Identify Expected Outcomes:

**Student Learning Outcomes:**

1. Students will demonstrate an understanding of how to construct and express a cohesive, effective argument both in written form and orally. These expectations include growing competency in clearly expressing ideas with words, supporting assertions with sufficient evidence, and demonstrating knowledge of appropriate source material. Additionally, students will develop presentation skills that allow them to effectively convey their argument confidently, concisely, and coherently in an oral presentation.

2. Students will demonstrate the ability to analyze a play text – identifying its component parts and how they work together to create a coherent piece. These expectations include growing competency in close reading skills, identifying themes and structures, and reading texts for performance or theatrical possibilities.

3. Students will demonstrate the ability to collaborate and an understanding of the collaborative nature of theatre and performance. These expectations include growing competency of the various collaborators included in a theatrical production process (actor, director, designer, dramaturg etc.), increased knowledge of how those collaborators interact with one another and how to participate themselves in such processes.

4. Students will demonstrate and understanding of the myriad possible global perspectives that theatre and performance provide. These expectations include growing competency in awareness of global performance forms and traditions, in knowledge of the global nature of contemporary performance, and in the interconnectivity of traditionally Western theatrical traditions to global contexts and traditions.

**Non-Student Learning Outcome:**

5. Students will express satisfaction with their chosen academic program and feel prepared to enter the world post-graduation prepared for a variety of potential career and/or further educational options.

Describe Assessment Methods for Each Expected Outcome:

**Measure A: Script Analysis Paper** (Outcome 1, 2): The Script Analysis paper is written and completed by every BA student in THEA 3700 (20-30 students) and is designed to evaluate student competencies in analyzing a script and constructing and argument for an interpretation of a performance text. A random sampling of student papers (roughly 7 out of 20/30) are selected and evaluated by at least two BA faculty based upon the assessment rubric (attached as Addendum A).

**Measure B: Oral Presentations** (Outcome 1): All BA students must create and present oral presentations in two different classes on each end of their coursework. As first year students, BA majors must take Introduction to Theatre for Majors I (THEA 1110) and as seniors they must
take the Senior Capstone (THEA 4980). Each course has at least one required oral presentation. A random sampling (7 out of 30 for Intro I, 5 out of 20 for Capstone) are selected and evaluated by at least three BA faculty using the designated assessment rubric (attached as Addendum B).

Measure C: Group Performance Projects (Outcome 1, 2, 3): All BA students take the Senior Capstone (THEA 4980) and complete a group performance project as the final outcome of the course. While the project may take on a wide variety of forms, a single assessment rubric is used to assess the performance for its demonstration of collaborative techniques. All faculty members in attendance at the final performance fill out an assessment rubric (Attachment C) and the scores are compiled.

Measure D: Exit Surveys/Global Competancy Evaluation (Outcomes 1, 2, 3, 4 & 5): Students in the Senior Capstone course (THEA 4980) complete a Survey/Evaluation (Attachment D) at the end of the semester that both outlines their accomplishments and achievements in the BA during their time as degree candidates, but also evaluates their knowledge of some critical global issues in theatre. Through a short series of questions/identifications that evolves based on contemporary issues, students demonstrate their knowledge of theatre as a global practice.

Describe Findings in Detail: (details to come Dec 2013)

Script Analysis Paper:

Oral Presentations:

Group Performance Projects:

Exit Surveys:

Describe Improvements Made Based on Findings: (details to come Dec 2013)

Script Analysis Paper:

Oral Presentations:

Group Performance Projects:

Exit Surveys:
Attachment A: BA Assessment Rubric for Evaluation of Script Analysis Paper

BA Assessment Rubric for Evaluation of Select Script Analysis Papers

BA Student Outcomes Targeted:
1. Students will demonstrate an understanding of how to construct and express a cohesive, effective argument both in written form and orally. These expectations include growing competency in clearly expressing ideas with words, supporting assertions with sufficient evidence, and demonstrating knowledge of appropriate source material. Additionally, students will develop presentation skills that allow them to effectively convey their argument confidently, concisely, and coherently in an oral presentation.

2. Students will demonstrate the ability to analyze a play text – identifying its component parts and how they work together to create a coherent piece. These expectations include growing competency in close reading skills, identifying themes and structures, and reading texts for performance or theatrical possibilities.

