Program Information and Mission Statements

Theatre, BA

College or Unit	College of Visual and Performing Arts
Department	Theatre and Dance
Academic Year	2023 - 2024
Program Code(s)	2024-BA 32-10-00-00 Grafton, Daniel James
Program Coordinator	Gordon, Daniel James
Program Type	Bachelor's Degree
Credit Requirement Calculation	Course, Lecture
Program Mission Statement	The mission of the theatre program is to foster individual students' aesthetic, intellectual, and creative development through a rigorous, hands-on, collaborative, and interdisciplinary approach to the art of theatre.
Department Mission Statement	We create performances that challenge our students and our community to think critically, imaginatively, and with intellectual, and creative development within the context of diverse and equitable practices. We prepare our students for a life in the arts by providing them with a rigorous, hands-on, collaborative, and interdisciplinary approach to the art of theatre. We provide our students with a diverse and inclusive curriculum that prepares them for a life in the arts. We provide our students with a safe, supportive, and inclusive environment. We are committed to the development of Theatre and Dance artists to encourage dialogue and creative self-examination, and to challenge the status quo. We are committed to the development of Theatre and Dance artists who are prepared to be active, contributing members of their communities. We are committed to the development of our students' leadership, critical thinking, and communication skills. We are committed to the development of our students' ethical and moral sensibilities.
Unit Mission Statement	The College of Visual and Performing Arts at Wittenberg University offers nationally accredited programs in art, design, theatre, dance and music, and provides a challenging liberal arts education in the context of a vibrant, supportive, student-centered community. We prepare our students for meaningful careers in the arts and for lifelong learning and creative expression. We encourage each student to develop a uniquely creative voice cultivated through rigorous study, exploration, and collaboration with our talented faculty.
University Mission Statement	Wittenberg University provides unprecedented and challenging undergraduate, graduate, and continuing educational opportunities. We prepare our students for a life of learning, service, and leadership. We do this in a supportive, student-centered, residential environment. We do this by providing our students with a rigorous, hands-on, collaborative, and interdisciplinary approach to the art of theatre. We provide our students with a safe, supportive, and inclusive environment. We are committed to the development of our students' leadership, critical thinking, and communication skills. We are committed to the development of our students' ethical and moral sensibilities.
Assessment Plan Overview	The Department of Theatre and Dance plan for assessment of University Level Competencies can be found at the Department of Theatre and Dance website. Wittenberg conducts the WNAT survey approximately every 3 years. We survey all alumni provided research assistance about the quality of student learning in our program.

