

## 2007 MASTER PLAN/PROGRESS REPORT

**Academic Program: BA Theatre**

**Person Responsible: Joy Pace**

**Date Submitted: July 31, 2007**

### **Mission:**

The Theatre Arts Program provides the major the breadth of a liberal arts education with concentrated studies in theatre. It is intended for students who have strong theatrical interests and are preparing for a wide variety of careers and/or desire to pursue graduate studies in theatre or related liberal arts fields. The program emphasizes interplay between critical thinking and artistic practice and vision. Students choose between a performance and design/technical concentration.

Program graduates possess

1. the ability to be involved in the creation and presentation of public performances in theatre;
2. an understanding of and basic competency in varied production processes, technical operations, and techniques in theatre;
3. the capability to produce work and solve problems independently;
4. a familiarity with the historical, cultural and global dimensions of theatre;
5. a coherent set of artistic/intellectual goals which are evident in their work; and
6. the ability to critically and effectively express ideas and creativity through oral and written communication.

### **Institutional Mission Reference:**

The Theatre Arts Program supports the university's missions by:

1. providing a baccalaureate curriculum with two concentrations distinguished by academic excellence and reflective of the best current professional practices in design and pedagogy;
2. promoting major success through excellence in teaching, effective integration of current technology into its course work, continuous program assessment, effective academic advising, and individual student mentoring;
3. establishing and maintaining university-community collaboration through the program's cultural and educational objectives and projects;
4. maintaining a sense of community that encourages intellectual-creative endeavor, ethical and civic responsibility, and respect for cultural diversity;
5. cultivating the skills necessary for critical and effective expression through general studies course work and varied performance and design/production experiences;
6. cultivating the skills necessary to critically and effectively express ideas and creativity through oral and written communication;
7. promoting an understanding of the global multicultural community through course work, performance and creative projects.

### **Assessment Methods Utilized:**

- \_\_\_ Standardized Exam (nationally normed)
- \_\_\_ Standardized Exam (state-normed)
- \_\_\_ Major Field Examination
- \_\_\_ Internally-developed Examination
- \_\_\_ Student Opinion Survey (SOS)
- \_\_\_ National Survey of Student Engagement (NSSE)

### **Data Repository Location:**

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- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay (Philosophy Statement)
- Portfolio Evaluation (THEA 462/THEA 391)
- Capstone Project (THEA 410)
- Presentation (THEA 471/THEA 392)
- Research Paper
- Research Project (THEA 472 and THEA 475)
- Course Summary
- Excel Spreadsheet
- Access Database
- Other - Please describe: \_\_\_\_\_

- \_\_\_\_\_ SFA 203 PART Department Office
- \_\_\_\_\_ SFA 203 PART Department Office
- \_\_\_\_\_ SFA 203 PART Department Office
- \_\_\_\_\_ SFA 203 Student Academic File - PART Department Office
- \_\_\_\_\_ SFA 203 PART Department Office
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**Student Learning Outcome 1:** Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p data-bbox="100 313 701 646"> <u><b>Critical Thinking Achievement in Theatre Arts Program</b></u>            Program Completers possess            1. sound visual and aural perceptions related to theatre performance;            2. the ability to produce work and solve professional problems independently;            3. an understanding of procedures for realizing a variety of theatrical styles through the concentration;            4. the ability to make informed assessments of quality in works of theatre.         </p> <p data-bbox="100 716 701 829"> <u>Initial Philosophy Statement:</u>            70% of program candidates earn a score of 70% or above on indicators related to critical thinking evaluated as a component of the initial theatre philosophy statement.         </p> <p data-bbox="100 1321 701 1502"> <u><b>Sophomore Portfolio/Performance Evaluation:</b></u> a presentation (portfolio or performance) and interview process before the full theatre faculty that provides a formal review of the program candidate's acquired skills and knowledge in fundamental theatre concepts as applied to the concentration medium. Scheduled         </p>	<p data-bbox="730 740 1278 797">2006-07 – No available data; no first-time program candidates entered.</p>	<p data-bbox="1371 313 1940 435"> <b>A</b> Course Summary Forms will be utilized in theatre courses identified for use in program assessment beginning fall 2007 to better track program candidate accomplishments through all objectives.         </p> <p data-bbox="1371 467 1982 708"> <b>A</b> The Theatre Faculty Program Committee (TFPC) under the guidance of the Theatre Program Coordinator (TPC) has proposed curriculum revision that will be submitted to the University Curriculum Committee in fall 2007. Changes include re-sequencing of courses and identification of clearer prerequisite experiences assessment points in major courses, and outcomes expectations.         </p> <p data-bbox="1371 740 1969 829"> <b>C</b> TFPC recommended that assessment rubric utilized for the initial philosophy statement be revised for use in 2007-08.         </p> <p data-bbox="1371 862 1965 1133"> <b>A/D</b> TFPC recommended that the initial <i>Program Philosophy Statement</i> be continuously developed and rewritten by the program candidate at the conclusion of the 200-level in the appropriate concentration course: THEA 395, <i>Intermediate Acting</i> (to be changed to 200-level course in 2007-08) or THEA 262, <i>Graphic Techniques in Theatre Design</i>, and again, at the time of program completion in THEA 400, <i>Theatre Career Management</i>.         </p> <p data-bbox="1371 1138 1913 1227"> <b>200-level assessment statement:</b> 75% of program candidates earn a score of 70% or higher on the indicators related to critical thinking.         </p> <p data-bbox="1371 1232 1940 1321"> <b>400-level assessment statement:</b> 85% of program candidates earn a score of 80% or higher on the three indicators related critical thinking.         </p>

