

**UC San Diego - WASC Exhibit 7.1  
Inventory of Educational Effectiveness Indicators**

Academic Program	(2a) What are these learning outcomes?  <u>Students graduating with a degree should be able to:</u>	(3) Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?
<p><b>Department:</b> Theatre and Dance</p> <p><b>Major:</b> B.A. in Theatre</p> <p><b>(1) Have formal learning outcomes been developed?</b> Yes</p> <p><b>(6) Date of the last Academic Senate Review?</b> 2017/2018</p>	<p><b>Written Communication</b></p> <p>Theatre majors are required to complete three lower division history courses, introduction to play analysis and threshold courses in: introduction to theatre, acting, playwriting and design. At the upper division-level they are required to take three upper division history courses and one course from each area which includes, directing, playwriting and stage management. The theatre history series as well as play analysis require a strong written component in the form of short and long research papers, play and performance analysis and reviews, etc . Directing and design classes also include a written component. In playwriting classes students produce original works of dramatic literature, both scholarly and in live performance All UCSD students fulfill a basic writing requirement before admission to the campus, and each of the 6 undergraduate colleges also requires its students to complete a writing program.</p>	<p><b>Written Communication</b></p> <p>In lower division introductory courses there is an evaluation of written and creative in-class work on an ongoing basis throughout the quarter. All students who have achieved at least an overall 3.5 GPA and a 3.7 GPA in the major by the end of their Junior year are invited in the fall of their Senior year to join the Department’s Honors Studies in Theatre</p>	<p><b>Written Communication</b></p> <p>Faculty and graduate teaching assistants evaluate written work on an ongoing basis. Individual faculty serve as mentors and advisors to students’ writing process, guiding their progression into articulate, skilled, passionate, forward -thinking theatre artists and scholars.</p>	<p><b>Written Communication</b></p> <p>Individual course instructors use feedback from teacher evaluations forms to modify their classes. It also informs the advisement and training of Teaching Assistants.</p>
<p><b>Please date the form</b> January 2019</p>	<p><b>Oral Communication</b></p> <p>Oral expression is a fundamental part of performance on an ongoing in-class basis. All theatre courses require that students articulate and explain clear ideas and maintain the ability to communicate effectively.</p>	<p><b>Oral Communication</b></p> <p>Ongoing in-class performance and final workshop presentations for each studio class are evaluated based on specified identifiable aspects of performance. Most upper division course require oral presentations that will inform the students successful completion of the course. Oral evaluation of performance on an ongoing in-class basis.</p>	<p><b>Oral Communication</b></p> <p>Creative work is evaluated by faculty through rehearsals and after every production for acting. Most upper division courses require an oral presentation. Students’ progress is evaluated quarterly by the faculty in that area.</p>	<p><b>Oral Communication</b></p> <p>Course expectations and curriculum are revised based on strengths or weaknesses in students’ oral proficiency. It informs reconsidering strategies for helping students’ confidence in oral communication. Honors Thesis students are all required to give an oral presentation on their work.</p>