Program Outcomes

Program Outcome 1	We will maintain and enhance operational and curricular infrastructure for student success.
Action Plan	• Goal 3 Enhance quality of the student experience
Program Outcome 2	We will increase the diversity, caliber and preparedness for success of incoming students in the theatre program.
Alignment of actions with the Wittenberg Plan, if applicable	• Goal 1 Enrollment growth and increased retention and graduation rates • Goal 3 Enhance quality of the student experience
Alignment of actions with the College's or Wittenberg's strategic plan	
Alignment of actions with the University's Academic Strategic Plan	
Summary of Assessment of Assessment based Accomplishments and Improvements (Improvement Action Plan)	
Assessment period or year in Continuous Improvement action plan	
Assessment Method 1	Auditions accept Performers/Interns for all incoming students.
Assessment Results	Each program director will arrange an audition and/or interview. They will evaluated with an audition rubric. Overall score of 20 will demonstrate an overall preparedness, quality and caliber of incoming student.
Discussion of Assessment Results	Performance and interview results are used to evaluate incoming students and determine whether or campus or of one of our programs is a good fit for the student.
Assessment Method 2	Evaluation rates of Theatre students
Assessment Results	75% of majors who graduate from our program, graduate within 4 years.
Discussion of Assessment Results	**Wittenberg Graduation Rate Four Year Trailing Average** **Cohort Graduation Rate** Graduated in 4 Yrs. Graduated in 5 Yrs. Graduated in 6 Yrs. Cohort Number % % % % 2014 24 41.7% 58.3% 58.3% 2015 19 52.6% 68.4% 68.4% 2016 12 16.7% 66.7% 75.0% 2017 14 35.7% 57.1% 72.7% 2018 11 55.1% 66.7% 2019 14 57.1% 64.0% *Source as CWT report, completed calculations at Wittenberg in parenthesis.* The 4 year graduation rate for Theatre from 2014 - 2018 has risen from 36% to 66%. We were surprised to see no cohort in 2020 graduate in 4 years because we had 14 students in the cohort. We had 14 students in the cohort in 2019 but they moved through with a year out or 5th. We will look at cohorts year and expectations.
Continuous Improvement Action Plan for next assessment	We will increase the diversity, caliber and preparedness for success of incoming students in the theatre program.
Action Plan	• Goal 3 Enrollment growth and increased retention and graduation rates • Goal 3 Enhance quality of the student experience
Alignment of actions with the Wittenberg Plan, if applicable	
Alignment of actions with the College's or Wittenberg's strategic plan	
Alignment of actions with the University's Academic Strategic Plan	
Summary of Assessment of Assessment based Accomplishments and Improvements (Improvement Action Plan)	
Assessment period or year in Continuous Improvement action plan	
Assessment Method 1	Students accept Performances/Internships for all incoming students.
Assessment Results	Students will be accepted into a program and/or internship. They will be evaluated with an audition rubric. Overall score of 20 will demonstrate an overall preparedness, quality and caliber of incoming student.
Discussion of Assessment Results	Performance and interview results are used to evaluate incoming students and determine whether or campus or of one of our programs is a good fit for the student.
Assessment Method 2	Evaluation rates of Theatre students
Assessment Results	75% of majors who graduate from our program, graduate within 4 years.
Discussion of Assessment Results	**Wittenberg Graduation Rate Four Year Trailing Average** **Cohort Graduation Rate** Graduated in 4 Yrs. Graduated in 5 Yrs. Graduated in 6 Yrs. Cohort Number % % % % 2014 24 41.7% 58.3% 58.3% 2015 19 52.6% 68.4% 68.4% 2016 12 16.7% 66.7% 75.0% 2017 14 35.7% 57.1% 72.7% 2018 11 55.1% 66.7% 2019 14 57.1% 64.0% *Source as CWT report, completed calculations at Wittenberg in parenthesis.* The 4 year graduation rate for Theatre from 2014 - 2018 has risen from 36% to 66%. We were surprised to see no cohort in 2020 graduate in 4 years because we had 14 students in the cohort. We had 14 students in the cohort in 2019 but they moved through with a year out or 5th. We will look at cohorts year and expectations.
Continuous Improvement Action Plan for next assessment	We will increase the diversity, caliber and preparedness for success of incoming students in the theatre program.