during the semester of enrollment in THEA 375 (to be changed to the 200-level in 2007-08) or THEA 262 with regard to the concentration.

- 75% of program candidates earn a score of 70% or above on indicators related to critical thinking as assessed through the final performance project in THEA 395 (to be changed to 200-level) for performance concentration candidates, or THEA 262 (Graphic Techniques in Theatre Design) for Design/Technical concentration candidates.

- 85% of program candidates earn of score of 80% or above on indicators related to critical thinking as assessed through the “Performance Projects” in THEA 471 (Advanced Acting) for performance concentration candidates, or the “Design Projects” in THEA 462 (Advanced Scenic and Lighting Design) for Design/Technical concentration candidates.

**Senior Concentration Evaluation (THEA 410: Senior Showcase):** an advertised public presentation, evaluated by the full Theatre Faculty, that provides a formal review of the program candidate’s technical skills and conceptual understanding, theoretical abilities, repertoire and historic and stylistic knowledge, and ability to interpret and communicate with regard to their concentration.

- 85% of program completers earn a score of 80% or above on indicators related to critical thinking as assessed through the performance or portfolio presentation in THEA 410.

- 75% of program candidates earn a score of 70% or above on indicators related to critical thinking as

No available data. New assessment.

Five program candidates enrolled in THEA 375 in fall 2006. 100% of program candidates earned a score of 70% or above (100% mean score). Two program candidates were enrolled in THEA 262 in spring 2007. 100% of program candidates earned a score of 70% or above (all candidates = 100% mean score).

Eight program candidates enrolled in THEA 471 in spring 2007. 75% of program candidates earned a score of 80% or above (all candidates = 80% mean score).

THEA 462 was not offered during 2006-07.

2006-07- No accurate data from new assessment tool. In 2006-07, four program completers enrolled in THEA 410.

<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>
<b>Performance Total</b>	<b>4</b>	<b>83%</b>
Completer 1		90%
Completer 2		80%
Completer 3		90%
Completer 4		70%
<b>Design/Production Total</b>	<b>0</b>	<b>NA</b>
<b>Program Total</b>	<b>4</b>	<b>83%</b>

**In 2006-07, one program completer did not meet expected level of achievement.**

No detailed data from assessment tool. Four program candidates enrolled in THEA 162 in fall

**D** TFPC recommended that an assessment rubric be developed to evaluate the program candidate’s critical thinking skills as demonstrated in the Sophomore Portfolio/Performance Evaluation. Initial data will be reported in the 2008 Master Plan/Progress Report.

**R** Evaluation project expectations will be better defined in a revised rubric.

**R** TFPC recommended that the assessment tool be revised to more accurately evaluate the program completer’s critical thinking skills as demonstrated in the Senior Concentration Evaluation. Revised rubric data will be reported in the 2008 Master Plan/Progress Report.

