



School of Theatre and Dance 2023 Assessment Report

MISSION STATEMENT

The School of Theatre & Dance holds as its broad purpose the responsibility to serve the people of Montana and our larger society by assisting students to grow in their knowledge, skills, and understanding and appreciation of theatre and dance as art forms that can enrich and inform the quality and meaning of life.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. To provide a high-quality education to our students within the context of a liberal arts university setting where a graduating student will possess the requisite knowledge, experiences and understanding of the art form demonstrated by:
 - A well-rounded education which will enable the student to understand the significance of their art form and to establish a working knowledge of the technical and artistic components of theatre and/or dance. (*Priority 1-Place student success at the center of all we do.*)
 - Ensuring students have the skills necessary to succeed in and market themselves in any job market and society. (*Priority 1-Place student success at the center of all we do.*)
 - An ability to use creative and critical thinking skills to solve challenging problems and advance in meaningful ways in any profession. (*Priority 2-Drive excellence and innovation in teaching, learning, and research.*)
 - A sense of responsibility to contribute to their chosen art form in meaningful ways and by extension, to our society and world. (*Priority 3-Embody the principle of "Mission First, People Always."*)
 - Recognizing the power of the arts as a means for advancing dialogue, social change, and positive impact on our society through performance, awareness, and empathy. (*Priority 3-Embody the principle of "Mission First, People Always."*)
2. To teach students how to incorporate the arts into their lives and communities, while learning how to create the finest quality theatre and dance productions, events, and experiences. (*Priority 1-Place student success at the center of all we do.*)
3. To provide a meaningful and inspirational educational experience to *all* students, introducing them to and allowing for them to benefit from their interactions in the arts. (*Priority 4-Partner with place.*)
4. To serve as an inspiration, resource and professional standard to artists and individuals in our community, public schools, and regional colleges by providing outreach, counsel, workshops, performances, and collaboration. (*Priority 5- Proudly tell the UM story.*)

STUDENT LEARNING GOALS, MEASUREMENT TOOLS, CURRICULAR MAP

Theatre and Dance	Introductory Assessment Measures	Intermediate Assessment Measures	Advanced Assessment Measures	Master's-Level Assessment Measures
1. Evoke diverse human experiences with appropriate cultural competence through scholarship, performance, and production.				
2. Apply fundamental skills of production and performance.	<p><i>Summative Assessment</i></p> <p>Theatre Production I: Construction and Run Crew; Intro to Acting/Acting I</p> <p>All students are required to complete these fundamental courses before moving on to intermediate production, performance, and choreography.</p>			
<p>3. Develop critical and creative thinking skills and methods of problem solving through process-based inquiry.</p> <p>4. Develop initiative and self-discipline to function effectively in solo performance and collaboratively as a member of an ensemble and team.</p> <p>5. Assess and critique the research, process, and creative work of themselves and others.</p> <p>6. Understand the professional expectations, practices, and personal preparation required for careers in the industry.</p>		<p><i>Summative Assessment</i></p> <p>Theatre Practicum: Performance; Intermediate Construction: Costume and Scenery; Lead Electrician; Dance Rehearsal and Performance</p> <p>Students are placed in production opportunities to further develop skills depending on their area of interest. This can also be achieved through research and scholarship.</p>	<p><i>Summative Assessment</i></p> <p>All majors are required to complete a capstone course or project in their chosen area of specialization that includes a career plan.</p>	

Theatre	Introductory Assessment Measures	Intermediate Assessment Measures	Advanced Assessment Measures	Master's-Level Assessment Measures
<p>7. Demonstrate an understanding of the history, tradition, and literature of theatre.</p> <p>8. Understand and apply essential theories utilized in the analyzing, interpreting, and staging theatrical scripts and performances.</p>	<p>Dramatic Literature:</p> <p>All theatre majors complete Dramatic Literature in their first or second years. Assignments are design to demonstrate an understanding of scripts transferability from page to stage and its intended impact on the audience.</p>	<p>Theatre History I:</p> <p>All theatre majors complete a 10-page research paper incorporating primary and secondary sources in support of an argumentative thesis.</p>	<p>Theatre History II or MUSI 415, 416, 417</p> <p>All theatre majors take an advanced writing course in theatre or music in their junior or senior year. Assignments model professional writing in the discipline.</p>	<p><i>Formative Assessment</i></p> <p>Near the completion of their first year, faculty hold individual pre-candidacy hearings with students to determine whether each is prepared for MA candidacy.</p> <p><i>Summative Assessment</i></p> <p>MA students complete a Thesis, Professional Paper or Final Creative Project accompanied by a written documentation of the process, outcomes, and future development potential of the candidate.</p> <p>This is followed by a formal review meeting with the student's committee and an exit interview with the faculty.</p>
Musical Theatre	Introductory Assessment Measures	Intermediate Assessment Measures	Advanced Assessment Measures	Master's-Level Assessment Measures
<p>1. Apply techniques of acting across a range of contemporary and historical styles, practices, and characters.</p> <p>2. Integrate skills in singing, vocal production, speech, movement, and dance, for various genres and media.</p>	<p><i>Pre-assessment</i></p> <p>Students audition for studio professors in the School of Music to determine level of study.</p> <p><i>Summative Assessment</i></p> <p>Students audition into the BFA concentration with a prepared audition of a 16-bar musical-theatre song and a two-person scene</p>	<p><i>Formative Assessment</i></p> <p>Students are required to participate in all auditions and call-backs for School of Theatre and Dance theatre productions and are encouraged to audition for dance productions.</p> <p><i>Summative Assessment</i></p> <p>Student casting, performance, and reflection.</p>	<p><i>Summative Assessment</i></p> <p>The capstone for musical-theatre students is a performance portfolio that is either presented as a digital reel or live performance. Students are required to create a written career plan that reflects their experiences and training. The portfolio presentation and written plan are</p>	