Student: ______________________
Date: ______________________
Evaluator: ____________________

Rank the following from 1 to 4 with 4 being the highest score

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Marginal</th>
<th>1 Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports assertions with sufficient evidence (1)</td>
<td>The student consistently supports their assertions with sufficient, strong evidence in their paper.</td>
<td>The student adequately supports their assertions with sufficient evidence in their paper.</td>
<td>The student inconsistently supports their assertions with sufficient evidence in their paper.</td>
<td>The student fails to support their assertions with sufficient evidence in their paper.</td>
</tr>
<tr>
<td>Rank: ___</td>
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<td></td>
</tr>
<tr>
<td>Uses appropriate source material (1)</td>
<td>The student consistently uses appropriate, strong source material for their subject in their paper.</td>
<td>The student adequately uses appropriate source material for their subject in their paper.</td>
<td>The student inconsistently uses appropriate source material for their subject in their paper.</td>
<td>The student fails to use appropriate source material for their subject in their paper.</td>
</tr>
<tr>
<td>Rank: ___</td>
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<td></td>
</tr>
<tr>
<td>Identifies the component parts that come together to create a cohesive play (2)</td>
<td>The student consistently demonstrates substantial knowledge of the component parts that come together to create a cohesive play in their paper.</td>
<td>The student adequately demonstrates knowledge of the component parts that come together to create a cohesive play in their paper.</td>
<td>The student inconsistently demonstrates knowledge of the component parts that come together to create a cohesive play in their paper.</td>
<td>The student fails to demonstrate knowledge of the component parts that come together to create a cohesive play in their paper.</td>
</tr>
<tr>
<td>Rank: ___</td>
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</tr>
<tr>
<td>Identifies within the text concrete performance or theatrical possibilities (2)</td>
<td>The student consistently identifies substantial concrete examples of theatrical and performative possibilities contained within the text within their paper.</td>
<td>The student adequately identifies concrete examples of theatrical and performative possibilities contained within the text within their paper.</td>
<td>The student inconsistently identifies concrete examples of theatrical and performative possibilities contained within the text within their paper.</td>
<td>The student fails to identify concrete examples of theatrical and performative possibilities contained within the text within their paper.</td>
</tr>
<tr>
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<tr>
<td>Rank: ___</td>
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</tbody>
</table>

Comments: (Optional)
Attachment B: BA Assessment Rubric for Evaluation of Oral Presentations

Circle the Corresponding Ranking below Each Subcategory based upon the previous evaluation

#1 “Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker.”

ADVANCED
Organizational pattern (including specific introduction and conclusion), is sequenced and consistently observable and makes the content of the presentation cohesive. Language choices are appropriately balanced and ethical.

INTERMEDIATE
Organizational pattern (including specific introduction and conclusion), is generally clear and consistent. Language choices are generally appropriate and ethical.

BASIC
Organizational pattern (including specific introduction and conclusion) is only intermittently observable. Language choices occasionally are inappropriately biased.

LITTLE/NONE
Organizational pattern (including specific introduction and conclusion) is not visible. Language choices reflect inappropriate bias.

#2 “Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination.”

ADVANCED
Genre and style of oral argument is consistently appropriate for its intended audience. Student is able to identify different oral communication strategies as appropriate for different groups of listeners.

INTERMEDIATE
Genre and style of oral argument is generally appropriate for its intended audience. Student is generally able to identify different oral communication strategies as appropriate for different groups of listeners.

BASIC
Genre and style of oral argument is only intermittently appropriate for its intended audience. Student shows frequent uncertainty about the appropriateness of different oral communication strategies for different groups of listeners.

LITTLE/NONE
Genre and style of oral argument is not appropriate for its intended audience. Student shows wide-scale uncertainty about the appropriateness of different oral communication strategies for different groups of listeners.
#3 “Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups.”

ADVANCED
In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.

INTERMEDIATE
In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation generally compelling, and speaker appears generally polished and confident.

BASIC
In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are inconsistently used, weakening the presentation's impact. The speaker frequently seems to lack confidence and seem unpolished.

LITTLE/NONE
In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are poorly used, making the presentation weak, and making the speaker seem to lack confidence.

#4 “Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary.”

ADVANCED
In a wide range of contexts, the student is able to listen consistently to and reflect upon the oral arguments of recipients, adapting presentation style and content as needed to ensure recipient understanding.

INTERMEDIATE
In a wide range of contexts, the student is generally able to listen consistently to and reflect upon the oral arguments of recipients, frequently adapting presentation style and content as needed to ensure recipient understanding.

BASIC
In a wide range of contexts, the student is not consistently able to understand and respond to the oral arguments of recipients, only occasionally adapting presentation style and content as needed to ensure recipient understanding.

LITTLE/NONE
The student is not able to understand and respond to the oral arguments of recipients, and is unable to adapt presentation style and content as needed to ensure recipient understanding.
Attachment C: BA Assessment Rubric for Evaluation of Group Performance Project

BA Student Outcomes Targeted:
1. Students will demonstrate an understanding of how to construct and express a cohesive, effective argument both in written form and orally. These expectations include growing competency in clearly expressing ideas with words, supporting assertions with sufficient evidence, and demonstrating knowledge of appropriate source material. Additionally, students will develop presentation skills that allow them to effectively convey their argument confidently, concisely, and coherently in an oral presentation.

