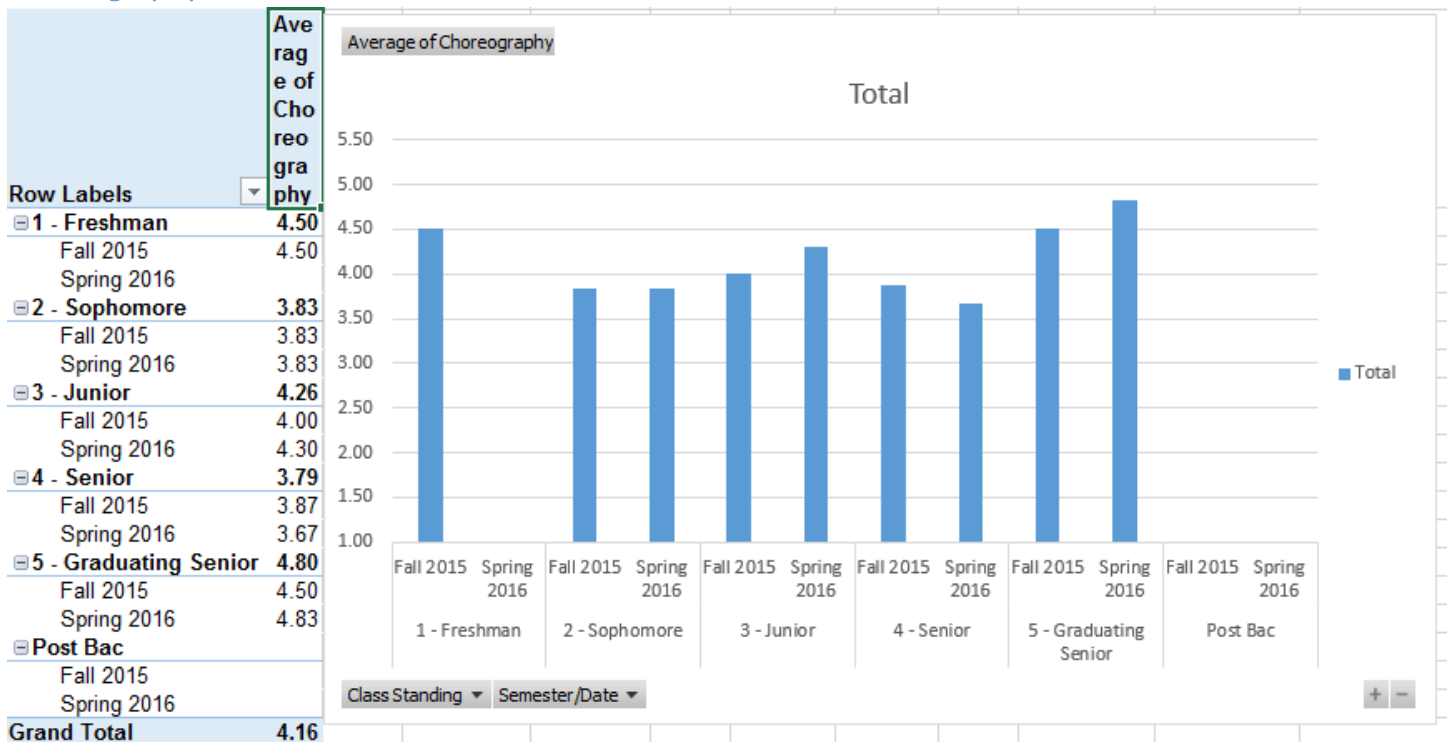
Scholarship



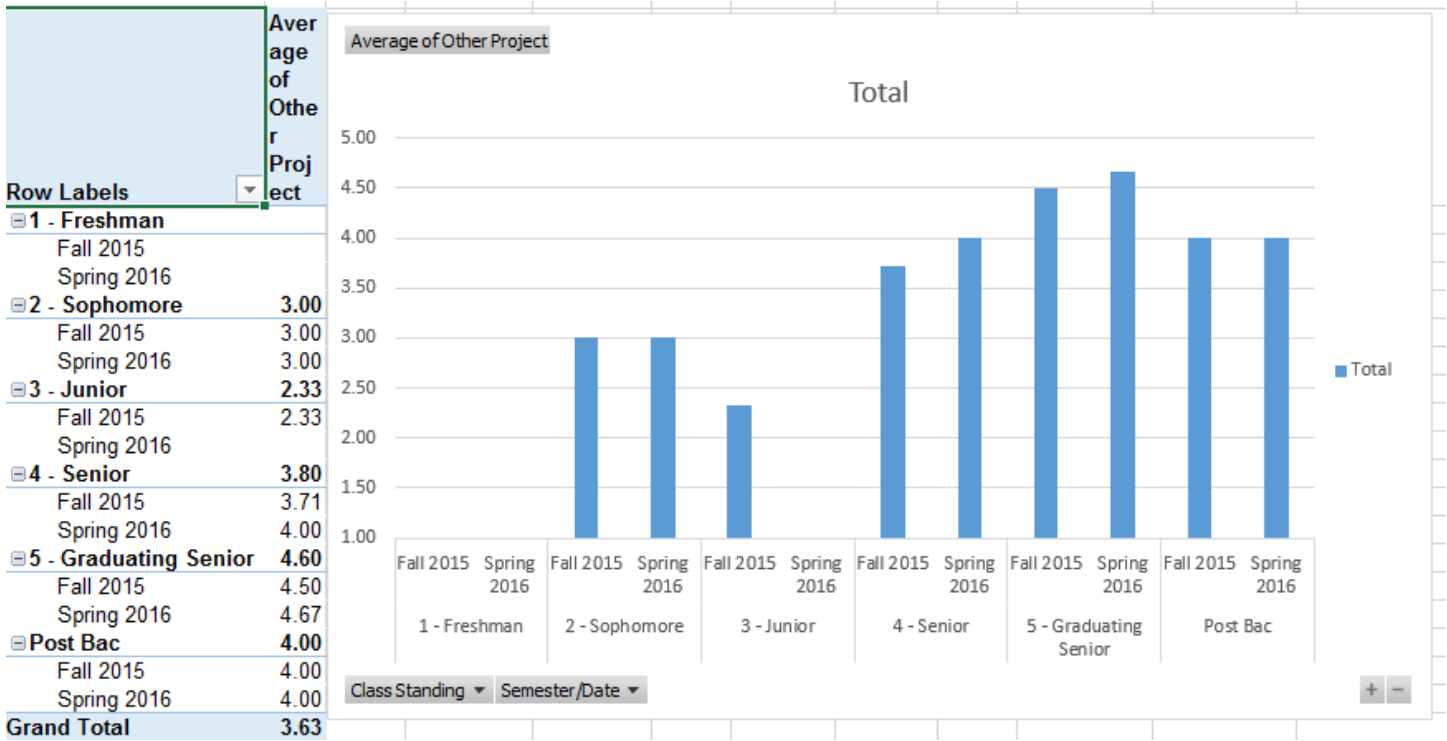