	after completing two semesters of acting, dance, and voice coursework.		followed by an exit interview with the faculty.	
3. Develop musicianship skills in music theory, aural perception, and keyboarding.	<p>From the School of Music:</p> <p>Keyboard Skills I and II</p> <p>Pre-assessment to determine level of keyboard skill and placement into appropriate course level.</p> <p>Formative Assessments in Keyboard Skills I and II linked to skills assessed in the Piano Proficiency Exam.</p>	<p>From the School of Music:</p> <p>Music Theory I and II; Aural Perception I and II</p> <p>Pre-assessments before each unit; formative assessments gathered through online quizzes which generate assessment data keyed to specific learning outcomes.</p>		
Acting	Introductory Assessment Measures	Intermediate Assessment Measures	Advanced Assessment Measures	Master's-Level Assessment Measures
<p>1. Apply acting across a range of contemporary and historical styles, practices, and characters.</p> <p>2. Demonstrate skills in vocal production, speech, and movement, for various genres and media.</p>	<p><i>Summative Assessment</i></p> <p>Students audition into the BFA concentration with a prepared monologue and a two-person scene after completing two semesters of acting, dance, and voice and speech coursework.</p>	<p><i>Formative Assessment</i></p> <p>Students are required to participate in all auditions and call-backs for School of Theatre and Dance theatre productions and are encouraged to audition for dance productions.</p> <p><i>Summative Assessment</i></p> <p>Student casting, performance, and reflection.</p>	<p><i>Summative Assessment</i></p> <p>The capstone for acting students is a performance portfolio that is either presented as a digital reel or live performance. Students are required to create a written career plan that reflects their experiences and training.</p> <p>The portfolio presentation and written plan are followed by an exit interview with the faculty.</p>	<p><i>Formative Assessment</i></p> <p>Near the completion of their first year, faculty hold individual pre-candidacy hearings with students to determine whether each is prepared for MFA candidacy.</p> <p><i>Summative Assessment</i></p> <p>The Final Creative Project for performers is a major role or roles in a theatre or dance production accompanied by a written documentation of the process, outcomes, and future development potential of the candidate.</p> <p>This is followed by a formal review meeting with the student's FCP committee and an exit</p>

				interview with the faculty.
Dance	Introductory Assessment Measures	Intermediate Assessment Measures	Advanced Assessment Measures	Master's-Level Assessment Measures
<p>1. Perform across a variety of techniques and genres of dance.</p> <p>2. Apply a variety of physical techniques, movement vocabularies, and conditioning practices.</p>	<p><i>Pre-assessment</i></p> <p>Students audition for faculty to gain official entry to the degree program.</p>	<p><i>Summative Assessment</i></p> <p>Students are regularly assessed in their progress and advancement across each level of dance-technique courses.</p>		
<p>3. Demonstrate problem-solving, critical thinking, analytical synthesis, and decision making in the rehearsal process.</p> <p>4. Demonstrate a sense of physical and emotional presence in the studio and performance.</p> <p>5. Apply dance techniques and skills to as choreographic practice, as a teaching tool, and/or as a healing art.</p>		<p><i>Summative Assessment</i></p> <p>Creative Practice I and II:</p> <p>Instructor lead, process-based explorations of choreographic structure and creative practice that lead to student-developed work.</p>	<p><i>Summative Assessment</i></p> <p>Junior/Senior Seminar is one capstone -- students are required to create a written artist statement and career plans that reflect on their experiences and training.</p> <p>The other capstone is a senior project that is presented as a choreography, teaching, wellness, or other culminating project in their area or interest.</p>	
Directing	Introductory Assessment Measures	Intermediate Assessment Measures	Advanced Assessment Measures	Master's-Level Assessment Measures
<p>1. Demonstrate a mastery and consistent application of dramatic action and storytelling.</p>				<p><i>Pre-assessment</i></p> <p>Students are observed directing a scene provided by the program as part of the application process before being admitted.</p> <p><i>Formative Assessment</i></p> <p>During their first year, students assist a faculty director and direct a qualifying project. Faculty hold individual pre-candidacy hearings with students to</p>