Student Learning Outcomes

Student Learning Outcome 1	Students will apply the intellectual and creative development, intellectual, and performance to the production of theatrical work.
Alignment of actions with the Wittenberg Plan, if applicable	• Goal 3 Enhance quality of the student experience
Alignment of actions with the College's or Wittenberg's strategic plan	
Alignment of actions with the University's Academic Strategic Plan	
Summary of Assessment of Assessment based Accomplishments and Improvements (Improvement Action Plan)	
Assessment period or year in Continuous Improvement action plan	
Assessment Method 1	Evaluation of artistic and academic progress at the sophomore review at the end of the third semester with two visits from faculty.
Assessment Results	Sophomore Review - Outstanding performance which exceeds professional expectations for immediate success in the profession. Exceeds expectations for immediate success in the profession. Meets expectations for immediate success in the profession. Does not meet expectations for immediate success in the profession.
Discussion of Assessment Results	MUSICAL THEATRE: There were only four students who participated in the review and none of them have completed the THET 252 course which is a prerequisite for the musical theatre performance classes. Two of the students are on track to complete the prerequisite curriculum. The two other students are not on track to complete the prerequisite curriculum. The assessment committee felt that the two students who are on track to complete the prerequisite curriculum are on track to be successful in the musical theatre curriculum. The Assistant Professor of Musical Theatre will be working with the students who are not on track to complete the prerequisite curriculum to ensure that they are on track to be successful in the musical theatre curriculum. THEATRE EDUCATION: Six students participated in the review and none of them have completed the THEA 252 course which is a prerequisite for the theatre education classes. Two of the students are on track to complete the prerequisite curriculum. The two other students are not on track to complete the prerequisite curriculum. The assessment committee felt that the two students who are on track to complete the prerequisite curriculum are on track to be successful in the theatre education curriculum. The Assistant Professor of Theatre Education will be working with the students who are not on track to complete the prerequisite curriculum to ensure that they are on track to be successful in the theatre education curriculum.
Assessment Method 2	Evaluation rates of Theatre students
Assessment Results	75% of majors who graduate from our program, graduate within 4 years.
Discussion of Assessment Results	**Wittenberg Graduation Rate Four Year Trailing Average** **Cohort Graduation Rate** Graduated in 4 Yrs. Graduated in 5 Yrs. Graduated in 6 Yrs. Cohort Number % % % % 2014 24 41.7% 58.3% 58.3% 2015 19 52.6% 68.4% 68.4% 2016 12 16.7% 66.7% 75.0% 2017 14 35.7% 57.1% 72.7% 2018 11 55.1% 66.7% 2019 14 57.1% 64.0% *Source as CWT report, completed calculations at Wittenberg in parenthesis.* The 4 year graduation rate for Theatre from 2014 - 2018 has risen from 36% to 66%. We were surprised to see no cohort in 2020 graduate in 4 years because we had 14 students in the cohort. We had 14 students in the cohort in 2019 but they moved through with a year out or 5th. We will look at cohorts year and expectations.
Continuous Improvement Action Plan for next assessment	Students will apply the intellectual development of theatrical performance, creation, and performance to the production of theatrical work.
Action Plan	• Goal 3 Enhance quality of the student experience
Alignment of actions with the Wittenberg Plan, if applicable	• WU-GC1 Graduates think critically and solve problems. • WU-GC2 Graduates communicate effectively.
Alignment of actions with the College's or Wittenberg's strategic plan	Develop a further sense of purpose and course-correct assignment to help prepare for these reviews. Focused assessment revealed that students lacked learning objectives. This year's data shows improvement in this area.
Alignment of actions with the University's Academic Strategic Plan	
Summary of Assessment of Assessment based Accomplishments and Improvements (Improvement Action Plan)	