**R** TFPC recommended that the assessment tool be revised to more accurately evaluate the program

assessed through the Prompt Book Project required in THEA 162 (Script Analysis).

- 85% of program candidates earn a score of 80% or above on indicators related to critical thinking as assessed through the Advanced Prompt Book Project required in THEA 473, Directing.

- 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) questions relating to the program completer's opinion concerning their accomplishments in critical thinking/problem solving skills in the discipline.

- 4.00/5.00 mean response on the Graduate Survey (GS) and Employer Survey (ES) [voluntary] on questions relating to critical thinking skills outcomes and their long term impact on the graduates' effectiveness in their employment position.

2006. 100% of program candidates earned a score of 70% or above on the prompt book project (all candidates = 92% mean score).

No detailed data from assessment tool.  
Five program candidates enrolled in THEA 473 in spring 2007. 100% of program candidates earned a score of 70% or above (all candidates = 78% mean score).

In 2006-07, four program completers responded to questions on the GSES.

***Critical Thinking***

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Design/Production Total	0	NA
Performance Total	4	4.50
<b>Program Total</b>	<b>4</b>	<b>4.25</b>

**Evaluation indicator was met in 2006-07.**

***Problem Solving***

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Design/Production Total	0	NA
Performance Total	4	3.75
<b>Program Total</b>	<b>4</b>	<b>3.75</b>

**Evaluation indicator was not met in 2006-07.**

No data available. The GS and ES are on a five-year rotation and will be distributed next in January 2008.

completer's critical thinking skills as demonstrated in the Prompt Book Project in THEA 162. Initial data will be reported in the 2008 Master Plan/Progress Report.

**D** TFPC recommended that the assessment tool be revised to more accurately evaluate the program completer's critical thinking skills and knowledge achievements as demonstrated in the Advanced Prompt Book Project in THEA 473. Initial data will be reported in the 2008 Master Plan/Progress Report.

**R** The GSES will be revised by the PART department head in collaboration with the TPC to update specific questions for use in fall 2007 concerning critical thinking outcomes including "My degree program assisted me in gaining or enhancing 1) creative and imaginative thinking skills and 2) the ability to pursue a task to successful completion."

**A/R** The GS and ES will be revised and mailed as well as posted on the PART website in January 2008

**Student Learning Outcome 2:** Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p><u>Initial Philosophy Statement:</u> 70% of program candidates earn a score of 70% or above on the indicators related to communications skills assessed as a component of the initial theatre philosophy statement.</p> <p>• 75% of program candidates earn a score of 70% or above on indicators related to communications and technology achievements assessed through the final project in THEA 395 (to be changed to 200-level) for performance concentration candidates, or THEA 262 (Graphic Techniques in Theatre Design) for Design/Technical concentration candidates.</p>	<p>2006-07 – No available data; no first-time program candidates entered.</p> <p>No available data. New assessment.</p> <p>Five program candidates enrolled in THEA 375 in fall 2006. 100% of program candidates earned a score of 70% or above (all candidates = 100% mean score). Two program candidates were enrolled in THEA 262 in spring 2007. 100% of program candidates earned a score of 70% or above (all candidates = 100% mean score).</p>	<p><b>R</b> TFPC recommended that assessment rubric utilized for the initial philosophy statement be revised for use in 2007-08.</p> <p><b>A/D</b> TFPC recommended that the initial <i>Program Philosophy Statement</i> be continuously developed and rewritten by the program candidate at the conclusion of the 200-level in the appropriate concentration course: THEA 395, <i>Intermediate Acting</i> (to be changed to 200-level course in 2007-08); or THEA 262, <i>Graphic Techniques in Theatre Design</i>, and again, at the time of program completion in THEA 400, <i>Theatre Career Management</i>.</p> <p><b>200-level assessment statement:</b> 75% of program candidates earn a score of 70% or higher on the indicators related to oral, written &amp; technological communications.</p> <p><b>400-level assessment statement:</b> 85% of program candidates earn a score of 80% or higher on the three indicators related to oral, written &amp; technological communications.</p> <p><b>D</b> TFPC recommended that an assessment rubric be developed to evaluate the program candidate's communication and technology skills and achievements as demonstrated in the Sophomore Portfolio/Performance Evaluation. Initial data will be reported in the 2008 Master Plan/Progress Report.</p> <p><b>D</b> The following additional assessment will be utilized in 2007-08: 85% of program candidates earn a score of 80% or above on indicators related to communications achievements in the written review projects of THEA 471 (Advanced Acting) for performance concentration candidates, or the THEA 462 (Advanced Scenic and Lighting Design) final written presentation for Design/Technical concentration candidates.</p>