				determine whether each is prepared for MFA candidacy.
2. Facilitate and/or manage the production process with regard to time management, rehearsal process, and communication/ interaction with the production team.				<p><i>Formative Assessment</i></p> <p>Students direct or music direct a mainstage production for the School in their second year. They also serve as stage manager or rehearsal accompanist for a faculty director.</p> <p><i>Summative Assessment</i></p> <p>The Final Creative Project for directors is directing a mainstage School production accompanied by a written documentation of the process, outcomes, and future development potential of the candidate.</p> <p>This is followed by a formal review meeting with the student's FCP committee and an exit interview with the faculty.</p>
Design/Technology	Introductory Assessment Measures	Intermediate Assessment Measures	Advanced Assessment Measures	Master's-Level Assessment Measures
<p>1. Build or implement the scenery, costumes, lighting and/or sound requirements for performing-arts productions.</p> <p>2. Design scenery, costumes, lighting, projections and/or sound across a range of contemporary and historical styles and practices.</p> <p>3. Facilitate or manage the technical success of a performing-arts production.</p>	<p><i>Pre-assessment</i></p> <p>Theatre Production I; Stagecraft; Introduction to Theatre Design; Visual Language: Drawing</p> <p><i>Formative Assessment</i></p> <p>After completing the above coursework, students submit a portfolio and resume to gain official entry</p>	<p><i>Formative Assessment</i></p> <p>Students take upper-division design and technology coursework, work in the shops, and serve in assistant roles. Through regular portfolio reviews, faculty determine whether a student is prepared to successfully complete a junior project.</p> <p><i>Summative Assessment</i></p>	<p><i>Summative Assessment</i></p> <p>The capstone for design and technology students is a mentored design or technology project for mainstage or studio production, accompanied by a written documentation of the process,</p> <p>Students' final portfolio/resume presentations are followed by an exit interview with the faculty/staff.</p>	<p><i>Pre-assessment</i></p> <p>Students submit a portfolio and resume as part of the application process before being admitted.</p> <p><i>Formative Assessment</i></p> <p>During their first year, students assist a faculty designer and assume leadership roles in the shops. Faculty/staff hold individual pre-candidacy hearings with students to</p>

<p>4. Demonstrate leadership through design, technical and communication skills.</p> <p>5. Communicate effectively and accurately using visual images such as drawings, draftings, renderings, models, sketches, light plots, and research.</p>	to the degree program.	Students are mentored by faculty/staff in design and technology assignments on mainstage and studio productions for the School of Theatre and Dance, the School of Music, and occasionally for outside producing entities.	Student job placement after graduation is also tracked by the Head of Design and Technology.	<p>determine whether each is prepared for MFA candidacy.</p> <p><i>Formative Assessment</i></p> <p>Design a mainstage production for the school.</p> <p><i>Summative Assessment</i></p> <p>The Final Creative Project is a realized design and an unrealized “paper-project” accompanied by a written documentation of the process, outcomes, and future development potential of the candidate.</p> <p>This is followed by a formal review meeting with the student’s FCP committee and an exit interview with the faculty.</p>
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RESULTS and MODIFICATIONS

Student Learning Outcomes results	Modifications made to enhance learning
N/A	N/A

FUTURE PLANS FOR CONTINUED ASSESSMENT

Unfortunately, after our last assessment cycle, we were unable to enact any meaningful revisions to our assessment practices. The pandemic disruption to our ability to produce live theatre in a systematic way means that we have been operating in an improvisatory manner for the last two years.

The document above was revised based on feedback on a new approach from the last cycle from the Assessment Committee. We used the School of Music’s approach as a model and some of our assessments in musical theatre overlap. The following has not yet been vetted by the full faculty/staff, so your feedback and theirs will ultimately guide the assessment and rubrics we develop for the 2023-2024 academic year. Please consider this a draft approach.

Steps taken:

1. Revised all learning outcomes to fit the “students will be able to ...” model.
2. The three programs in our School are diverse and interdisciplinary. Common learning outcomes shared across the School are grouped together. Those common only to theatre are grouped together. Discipline-specific outcomes are also grouped together.

3. Squares that are left blank do not yet have or require assessment measures. This is especially important for Assessment Measure 1, which was part of our previous Assessment Reports.

Actions Required

1. The measurement tools listed exist but common assessment rubrics to collect longitudinal data do not. That task will be completed for the upcoming cycle based on feedback from the Assessment Committee on the provided structure.
2. Possible further consolidation to common school-wide measurements may be pursued in collaboration with the full faculty.
3. Post-graduation data is anecdotal and will require formalization for reporting.

APPENDICIES

1. NA