

## Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates - Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: SETA Theatre

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): BA + BS in Theatre

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.

Date of Endorsement:

Oct 29, 2004

David E. Gorter  
Department Head's Signature

12-1-05  
Date

\_\_\_\_\_  
College Dean's Signature  
(Required for Undergraduate Programs)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean of the Graduate School's Signature  
(Required for Graduate Degree Programs)

\_\_\_\_\_  
Date

November 1, 2004: Assessment plans are to be sent to the respective Dean  
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

## Overview

The discipline of theatre in higher education encompasses theatre as an artistic form and as a social and cultural institution. Its artistic form, which is defined through production, involves the collaboration of theatre artists, scholars, and technicians. Need for this collaboration are theatrical knowledge and skills acquired through study and practice in classroom, studio, and public performance. Historical, theoretical, critical, and cultural studies provide perspective on both theatrical performance and the theatre as a special and cultural institution, both past and present.

### Theatre Degree Program Student Learning Outcomes:

1. Knowledge of the various means (acting, directing, designing, constructing, etc.) through which a theatrical concept is realized.
2. Knowledge of plays that are representative of the development of theatre and drama.
3. Knowledge of theatre history, including its cultural context and its modes of production.
4. Knowledge of research sources and methods.
5. A competency in a chosen specialization and/or general proficiency in a broad based background in Theatre Arts.
6. The ability to critically examine the dramatic structure and the dramatic logic of plays.
7. The cultivation of the following viewpoints:
  - A. Development of professional discipline
  - B. Development of a collaborative attitude
  - C. Development of artistic standards and judgement
  - D. Development of respect for the art form as it contributes to an understanding of human diversity.
8. The ability to respond as a critically informed member of the theatre audience.
9. An appreciation of how the knowledge and skills learned in the discipline of theatre can transfer to life skills.

Theatre Degree Program (SCTD Dept)  
Assessment of Student Learning Plan  
Kansas State University

Check the box if your program's student learning outcomes have been modified since November 2003. (Hard copy attached.)

A. College: Arts and Sciences  
Department: SCTD - Theatre  
Date of Submission: November 1, 2004

B. Contact Person for the Assessment Plan  
Kate Anderson, Associate Professor  
Director of Theatre

C. Program - BA or BS in Theatre

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Of the 10 student learning outcomes, our program will focus on the following three outcomes in our three-year assessment plan.

1. Knowledge of the various means (acting, directing, designing, constructing) through which a theatrical concept is realized.
2. Knowledge of plays that are representative of the development of theatre and drama.
3. Knowledge of theatre history, including its cultural context and its modes of production.

Special rationale for selecting these learning outcomes (optional):

None

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic/ Professional Integrity	
1. Knowledge of the various means (acting, directing, designing, constructing, etc.) through which a theatrical concept is realized.	X	X	X	X	X	
2. Knowledge of plays that are representative of the development of theatre and drama.	X					
3. Knowledge of theatre history, including its cultural context and its modes of production.	X					

2. How will learning outcomes be assessed? What groups will be included in the assessment?

SLO

Knowledge of the various means (acting, directing, designing, constructing, etc.) through which a theatrical concept is realized

- Students will compile portfolios in which they present evidence of their learning. (Direct measure.) Although student portfolios will be individual to each student during this three year period, all will each have the following:
  1. Final script book from Fundamentals of Acting
  2. Final directing project prompt script from Principles of Directing
  3. Sewing Sampler and Character costume design from Introduction to Costume & Makeup
  4. Example from Final Production Design Project from Introduction to Theatrical Design
  5. Safety test, work log from lab or drama participation, and example of drawing assignment from Technical Production
- Students will be asked in their senior exit interview to rate the extent to which they accomplished this learning outcome. (Indirect)

SLO

Knowledge of plays that are representative of the development of theatre and drama.

- This learning outcome will be assessed both semesters in Theatre History I & II. A 50 item objective test approved by the theatre faculty will be used to assess this outcome. (Direct)
- Teval forms will add the question: To what extent did the class address this learning outcome. (Indirect)

SLO

Knowledge of theatre history, including its cultural context and its modes of production.

