**Graduate Program Assessment**

**Department of Theatre Arts**

**Learning Outcomes and Assessment Methods**

**A. Master of Arts**

**Program Leaning Outcomes**

1. Demonstrate mastery of subject content though course work.
2. Demonstrate effective oral and written communication skills.
3. Acquire research skills necessary to carry out a significant independent research project (i.e. an M.A. Thesis as described in the Graduate Handbook).
4. Demonstrate pedagogic ability in teaching undergraduates.
5. Complete requirements for foreign language proficiency (equivalent to completion of two years of college-level foreign language study in one foreign language).

**Assessment Methods**

LO 1 & 2: Coursework is graded, and students must maintain a GPA of at least 3.0. Near the end of every spring term, the Director of Graduate Studies gathers comments on each graduate student’s academic work from the full faculty and summarizes these comments in a conversation with the student and the student’s primary adviser. This conversation provides the graduate student with the collective faculty’s evaluative responses to the student’s academic and artistic progress and includes recommendations for future progress. A summary of the conversation is placed in the student’s file in the department office.

LO 3: The M.A. degree requires second year level of proficiency in a second language as required for the B.A. degree (see B.A. requirements in the UO Catalog for details). Competency may be demonstrated by either a standardized test or with adequate undergraduate course work. Language competence must be demonstrated within the overall seven-year limit for completion of a master's degree.

LO 4: M.A. students who are teaching as a GE are annually observed and evaluated on their teaching by supervising faculty. Typically, observations include in a short pre-observation meeting, class observation of teaching, and a follow-up conversation with the supervising faculty member about teaching strengths and areas for improvement.

LO 5: M.A. students are assigned a Thesis Committee consisting of a committee chair, a second reader from within the department, and an external or “institutional” member from outside the department. The M.A. thesis is an extended written study of a particular issue of interest to the individual student. Students are required to determine a thesis topic at the end of the first year. Research and writing occurs during the second year and results in a document of between 60-100 pages. All members of the Thesis Committee read and evaluate the completed project.

**Decisions, Plans and Recommendations**

During Spring Term, the entire faculty convenes to discuss each current graduate student’s progress toward mastering the Learning Outcomes listed above. This assessment of individual progress informs the conversation each student has with the primary adviser and the Director of Graduate Studies at the end of Spring Term. A summary of the conversation, which reflects the collective faculty’s evaluative responses to the student’s academic and artistic progress and makes recommendations for future progress, is placed in the student’s file.

**B. Master of Fine Arts**

**Program Leaning Outcomes**

1. Demonstrate mastery of subject content and technical skills though course work.
2. Demonstrate effective artistic, oral, and written communication skills.
3. Demonstrate pedagogic ability in teaching and/or supervising undergraduates.
4. Develop technical and artistic skills necessary to carry out and report on a significant “Final Project” (as outlined in the Graduate Handbook).

**Assessment Methods**

LO 1 & 2: M.F.A. coursework is graded, and students must maintain a GPA of at least 3.0. Near the end of every spring term, the Director of Graduate Studies gathers comments on each graduate student’s academic work from the full faculty and summarizes these comments in a conversation with the student and the student’s primary adviser. This conversation provides the graduate student with the collective faculty’s evaluative responses to the student’s academic and artistic progress and makes recommendations for future progress. A summary of the conversation is placed in the student’s file in the department office.

LO 3: M.F.A. students who are teaching as a GE are observed and evaluated on their teaching by supervising faculty. M.F.A. students who are supervising undergraduates in one of the shops (e.g. the scene shop, the costume shop, etc.) receive more frequent pedagogical feedback from supervising faculty, who regularly advise the M.F.A. student about supervisory strengths and areas for improvement.

LO 4: During the second year in residence, M.F.A. students submit a portfolio to the faculty, who determine whether or not the student is prepared to undertake a “Final Project” as part of a University Theatre main stage production. The presentation includes an oral statement outlining the reasons for pursuing the degree, a summary of the student’s professional objectives, and a self-evaluation of progress toward those objectives. After the presentation, faculty vote on whether the student is ready to undertake the final project. Results of the vote and feedback on the presentation are communicated to the student by the primary advisor, and a written copy of the decision is placed in the student’s file. Following faculty approval of the qualifying presentation, a final project will be scheduled in coordination with the University Theatre season. As the final project is underway, the student holds weekly meetings with the primary adviser to discuss progress. If, at anytime in the production schedule, the faculty determines that the student is not successfully meeting deadlines or design criteria, the student is informed that the design in question will not be accepted as the final project for completion of the M.F.A. degree. If work on the final project proceeds at an acceptable pace and with appropriate expertise, the full faculty meets after the final performance of the final project to assess the work. The M.F.A. student designer presents a summary of preparation and goals for the project, as well as a brief critical analysis of successes and shortcomings of the process and the product. The student designer is asked to respond to faculty comments and questions. At the close of the meeting, faculty vote on acceptance of the project as sufficient to fulfill the requirements of the M.F.A. degree. The student’s advisor informs the student designer of the results of this vote, and the names of the three faculty members who form the committee to evaluate a written account of the execution of the final project.