Assessment period or year in Continuous Improvement action plan	
Assessment Method 1	Evaluation of artistic and academic progress at the sophomore review at the end of the third semester with two visits from faculty.
Assessment Results	Sophomore Review - Outstanding performance which exceeds professional expectations for immediate success in the profession. Exceeds expectations for immediate success in the profession. Meets expectations for immediate success in the profession. Does not meet expectations for immediate success in the profession. Level 4 - Outstanding performance which exceeds professional expectations for immediate success in the profession. Level 3 - Exceeds expectations for immediate success in the profession. Level 2 - Fully Competent; Performs at a level compatible with professional expectations for immediate success in the profession. Level 1 - Does not meet expectations for immediate success in the profession. Level 0 - Incompetent; Performs at a level which meets the minimum professional expectations for immediate success in the profession. Level 0 - Does not meet expectations for immediate success in the profession. Level 3 Emerging, meeting minimal, toward meeting the minimal professional expectations for entry into the profession. Level 2 Developing. Level 1 Not progressing, Lacking, Failing, showing no growth.
Discussion of Assessment Results	**Scoring Averages: MUSICAL THEATRE** Sophomore • Outstanding 0 students 0 • Exceeds 0 students 0 • Meets expectations 3 • Does not meet 0 Overall - 3 Senior • Outstanding 0 students 0 • Exceeds 0 students 0 • Meets expectations 3 • Does not meet 0 Overall - 3 **Scoring Averages: THEATRE EDUCATION** Sophomore • Outstanding 0 students 0 • Exceeds 0 students 0 • Meets expectations 3 • Does not meet 0 Overall - 3 **SENIOR TECH-PROJECT REVIEW** Senior Tech-Project Review that attended the review at end of Senior Projecting/Complaint. **THEATRE EDUCATION** Monologue Average • Outstanding 0 students 0 • Exceeds 0 students 0 • Meets expectations 3 • Does not meet 0 **MUSICAL THEATRE** The assessment committee felt that the students who participated in the review were not prepared for success in the musical theatre curriculum. The Assistant Professor of Musical Theatre will be working with the students who are not on track to complete the prerequisite curriculum to ensure that they are on track to be successful in the musical theatre curriculum. **THEATRE EDUCATION: THEATRE EDUCATION** There were only four students who participated in the review and none of them have completed the THET 252 course which is a prerequisite for the theatre education classes. Two of the students are on track to complete the prerequisite curriculum. The two other students are not on track to complete the prerequisite curriculum. The assessment committee felt that the two students who are on track to complete the prerequisite curriculum are on track to be successful in the theatre education curriculum. The Assistant Professor of Theatre Education will be working with the students who are not on track to complete the prerequisite curriculum to ensure that they are on track to be successful in the theatre education curriculum.
Continuous Improvement Action Plan for next assessment	Next year we will work to clarify expectations of student learning outcomes. Rather than the students write and discuss, we will make sure we provide students more written feedback in preparation of their review.
Action Plan	No changes are planned for assessment measure #2.
Student Learning Outcome 2	Students will develop competency in one or more of the following areas: Presentation, Performance, Scholarship, or Teaching.
Alignment of actions with the Wittenberg Plan, if applicable	• Goal 3 Enhance quality of the student experience
Alignment of actions with the College's or Wittenberg's strategic plan	
Alignment of actions with the University's Academic Strategic Plan	• WU-GC1 Graduates think critically and solve problems. • WU-GC2 Graduates communicate effectively.
Summary of Assessment of Assessment based Accomplishments and Improvements (Improvement Action Plan)	Develop a further sense of purpose and course-correct assignment to help prepare for these reviews. Focused assessment revealed that students lacked learning objectives. This year's data shows improvement in this area.