<b>Quantitative Reasoning:</b> N/A	<b>Quantitative Reasoning</b> N/A	<b>Quantitative Reasoning</b> N/A	<b>Quantitative Reasoning</b> N/A	<b>Quantitative Reasoning</b> N/A
<b>Information Literacy</b> Students are expected to read, evaluate and apply research sources for the analysis and creation of written original scholarly works and creative productions. Understand how theatre integrates the studies of literature, history, psychology, visual arts, communication, business management, theatre and dance. Students graduating with a theatre degree should be able to apply and synthesize these disciplines into cohesive, vital, multidimensional and cross-disciplinary works of theatrical art.	<b>Information Literacy</b> In both lower and upper division courses there is an evaluation of written in-class work on an ongoing basis throughout the quarter. Success in an Honors Studies in Theatre requires a clear demonstration of information literacy.	<b>Information Literacy</b> Students are guided by faculty and teaching assistants as to the relevance and reliability of the cited sources.	<b>Information Literacy</b> This is ultimately part of the evaluation of the student's final work. It informs the quality of engagement on the part of the faculty advisor to effectively guide the student throughout the research process.	<b>Information Literacy</b> This is ultimately part of the evaluation of the student's final work. It informs the quality of engagement on the part of the faculty advisor to effectively guide the student throughout the research process.
<b>Critical Thinking</b> Students are expected to develop a critical vocabulary and framework that will promote and facilitate their engagement with dramatic texts and live performance; analyze diverse texts with sensitivity for their aesthetic, sociopolitical, psychological, and historical dimensions and contribution to their cultural values. Critical thinking is an essential component of most theatre courses.	<b>Critical Thinking</b> Students participate in in-class discussions as well as in writing assignments and consultations with professors. In both lower and upper division courses there is an evaluation of written and in-class work on an ongoing basis throughout the quarter.	<b>Critical Thinking</b> This is gauged by faculty through observing the students writing and their engagement in classroom discussion. Faculty evaluate how students formulate and support their thesis statement or hypothesis in order to produce a compelling argument.	<b>Critical Thinking</b> Again, it informs the quality of engagement on the part of the faculty advisor to effectively guide the student throughout the research process.	<b>Critical Thinking</b> Again, it informs the quality of engagement on the part of the faculty advisor to effectively guide the student throughout the research process.
Additional Learning Outcomes (All other items not color coded) Students are expected to develop a lifelong appreciation and exploration of the collaborative nature of creative problem solving in the ensemble creation of a production.	(All other items not color coded)	(All other items not color coded)	(All other items not color coded)	(All other items not color coded) Undergraduate Faculty Advisors and Faculty lead quarterly meetings with undergraduate majors/minors to discuss the needs and opportunities for the students Faculty invite guest artists quarterly to give master courses in a wide array of subjects to offer a more diverse experience to our

				undergraduate students, based on evidence of needs
	<p style="text-align: center;">(2b)  <b>Where are the learning outcomes published?  Please provide your department/program  website address.</b></p> <ul style="list-style-type: none"> <li>• <i>UC San Diego General Catalog:</i> <a href="http://infopath-1.ucsd.edu/catalog/">http://infopath-1.ucsd.edu/catalog/</a></li> <li>• <i>Department of Theatre and Dance Website:</i> <a href="http://theatre.ucsd.edu/academics/undergraduate/">http://theatre.ucsd.edu/academics/undergraduate/</a></li> <li>• <i>Department of Theatre and Dance Handbook :</i> <a href="http://www-theatre.ucsd.edu/academics/undergraduate/survival_guide.html">http://www-theatre.ucsd.edu/academics/undergraduate/survival_guide.html</a></li> </ul>			