**Decisions, Plans and Recommendations**

Each year, during Week of Welcome, every graduate student in Theatre Arts meets with his/her primary adviser and with the Director of Graduate Studies to review progress toward the degree and to plan for the upcoming academic year. During Spring Term of each year in the program, the entire faculty convenes to discuss each current student’s progress toward mastering the Learning Outcomes listed above. This assessment of individual progress informs the conversation each student has with the primary adviser and the Director of Graduate Studies at the end of Spring Term. A summary of the conversation, which reflects the collective faculty’s evaluative responses to the student’s academic and artistic progress and makes recommendations for future progress, is placed in the student’s file.

**C. Doctorate of Philosophy**

**Program Leaning Outcomes**

1. Demonstrate mastery of subject content knowledge though course work.
2. Demonstrate effective oral and written communication skills.
3. Demonstrate acquisition of “Secondary Expertise” consistent with guidelines stated in the Graduate Handbook.
4. Demonstrate skills necessary to participate in at least one University Theatre production through faculty-guided artistic contributions, including (but not limited to): directing, assistant directing, acting, dramaturgy, or playwriting.
5. Develop research skills necessary to carry out a significant independent research project (i.e. the Ph.D. Dissertation)
6. Demonstrate pedagogic ability in teaching undergraduates.
7. Complete requirements for foreign language proficiency (equivalent to completion of two years of college-level foreign language study in one foreign language).

**Assessment Methods**

LO 1 & 2: Ph.D. coursework is graded, and students must maintain a GPA of at least 3.0. Near the end of every spring term, the Director of Graduate Studies gathers comments on each graduate student’s academic work from the full faculty and summarizes these comments in a letter to the student. This letter provides the graduate student with the collective faculty’s evaluative responses to the student’s academic and artistic progress and makes recommendations for future progress. A copy of this letter is sent to the student and one is copied for the student’s file in the department office. At the end of coursework (typically after two years), Ph.D. students take a rigorous set of written Qualifying Exams, conducted by the Theatre Arts faculty. The exams take three full days of intensive writing, each day focusing on three question areas: 1) research toward the dissertation relevant to each committee member’s interests or expertise, 2) a review of particular coursework taken with each committee member, and 3) one question requiring readings in a “gap” area, where no coursework or deep study has yet occurred.

LO 3: The Ph.D. requires proficiency in a second language consistent with the requirements of the M.A. degree (see above). Successful attainment of LO 3 can be demonstrated by establishing proficiency through written exams or official transcripts from the student’s B.A. or M.A. program. When the student has not previously met the language requirement, the student may do so by passing a course equivalent to a full year of 200-level language with a grade of B or better. If a student is bilingual, a letter from the DGS will be placed in the student’s file indicating fulfillment of the requirement through bilingual status.

LO 4: Ph.D. student must take at least three graduate courses (500/600 level) in a related field outside the department. This requirement is partly to afford the student an additional set of perspectives or approaches to research, as well as a potential secondary teaching area. This coursework is graded, and the student must maintain an overall GPA of at least 3.0 in order to remain in the Ph.D. program.

LO 5: At least once during the 4-year program, Ph.D. students must successfully earn academic credit for faculty-guided artistic production supporting a University Theatre production. Successful attainment of LO 5 is reflected in faculty evaluation of student artistic production, as well as in the student’s written self-assessment of the project, which is included in the student’s file.

LO 6: Ph.D. students who are teaching as a GE are annually observed and evaluated on their teaching by supervising faculty. Typically, observations include in a short pre-observation meeting, class observation of teaching, and a follow-up conversation with the supervising faculty member about teaching strengths and areas for improvement.

LO 7: Following successful completion of the Qualifying Exams, the graduate student writes a prospectus outlining and detailing research plans for the dissertation. Approval of the dissertation prospectus by the primary adviser and the DGS is required for advancement to candidacy. The Ph.D. dissertation is a work of scholarship drawing on primary sources that contributes new knowledge or insight to the field of study. Typically, a minimum of one full year is devoted to the research and writing of the dissertation, which ranges from 200 to 300 pages in length. Following the completion of the written document, a public defense of the dissertation is held with all committee members in attendance. At this time, the committee may ask for rewrites and/or accept the document as complete.

**Decisions, Plans and Recommendations**

During Spring Term of each year of the student’s progress through the Ph.D. program, the entire faculty convenes to discuss each student’s progress toward mastering the Learning Outcomes listed above. This conversation about individual benchmarks and progress informs the letter each student received from the Director of Graduate Studies at the end of Spring Term. The letter includes the collective faculty’s evaluative responses to the student’s academic and artistic progress and makes recommendations for future progress.