- 85% of program completers earn a score of 80% or above on indicators related to communications and technology achievements as assessed through the performance or portfolio presentation in THEA 410.

- 75% of program candidates earn a score of 70% or above on indicators related to communications achievements as assessed through the Prompt Book Project required in THEA 162 (Script Analysis).

- 85% of program candidates earn a score of 80% or above on indicators related to communications achievements as assessed through the Advanced Prompt Book Project required in THEA 473 (Directing).

- 85% of program candidates earn a score of 80% or above on indicators related to communications achievements as assessed through the “Auditions Project” or “Design Portfolio” required in THEA 400 (Theatre Career Management).

- 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) questions relating to the program completer’s opinion concerning their accomplishments in communication and technology skills in the discipline.

- 4.00/5.00 mean response on the GS and ES [voluntary] on questions relating to critical thinking skills outcomes

2006-07- No specific data from current evaluation tool. In 2006-07, four program completers enrolled in THEA 410.

<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>
<b>Performance Total</b>	<b>4</b>	<b>83%</b>
Completer 1		90%
Completer 2		80%
Completer 3		90%
Completer 4		70%
<b>Design/Production Total</b>	<b>0</b>	<b>NA</b>
<b>Program Total</b>	<b>4</b>	<b>83%</b>

**In 2006-07, one program completer did not meet expected level of achievement.**

2006-07 – No detailed data from assessment tool. Four program candidates enrolled in THEA 162 in fall 2006. 100% of program candidates earned a score of 70% or above on the prompt book project (all candidates = 92% mean score).

2006-07- No detailed data from assessment tool. Five program candidates enrolled in THEA 473 in spring 2007. 100% of program candidates earned a score of 70% or above in the course (all candidates = 78% mean score).

Three program candidates were enrolled in THEA 400 in fall 2006. 100% of program candidates earned a score of 80% or above on the “Auditions Project” (all candidates = 84% mean Score). No Design Portfolios were completed.

No specific indicators concerning communications or technology are currently on the GSES.

No data available. The GS and ES are on a five-year rotation and will be distributed next in January 2008.

**R** TFPC recommended that the assessment tool be revised to more accurately evaluate the program completer’s communication and technology skills and achievements as demonstrated in the Senior Concentration Evaluation. Revised rubric data will be reported in the 2008 Master Plan/Progress Report.

**R** TFPC recommended that the assessment tool be revised to more accurately evaluate the program candidate’s communication and technology skills and achievements as demonstrated in the Prompt Book Project in THEA 162. Initial data will be reported in the 2008 Master Plan/Progress Report.

**R** TFPC recommended that the assessment tool be revised to more accurately evaluate the program candidate’s communication and technology skills and achievements as demonstrated in the Advanced Prompt Book Project in THEA 473. Initial data will be reported in the 2008 Master Plan/Progress Report.

**R** TFPC recommended that the assessment tool be revised to more accurately evaluate the program candidate’s communication skills and achievements as demonstrated in the “Auditions Project” or “Design Portfolio” required in THEA 400. Initial data will be reported in the 2008 Master Plan/Progress Report.

**D** An assessment rubric evaluating technology and communication skills as applied to the career resume project will be added to THEA 400 in 2007-08.

**R** The GSES will be revised by the TFPC before fall 2007 to include indicators in communication and technology.

**A/R** The GS and ES will be revised and mailed as well as posted on the PART website in January 2008

and their long term impact on the graduates' effectiveness in their employment position.

**R** The Coordinator of Theatre (as of Fall 2007) will monitor current and changing NAST general education requirements and goals and recommend warranted program changes.