Directed Scene



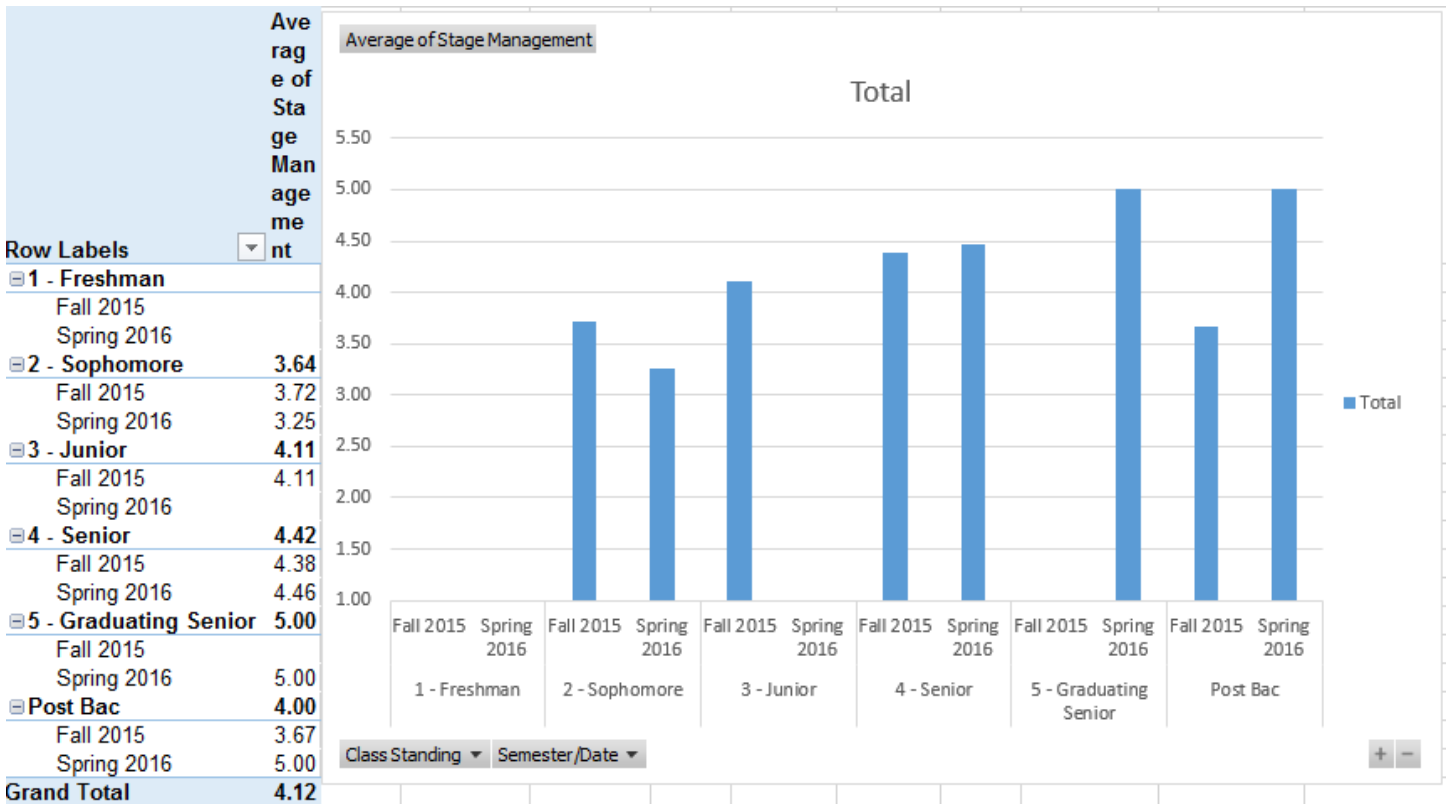