Assessment period or year in Continuous Improvement action plan	
Assessment Method 1	Evaluation of artistic and academic progress at the sophomore review at the end of the third semester with two visits from faculty.
Assessment Results	Sophomore Review - Outstanding performance which exceeds professional expectations for immediate success in the profession. Exceeds expectations for immediate success in the profession. Meets expectations for immediate success in the profession. Does not meet expectations for immediate success in the profession. Level 4 - Outstanding performance which exceeds professional expectations for immediate success in the profession. Level 3 - Exceeds expectations for immediate success in the profession. Level 2 - Fully Competent; Performs at a level compatible with professional expectations for immediate success in the profession. Level 1 - Does not meet expectations for immediate success in the profession. Level 0 - Incompetent; Performs at a level which meets the minimum professional expectations for immediate success in the profession. Level 0 - Does not meet expectations for immediate success in the profession. Level 3 Emerging, meeting minimal, toward meeting the minimal professional expectations for entry into the profession. Level 2 Developing. Level 1 Not progressing, Lacking, Failing, showing no growth.
Discussion of Assessment Results	**Scoring Averages: MUSICAL THEATRE** Sophomore • Outstanding 0 students 0 • Exceeds 0 students 0 • Meets expectations 3 • Does not meet 0 Overall - 3 Senior • Outstanding 0 students 0 • Exceeds 0 students 0 • Meets expectations 3 • Does not meet 0 Overall - 3 **SENIOR TECH-PROJECT REVIEW** Senior Tech-Project Review that attended the review at end of Senior Projecting/Complaint. **THEATRE EDUCATION** Monologue Average • Outstanding 0 students 0 • Exceeds 0 students 0 • Meets expectations 3 • Does not meet 0 **MUSICAL THEATRE** The assessment committee felt that the students who participated in the review were not prepared for success in the musical theatre curriculum. The Assistant Professor of Musical Theatre will be working with the students who are not on track to complete the prerequisite curriculum to ensure that they are on track to be successful in the musical theatre curriculum. **THEATRE EDUCATION: THEATRE EDUCATION** There were only four students who participated in the review and none of them have completed the THET 252 course which is a prerequisite for the theatre education classes. Two of the students are on track to complete the prerequisite curriculum. The two other students are not on track to complete the prerequisite curriculum. The assessment committee felt that the two students who are on track to complete the prerequisite curriculum are on track to be successful in the theatre education curriculum. The Assistant Professor of Theatre Education will be working with the students who are not on track to complete the prerequisite curriculum to ensure that they are on track to be successful in the theatre education curriculum.
Continuous Improvement Action Plan for next assessment	Next year we will clarify expectations of student learning outcomes. Rather than the students write and discuss, we will make sure we provide students more written feedback in preparation of their review.
Action Plan	• Goal 3 Enhance quality of the student experience
Alignment of actions with the Wittenberg Plan, if applicable	• WU-GC1 Graduates think critically and solve problems. • WU-GC2 Graduates communicate effectively.
Alignment of actions with the College's or Wittenberg's strategic plan	
Alignment of actions with the University's Academic Strategic Plan	
Summary of Assessment of Assessment based Accomplishments and Improvements (Improvement Action Plan)	
Assessment period or year in Continuous Improvement action plan	
Assessment Method 1	Performance Review of Senior Projects/Senior Recitals/Senior Presentations. Professional Inspection and provide and written feedback to the student.
Assessment Results	1 or Inconsistent will not provide enough and formative feedback for each faculty or guest director/designer/instructor.
Discussion of Assessment Results	4 Outstanding 0 students 0 students 0 students