- This learning outcome will be assessed both semesters in Theatre History I & II. A 50 item objective test approved by the theatre faculty will be used to assess the outcome. (Direct)
- Teval forms will add the question: To what extent did the class address this learning outcome. (Indirect)

3. When will the outcomes be assessed? When and in what form will the results of the assessment be discussed?

Assessment of portfolio:

All grading for individual materials will be done by the faculty person who is the instructor of the course in which the assignment is made. For summative purposes at graduation other faculty will be involved. During the two weeks following the end of finals in the Fall and Spring semesters, the portfolio of each graduate will be evaluated independently by two members of the faculty and rated on the following rubric:

- Exemplary - student demonstrates mastery of the Outcome that far exceeds expectations for an undergraduate degree candidate
- Exceeds Expectations - student demonstrates mastery of the Outcome that is more than is expected of an undergraduate degree candidate
- Acceptable - student demonstrates mastery of the Outcome satisfactorily for an undergraduate degree candidate
- Below minimum standards - student's mastery of the Outcome is below what is expected of an undergraduate degree candidate

Portfolios will be instituted Spring 2005.

First review of portfolios will begin Spring 2007.

Exit Interviews will include new added SLO item Spring 2005.

The objective tests will begin Spring 2005.

3 year baseline created after Spring 2007. We may be able to achieve this prior to 2007.

New item on tevals will begin Spring 2005.

4. What is the units process for using assessment results to improve student learning?

The full faculty will meet in the fall of each year to review the rated portfolios, the exit interviews, objective test results and teval responses. Based upon this review the faculty will suggest any revisions to the curriculum, the assessment process and or the Student Learning Outcomes. The Theatre program is also accredited by NAST (National Association of Schools of Theatre) and is reviewed periodically. Self evaluation is central to this accreditation process and will also be a means of continuing assessment.

## Theatre Portfolio Assessment

Portfolio # \_\_\_\_\_

Name of Rater \_\_\_\_\_

Date \_\_\_\_\_

SLO	Acting	Directing	Design	Costume & Makeup	Technical Production	Total
Knowledge of the various means through which a theatrical concept is realized.						

Total Score divided by 5 areas

### Scoring Rubric

- 4 - **Exemplary** - student demonstrates mastery of the Outcome that far exceeds expectations for an undergraduate degree candidate
  
- 3 - **Exceeds Expectations** - student demonstrates mastery of the Outcome that is more than is expected of an undergraduate degree candidate
  
- 2 - **Acceptable** - student demonstrates mastery of the Outcome satisfactorily for an undergraduate degree candidate
  
- 1 - **Below minimum standards** - student's mastery of the Outcome is below what is expected of an undergraduate degree candidate

August 25, 2005

To: David Procter

From: Theatre Program

Re: Response to Assessment requests (8/17) for Dean Nellis

1. We do not have a capstone course in theatre since there are so many areas of specialization. As the request suggests several of our advanced classes have final projects which serve in that capacity.

Among the courses that could serve this function would be:

Scene Design	THTRE 568
Costume Design	THTRE 632
Advanced Playwriting	THTRE 762
Advanced Acting	THTRE 761
Practice in Directing	THTRE 765
Practice in Acting	THTRE 783
Advanced Technical Production	THTRE 569
Practicum in Theatre	THTRE 710
Topics in Technical Theatre	THTRE 711
Theatre Management	THTRE 712
Principles of Drama Therapy	THTRE 760
Theatre Design Studio	THTRE 780
Projects in Theatre	THTRE 799

2. Depending on a student's area of interest the projects and written preparation could range from writing a full length play to directing a one act for public performance to designing a production in our main stage season to participating in an internship to performing a role in a production for public performance.

3. N/A

4. There may be a rise in the number of our students who participate in internship opportunities. Many of our students also attend regional professional auditions and are cast in productions over the summer. We see more and more of our students taking advantage of these opportunities. We begin talking about these option possibilities when the students first enter the program.

5. N/A

6. N/A

7. N/A

8. Approximately 10 students a year participate in this type of opportunity.

9. Not all of these participations receive credit within the university. We do not require that a student enroll in credit at KSU especially if the cost of this would impact the student's ability to participate in the internship or professional production. If the student does receive credit the evaluation is done by the supervising faculty member in conjunction with onsite evaluation. We often receive requests from theatres for additional students after a student's participation. We believe that this informal evaluation also indicates an excellence in performance.