Choreography



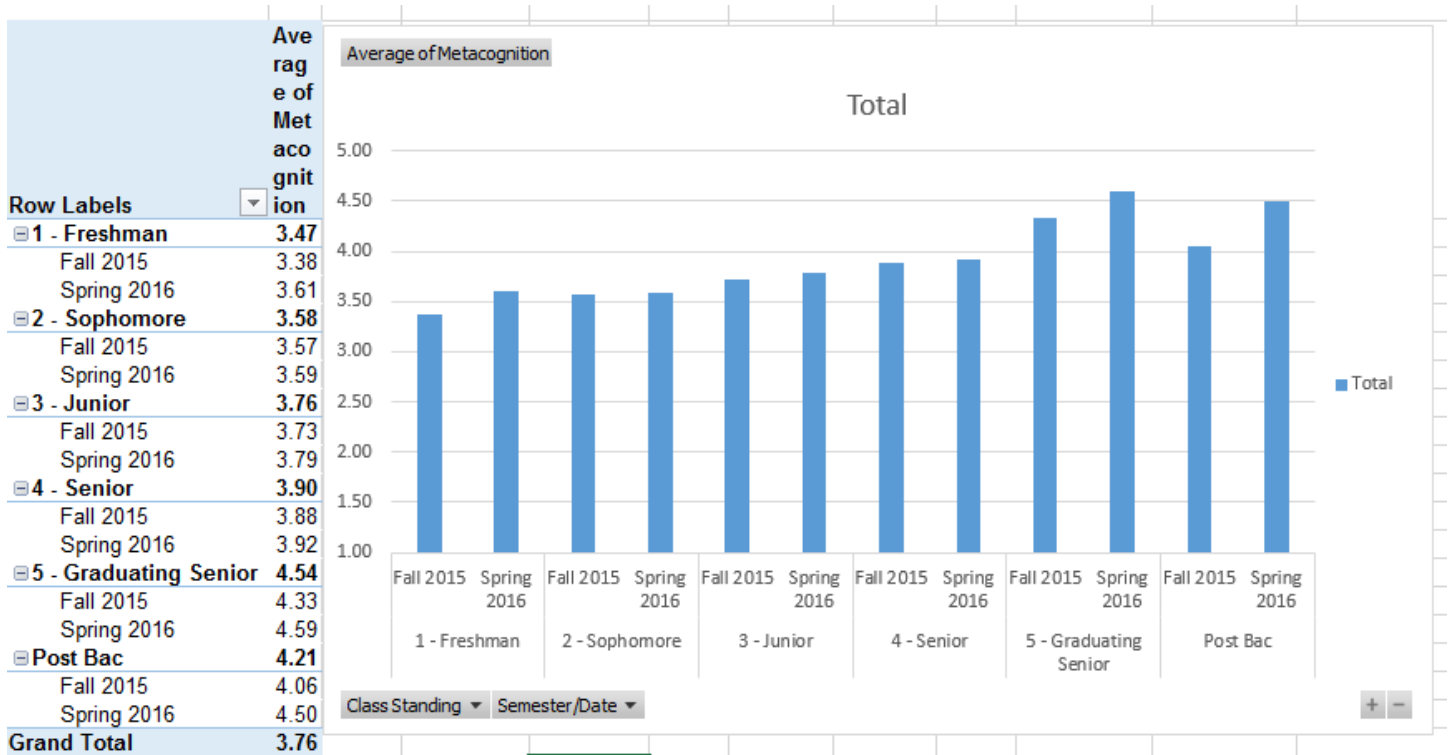
Other Educational Project