year	observations. The policy states that students who need to observe a class due to illness or injury can observe no more than three times. That is an inconsistency within the policy, because students are allowed four absences before they fail, but only three observations before they fail. We will continue to offer the placement class on Sunday to best serve the students.

Student Learning Outcome 5	**(Certification Emphasis): Students will identify and create effective strategies for entry-level pedagogy and teaching methodology.**
Alignment of outcome with the Winthrop Plan, if applicable	•
Alignment of outcome with the College's Strategic Plan, if applicable	2.2 Increase opportunities for students, faculty, and staff to interact with organizations in the community, with an emphasis on enhancing our impact on the surrounding community. Winthrop graduates are respected as the most well-trained teachers in the state, impacting the community through their service and leadership in the K-12 schools across the state.
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	•
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	2 out 2 students earned a satisfactory rating on Internship II. The impact of this is that they are licenced to teaxch theatre in K-122 in the State of State of SC. Both students also passed the EdTPA national evalaution.
Activities (based on prior year's Continuous Improvement Action Plan)	We need to assess whether a failing student in Internship II was an aberation, perhaps caused by the effects of education during the pandemic, or whether we need to be more cognizant of insuring student preparedness to enter the program. This student had missed and/or struggled in meeting certain pre-reqs for the program. In reality, there were many warning signs along the way for the student who failed, and an advisor who recommended against admittance. Next year, and moving forward we will vett out these concerns in committee, and use the reporting form from the COE to ensure all pre-reqs have been met. Based on last year's issue with one initially failing (she since has passed the requirements for EdTPA and is now enrolled in an MAT program at another institution), we flagged issues of professionalism for two students in an early field experience course (THED 343). We hope that by having them retake the course, it will improve their professionalism and reinforce the program's expectations for successful completion.
Assessment Method 1	Students will develop, implement, and submit an instructional unit that demonstrates mastery in planning, assessment, instructional strategies, and analysis of learning. This assignment is evaluated through successful completion of the EdTPA Portfolio. (see attached: Final Internship II Rubric)
Target	100% of students must earn passing score (37 out 75) on the EdTPA assessment
Assessment Results	2 out of 2 students passed EDTPA. Student # 1 47 - pass 2 52- pass
Discussion of Assessment Results	Overview in the fall 2023 semester of THED 391/591 with a mock EdTPA completed was extremely helpful and less stressful for the students this spring. The total possible score is 75 and passing is 37 in SC. Three years ago 9 students passed EDTPA with an average score of 43 and two years ago, all 8 passed. Scores were 41,45,45,44,44, 45, 44, and 68!!! Our average score two years ago was 47. Last year, 4 out of 5 passed initially but the 5th resubmitted and passed. Scores were 51, 57, 48, 47 and 26 so the average score of those who passed was 50.75 (higher than ever before) but the average of all five was 45.8 with the one failure. This year the two scores were 47 and 52 for an average of 49.5.
Assessment Method 2	Satisfactory grade on the Internship II final evaluation.
Target	85% of senior (or MAT) THED Students are expected achieve a satisfactory grade on their final evaluation. The results and the assessment rubric are attached.
Assessment Results	2 out of 2 students received a **satisfactory** rating for Internship 2, one an MAT, the other a senior theatre education student. The overall final ratings for internship two were strong. **Rubric Criteria Breakdown** Student # 1 Planning: Exceeds Expectations Instruction: Exceeds Expectations Environment: Exceeds Expectations Professionalism: Exceeds Expectations Theatre Content: Exceeds Expectations Student #2 Planning: Meets Expectations Instruction: Meets Expectations Environment: Meets Expectations Professionalism: Meets Expectations Theatre Content: Meets Expectations
Discussion of Assessment Results	The categories are Short Term Planning, Instruction, Environment (Classroom Management), Professionalism and Theatre Content. Data continues to show the area that will continue to need more attention is **Environment** and some in **instruction** as well. Many students in this area are having their first time in their finals semesters to practice classroom management. Students lost grades on "task 3" so that was something they wanted to work on. We will have micro assignments in THED 391 which shows more pre-planning is done.
Continuous Improvement Action Plan for next year	When the rating (score) for planning in the internship evaluation is higher (i.e. "exceeds expectations"), it usually results in an improved rating for the classroom environment (i.e. the rating moving from "meets" to "exceeds expectations") because students are more engaged in the lesson and there is less disruption. That is what we have found when observing them teach and we continue to try and convince students when they are planning their instruction.

Documentation supporting every data claim is to be submitted with the Continuous Improvement Report. Supporting documentation should include all planning documents and materials that demonstrate progress toward achieving stated outcomes. These may include, for example, rubrics, rubric results, samples of student work, minutes of decision-making meetings, surveys, survey results, scores on subject area tests, licensure results, curricular revisions, or other appropriate information.

Supporting Documentation

File
Curriculum Map_THEATRE.pdf
GUIDELINES for THEATRE RESPONDENTS.pdf
Post Mortem form.pdf
edTPA PA_DANC_THRE 2024 Spring.pdf
Noises Off Response.pdf
RENT response from Dennis Delamar Oct 26, 2023.pdf
R&J_24 RESPONSE.pdf
Ballet.pdf
Jazz.pdf
Modern.pdf
Tap.pdf
BLACK BOX. Post Mortem Report.pdf
R&J Post Mortem.pdf