**Student Learning Outcome 3:** Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p data-bbox="107 315 703 342"><b><u>Global Perspective Defined in Theatre Arts</u></b></p> <p data-bbox="107 347 703 375">Program completers possess</p> <ol data-bbox="107 380 703 678" style="list-style-type: none"> <li data-bbox="107 380 703 467">1. an understanding of and the ability to evaluate contemporary thinking about theatre and related arts;</li> <li data-bbox="107 472 703 589">2. a knowledge of the historical and cultural dimensions of theatre, including the works of leading playwrights, actors, directors, and designers both past, present and global; and</li> <li data-bbox="107 594 703 678">3. an understanding of significant ethical and professional issues related to a career in theatre within a global arena.</li> </ol> <p data-bbox="96 716 703 894">• <b><u>Initial Philosophy Statement:</u></b> 70% of program candidates earn a score of 70% or above on the indicators related to the candidate's knowledge of theatre repertoire and awareness of contemporary thinking about theatre as a component of the initial theatre philosophy statement.</p>	<p data-bbox="730 711 1283 768">2006-07 – No available data; no first-time program candidates entered.</p>	<p data-bbox="1371 711 1969 797"><b>R</b> TFPC recommended that assessment rubric utilized for the initial philosophy statement be revised for use in 2007-08.</p> <p data-bbox="1371 834 1969 1101"><b>A/D</b> TFPC recommended that the initial <i>Program Philosophy Statement</i> be continuing developed and rewritten by the program candidate at the conclusion of the 200-level in the appropriate concentration course: THEA 395, <i>Intermediate Acting</i> (to be changed to 200-level course in 2007-08); or THEA 262, <i>Graphic Techniques in Theatre Design</i>, and again, at the time of program completion in THEA 400, <i>Theatre Career Management</i>.</p> <p data-bbox="1371 1105 1969 1252"><b>200-level assessment statement:</b> 75% of program candidates earn a score of 70% or higher on the indicators related to the ability to evaluate repertory and contemporary thinking concerning theatrical styles and trends.</p> <p data-bbox="1371 1256 1969 1435"><b>400-level assessment statement:</b> 85% of program candidates earn a score of 80% or higher on the indicators related to awareness of ethical and professional issues and the ability to evaluate repertory and contemporary thinking concerning theatrical styles and trends.</p>

**Theatre History Assessment**

Theatre History (THEA 472 and THEA 475) analyzes the history of theatre from the Greek period to the present day emphasizing the roles of theatre within the evolution of contemporary culture.

• 85% of program candidates earn a score of 80% or above on the Position Papers (total of projects) and the Final Style Notebook Project in THEA 472 and THEA 475.

• 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) questions relating to the program completer’s opinion concerning the effectiveness of courses in theatre history.

• 4.00/5.00 mean response on the GS and ES [voluntary] on questions relating to objective outcomes and their long term impact on the graduates’ effectiveness in their employment position.

In fall 2006, four program candidates were enrolled in THEA 472. 50% of program candidates earned a score of 80% or above on “Position Papers” (all candidates = 76% mean score). 25% of program candidates earned a score of 80% or above on the Style Notebook Project (all candidates = 75% mean score).

In spring 2007, six program candidates were enrolled in THEA 475. 33% of program candidates earned a score of 80% or above on the “Positions Papers” (all candidates = 72%). 33% of program candidates earned a score of 80% or above on the Style Notebook Project (all candidates = 68% mean score).

In 2006-07, four program completers responded to questions on the GSES.

**Quality of Theatre History Courses**

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Design/Production Total	0	NA
Performance Total	4	5.00
<b>Program Total</b>	<b>4</b>	<b>5.00</b>

**Evaluation indicator was not met in 2006-07.**

**Quality of THEA 400**

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Design/Production Total	0	NA
Performance Total	4	4.25
<b>Program Total</b>	<b>4</b>	<b>4.25</b>

**Evaluation indicator was not met in 2006-07.**

No data available. The GS and ES are on a five-year rotation and will be distributed next in January 2008.

**A** TFPC will review the value of lowering the theatre history sequence to the 300-level and developing a sequenced course components (100-400 levels) designed to give the program candidate repertory analysis tools at an early stage and reinforcing them at leach level of development.