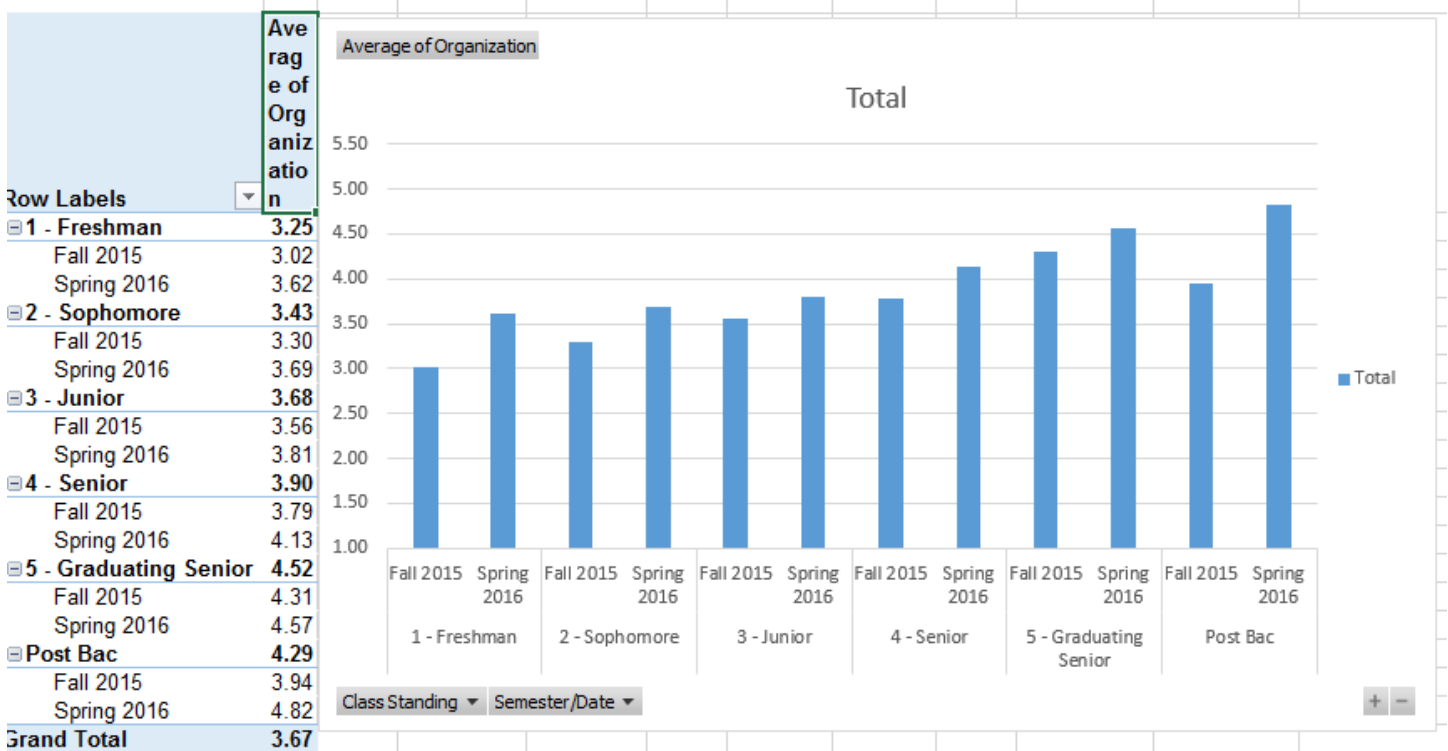
Stage Management