2. Students will demonstrate the ability to analyze a play text – identifying its component parts and how they work together to create a coherent piece. These expectations include growing competency in close reading skills, identifying themes and structures, and reading texts for performance or theatrical possibilities.

3. Students will demonstrate the ability to collaborate and an understanding of the collaborative nature of theatre and performance. These expectations include growing competency of the various collaborators included in a theatrical production process (actor, director, designer, dramaturg etc.), increased knowledge of how those collaborators interact with one another and how to participate themselves in such processes.

Student: ________________________________
Date: ____________________________________
Evaluator: ______________________________

Rank the Following from 1 to 4 with 4 being the highest score

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Marginal</th>
<th>1 Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly expresses ideas with words (1)</td>
<td>The student consistently demonstrates the ability to express their ideas with words in a compelling, coherent performance.</td>
<td>The student demonstrates an adequate ability to express their ideas with words in the performance.</td>
<td>The student demonstrates an inconsistent ability to express their ideas with words in the performance.</td>
<td>The student fails to demonstrate an ability to express their ideas with words in the performance.</td>
</tr>
<tr>
<td>Ranking: ____</td>
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</tr>
<tr>
<td>Evidence of source materials and research (1)</td>
<td>The student consistently demonstrates the inclusion of research in a compelling, coherent performance.</td>
<td>The student demonstrates an adequate inclusion of research in the performance.</td>
<td>The student demonstrates an inconsistent inclusion of research in the performance.</td>
<td>The student fails to demonstrate the inclusion of research in the performance.</td>
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</tr>
<tr>
<td><strong>Ranking:</strong> ___</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding of theatrical structure and scripting (2)</th>
<th>The student consistently demonstrates understanding of theatrical structure in a compelling, coherent performance.</th>
<th>The student demonstrates an adequate understanding of theatrical structure in the performance.</th>
<th>The student demonstrates an inconsistent understanding of theatrical structure in the performance.</th>
<th>The student fails to demonstrate an understanding of theatrical structure in the performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ranking:</strong> ___</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding of various participants in the collaborative process (3)</th>
<th>The student consistently demonstrates understanding of the collaborative participants in a compelling, coherent performance.</th>
<th>The student demonstrates an adequate understanding of the collaborative participants in the performance.</th>
<th>The student demonstrates an inconsistent understanding of the collaborative participants in the performance.</th>
<th>The student fails to demonstrate an understanding of the collaborative participants in the performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ranking:</strong> ___</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clear division of labor to create an effective collaborative unit (3)</th>
<th>The student consistently displays knowledge of their role in the collaborative performance and contributes to the overall collaboration effectively.</th>
<th>The student displays adequate knowledge of their role in the collaborative performance and contributes adequately to the overall collaboration.</th>
<th>The student displays inconsistent knowledge of their role in the collaborative performance and contributes unevenly to the overall collaboration.</th>
<th>The student fails to display knowledge of their role in the collaborative performance and fails to contribute to the overall collaboration.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ranking:</strong> ___</td>
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</tbody>
</table>

**Comments: (optional)**
BA Exit Survey/Global Competency Evaluation

EXIT SURVEY

NAME ____________________________

Permanent (Parents) Address __________________________________________

________________________________________

________________________________________

Email Address _______________________________

Cell Phone _________________________________

Date B.A. Program Completed __________________________

Expected Date of Graduation __________________________

This Survey is designed to measure the level at which students in the BA degree track has successfully applied skill introduced and developed in their BA curriculum, to evaluate student opinion on the level at which they have attained competency in fundamental and advanced skills appropriate to the BA track, and to determine if the student has developed competency in awareness of global performance forms and traditions, in knowledge of the global nature of contemporary performance, and in the interconnectivity of traditionally Western theatrical traditions to global contexts and traditions.

List of Production Activities/Roles at Auburn University

List all theatre conferences you attended while a student at A.U. and any presentations made or workshops attended.

List all summer internships you participated in while a student at A.U.

List all off-campus performance related activities (community theatre, student films, outreach, etc) you engaged in while a student during the academic year at A.U.
If you have accepted admission to a graduate program or professional internship program to begin after you graduate, list the name and address of your new employer or school below.