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Academic Program	(2a) What are these learning outcomes?  <u>Students graduating with a degree should be able to:</u>	(3) Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?
<p><b>Department:</b> Theatre and Dance <b>Major:</b> B.A. in Dance</p> <p><b>(1) Have formal learning outcomes been developed?</b> Yes</p> <p><b>(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year]</b> 2017/2018</p> <p>Please date the form</p>	<p><b>Written Communication</b></p> <p>Four courses in Dance history are required to provide an integrated analysis of all forms of dance and an understanding of the social, political and cultural forces during each chronological era. All UCSD students fulfill a basic writing requirement before admission to the campus, and each of the 6 undergraduate colleges also requires its students to complete a writing program.</p>	<p><b>Written Communication</b></p> <p>In lower division introductory courses there is an evaluation of written and creative in-class work on an ongoing basis throughout the quarter. All students who have achieved at least an overall 3.5 GPA and a 3.7 GPA in the major by the end of their Junior year are invited in the fall of their Senior year to join the Department's Honors Studies in Dance. The Honors Studies Project in writing and research spans one to two quarters with an assigned faculty member.</p>	<p><b>Written Communication</b></p> <p>Faculty evaluate written work on an ongoing basis. Individual faculty serve as mentors and advisors to students' writing process, guiding their progression into articulate, skilled, passionate, forward-thinking theatre artists and scholars.</p>	<p><b>Written Communication</b></p> <p>Individual course instructors use feedback from teacher evaluations forms to modify their classes</p>
	<p><b>Oral Communication</b></p> <p>Oral expression is a fundamental part of performance on an ongoing in-class basis. All dance courses require that students present a clear articulate explanation of ideas and maintain the ability to communicate effectively.</p>	<p><b>Oral Communication</b></p> <p>Ongoing in-class performance and final workshop presentations for each studio class are evaluated based on specified identifiable aspects of performance. Most upper division courses require oral presentations that will inform the students' successful completion of the course. Oral evaluation of performance on an ongoing in-class basis.</p>	<p><b>Oral Communication</b></p> <p>Creative work is evaluated by faculty through observing rehearsals and after every production for acting. Most upper division courses require an oral presentation. Students' progress is evaluated quarterly by the faculty in that area.</p>	<p><b>Oral Communication</b></p> <p>Course expectations and curriculum are revised based on strengths or weaknesses in students' oral proficiency. It informs reconsidering strategies for helping students' confidence in oral communication. Honors Thesis students are all required to give an oral presentation on their work.</p>
	<p><b>Quantitative Reasoning:</b> N/A</p>	<p><b>Quantitative Reasoning</b> N/A</p>	<p><b>Quantitative Reasoning</b> N/A</p>	<p>N/A <b>Quantitative Reasoning</b></p>

	<p><b>Information Literacy</b></p> <p>Students are expected to read, evaluate and apply research sources for the analysis and creation of written original scholarly works and creative productions. Understand how dance is informed by the studies of literature, history, psychology, visual communication, business management, theatre and dance. Students graduating with a dance degree should be able to apply and synthesize these disciplines into cohesive, vital, multidimensional and cross-disciplinary works.</p>	<p><b>Information Literacy</b></p> <p>In both lower and upper division courses there is an evaluation of written in-class work on an ongoing basis throughout the quarter. Success in an honors Studies in Theatre requires a clear demonstration of information literacy.</p>	<p><b>Information Literacy</b></p> <p>Students are guided by faculty and teaching assistants as to the relevance and reliability of the cited sources.</p>	<p><b>Information Literacy</b></p> <p>This is ultimately part of the evaluation of the students' final work. It informs the quality of engagement on the part of the faculty advisor to effectively guide the student throughout the research process.</p>
	<p><b>Critical Thinking</b></p> <p>The aim is to provide students with a broad range of artistic and conceptual tools for achieving goals in a variety of career areas and for pursuing advanced study in dance and related fields. Growth of individual artistic potential is encouraged through the integration of creative, physical and intellectual process, which provide a foundation for the creative and critical thinking needed for success in all career paths.</p>	<p><b>Critical Thinking</b></p> <p>Students participate in in-class discussions as well as in writing assignments and consultations with professors. In both lower and upper division courses there is an evaluation of written and in-class work on an ongoing basis throughout the quarter.</p>	<p><b>Critical Thinking</b></p> <p>This is gauged by faculty through the students writing and their engagement in classroom discussion.</p>	<p><b>Critical Thinking</b></p> <p>Again, it informs the quality of engagement on the part of the faculty advisor to effectively guide the student throughout the research process.</p>
	<p>Additional Learning Outcomes (All other items not color coded)</p> <p>Apply the integration of creative, physical and intellectual process, providing a foundation of the creative and critical thinking needed for success in all fields.</p>	<p>(All other items not color coded)</p>	<p>(All other items not color coded)</p>	<p>(All other items not color coded)</p>
	<p><b>(2b)</b></p> <p><b>Where are the learning outcomes published? Please provide your department/program website address.</b></p>			