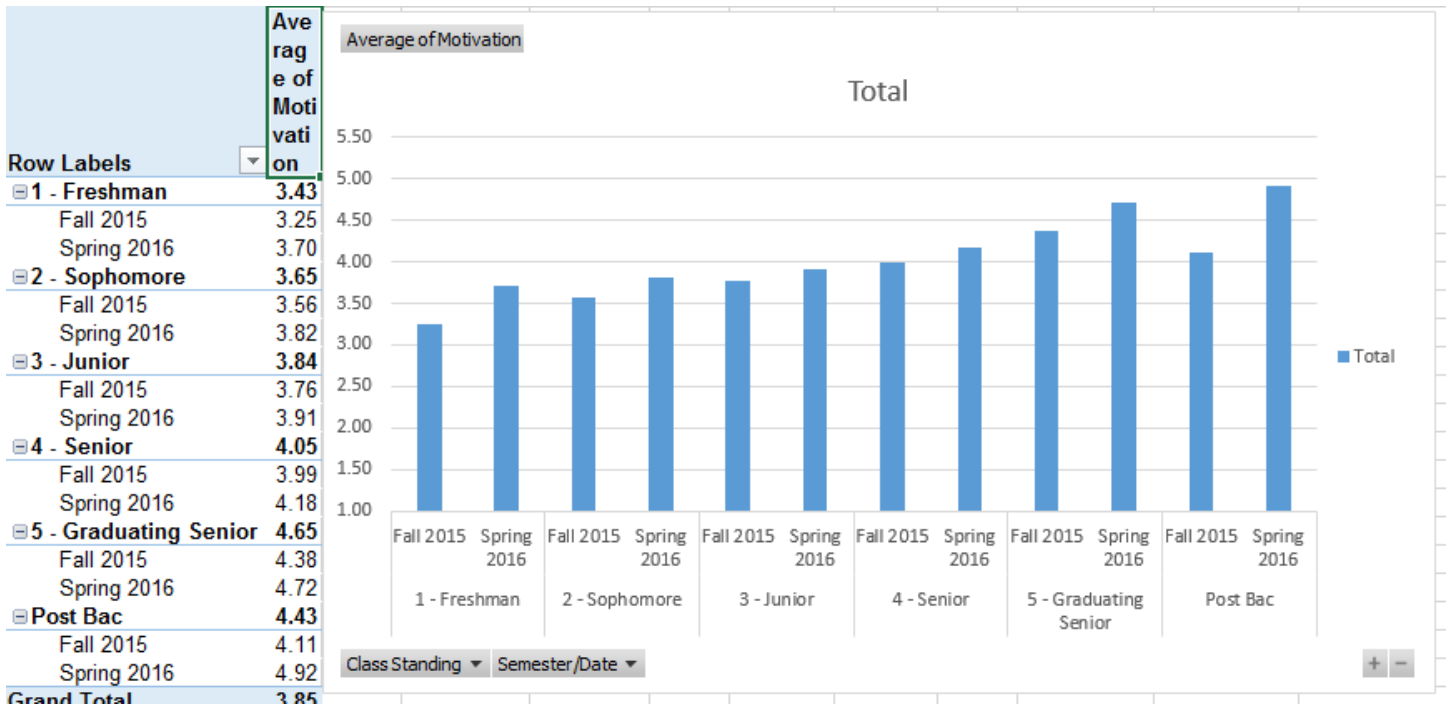
Metacognition



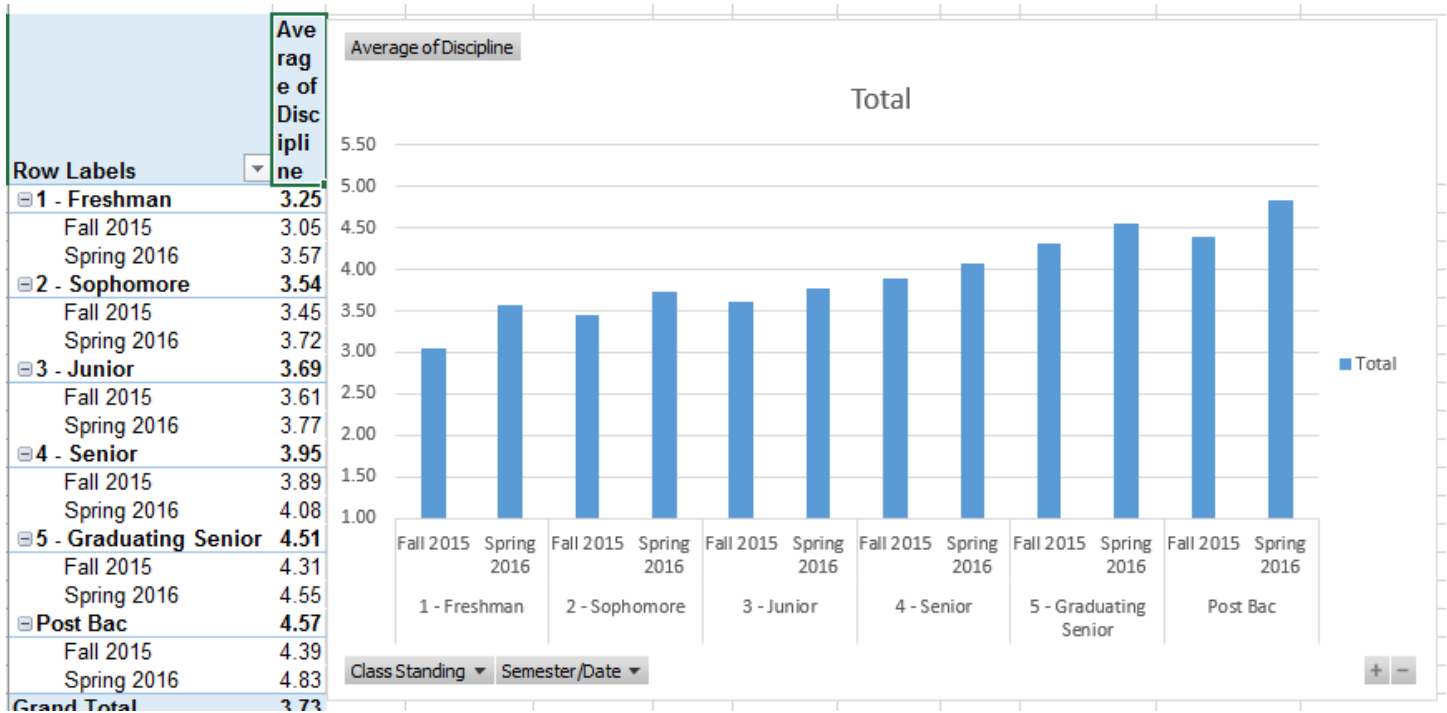
Organization



Motivation



Discipline



Overall Success