At what level would you rate your ability to employ the following skills we have tried to cultivate over your time as a BA student: (check one)

1. Ability to demonstrate an understanding of how to construct and express a cohesive, effective argument in written form (clearly expressing ideas with words, supporting assertions with sufficient evidence, and demonstrating knowledge of appropriate source material).
   Advanced ability ____ Intermediate ability ____ Basic Ability ____ Little or No Ability ____

2. Ability to demonstrate an understanding of how to construct and express a cohesive, effective argument in oral form (effectively convey an argument confidently, concisely, and coherently in an oral presentation).
   Advanced ability ____ Intermediate ability ____ Basic Ability ____ Little or No Ability ____

3. Analyze a play text – identifying its component parts and how they work together to create a coherent piece (competency in close reading skills, identifying themes and structures, and reading texts for performance or theatrical possibilities).
   Advanced ability ____ Intermediate ability ____ Basic Ability ____ Little or No Ability ____

4. Collaborate and understand the collaborative nature of theatre and performance (understanding of the various collaborators included in a theatrical production process (actor, director, designer, dramaturg etc.), increased knowledge of how those collaborators interact with one another and how to participate themselves in such processes).
   Advanced ability ____ Intermediate ability ____ Basic Ability ____ Little or No Ability ____
Global Competency Evaluation

In order to determine if you have developed competency in awareness of global performance forms and traditions, in knowledge of the global nature of contemporary performance, and in the interconnectivity of traditionally Western theatrical traditions to global contexts and traditions, please look at the list of terms relevant to a discussion of global performance.

First, indicate next to each term your perceived amount of information on that given term:

<table>
<thead>
<tr>
<th>Term</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Basic</th>
<th>Little to None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Freedom Theatre</td>
<td></td>
<td></td>
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<tr>
<td>Ruined</td>
<td></td>
<td></td>
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<tr>
<td>Butoh</td>
<td></td>
<td></td>
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<tr>
<td>Kabuki</td>
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<td></td>
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<tr>
<td>Death and the King’s Horseman</td>
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<tr>
<td>Theatre Research International</td>
<td></td>
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<td></td>
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<tr>
<td>“The Other”</td>
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<tr>
<td>Theatre Complicite</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Naomi Iizuka</td>
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</tbody>
</table>

Secondly, Select 5 of the above terms and write a short 4 to 5 sentence description detailing all the important, relevant information about the topic or term in relation to performance, demonstrating the breadth of your information.
Rubric: Global Competency Portion of the Exit Survey/Global Competency Evaluation

For each of the 5 terms selected by the randomly selected student, circle the ranking corresponding to the best evaluation of the level of competency illustrated by their answer:

Term #1 ___________ (write in term)

ADVANCED
Answer demonstrates a thorough understanding of the term and includes substantive discussion of term within a larger global context.

INTERMEDIATE
Answer demonstrates a mostly thorough understanding of the term and includes some discussion of term within a larger global context.

BASIC
Answer demonstrates a general understanding of the term and gestures toward a discussion of term within a larger global context.

LITTLE/NONE
Answer demonstrates little to no understanding of the term and includes little to no discussion of term within a larger global context.

Term #2 ___________ (write in term)

ADVANCED
Answer demonstrates a thorough understanding of the term and includes substantive discussion of term within a larger global context.

INTERMEDIATE
Answer demonstrates a mostly thorough understanding of the term and includes some discussion of term within a larger global context.

BASIC
Answer demonstrates a general understanding of the term and gestures toward a discussion of term within a larger global context.

LITTLE/NONE
Answer demonstrates little to no understanding of the term and includes little to no discussion of term within a larger global context.

Term #3 ___________ (write in term)

ADVANCED
Answer demonstrates a thorough understanding of the term and includes substantive discussion of term within a larger global context.

INTERMEDIATE
Answer demonstrates a mostly thorough understanding of the term and includes some discussion of term within a larger global context.

**BASIC**
Answer demonstrates a general understanding of the term and gestures toward a discussion of term within a larger global context.

**LITTLE/NONE**
Answer demonstrates little to no understanding of the term and includes little to no discussion of term within a larger global context.

**Term #4 ___________ (write in term)**

**ADVANCED**
Answer demonstrates a thorough understanding of the term and includes substantive discussion of term within a larger global context.

**INTERMEDIATE**
Answer demonstrates a mostly thorough understanding of the term and includes some discussion of term within a larger global context.

**BASIC**
Answer demonstrates a general understanding of the term and gestures toward a discussion of term within a larger global context.

**LITTLE/NONE**
Answer demonstrates little to no understanding of the term and includes little to no discussion of term within a larger global context.

**Term #5 ___________ (write in term)**

**ADVANCED**
Answer demonstrates a thorough understanding of the term and includes substantive discussion of term within a larger global context.

**INTERMEDIATE**
Answer demonstrates a mostly thorough understanding of the term and includes some discussion of term within a larger global context.

**BASIC**
Answer demonstrates a general understanding of the term and gestures toward a discussion of term within a larger global context.

**LITTLE/NONE**
Answer demonstrates little to no understanding of the term and includes little to no discussion of term within a larger global context.

**OVERALL RANKING: (average of 5 responses) ___________________________**