**D** TFPC recommended that embedded questions for THEA 472 and 475 be utilized to evaluate program candidates’ knowledge of theatre history and historic/contemporary styles and current trends in theatre thought.

**D** The TFPC recommended that appropriate assessment indicators bed developed to specifically evaluate the program completer’s capstone presentation (THEA 410) in regard to their knowledge of historic and contemporary theatrical styles and repertoire.

**A/R** The GS and ES will be revised and mailed as well as posted on the PART website in January 2008



changed to the 200-level in 2007-08) or THEA 262 with regard to the concentration.

- 75% of program candidates earn a score of 70% or above on the final performance project in THEA 395 (to be changed to 200-level) for performance concentration candidates, or THEA 262 (Graphic Techniques in Theatre Design) for Design/Technical concentration candidates.

- 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) questions relating to the program completer's opinion concerning the effectiveness of fundamental (lower division) courses in movement, acting, analysis, design and technical production.

- 4.00/5.00 mean response on the GS and ES [voluntary] on questions relating to objective outcomes and their long term impact on the graduates' effectiveness in their employment position.

No available data. New assessment.

Five program candidates enrolled in THEA 375 in fall 2006. 100% of program candidates earned a score of 70% or above (100% mean score). Two program candidates were enrolled in THEA 262 in spring 2007. 100% of program candidates earned a score of 70% or above (all candidates = 100% mean score).

In 2006-07, four program completers responded to questions on the GSES.

***Quality of Theatre Fundamental Courses (100-200)***

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Design/Production Total	0	NA
Performance Total	4	4.50
<b>Program Total</b>	<b>4</b>	<b>4.50</b>

**Evaluation indicator was not met in 2006-07.**

No data available. The GS and ES are on a five-year rotation and will be distributed next in January 2008.

**D** TFPC recommended that an assessment rubric be developed to evaluate the program candidate's basic competency as demonstrated in the Sophomore Performance/Portfolio Evaluation. Initial data will be reported in the 2008 Master Plan/Progress Report.

**D** TFPC recommended that an assessment rubric be developed to evaluate the program candidate's competency and understanding of the fundamentals of technical theatre or performance as demonstrated in THEA 291 or THEA 292 project at the conclusion of the sophomore level of study. Initial data will be reported in the 2008 Master Plan/Progress Report.

**A/R** The GS and ES will be revised and mailed as well as posted on the PART website in January 2008.

**Student Learning Outcome 5:** Graduates possess advanced competency in and a developed knowledge of the declared area of concentration: **Design/Technical** or **Performance**.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																								
<p>• 85% of program candidates earn a score of 80% or above on the final performance project in THEA 471 (Advanced Acting) for performance concentration candidates, or the final design project in THEA 462 (Advanced Scenic and Lighting Design) for Design/Technical concentration candidates.</p> <div data-bbox="100 829 703 1073" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b><u>Senior Concentration Evaluation (THEA 410: Senior Showcase):</u></b> an advertised public presentation, evaluated by the full Theatre Faculty, that provides a formal review of the program candidate’s technical skills and conceptual understanding, theoretical abilities, repertoire and historic and stylistic knowledge, and ability to interpret and communicate with regard to their concentration.</p> </div> <p>• 85% of program completers earn a score of 80% or above on the performance or design portfolio presentation in THEA 410. Projects include analysis components.</p>	<p>Eight program candidates enrolled in THEA 471 in spring 2007. 75% of program candidates earned a score of 80% or above (all candidates = 80% mean score).</p> <p>2006-07- No accurate data from new assessment tool. In 2006-07, four program completers enrolled in THEA 410.</p> <table border="1" data-bbox="730 1195 1346 1442"> <thead> <tr> <th><i>Concentration</i></th> <th><i>Number of Completers</i></th> <th><i>Score in Percentage</i></th> </tr> </thead> <tbody> <tr> <td><b>Performance Total</b></td> <td><b>4</b></td> <td><b>83%</b></td> </tr> <tr> <td>Completer 1</td> <td></td> <td>90%</td> </tr> <tr> <td>Completer 2</td> <td></td> <td>80%</td> </tr> <tr> <td>Completer 3</td> <td></td> <td>90%</td> </tr> <tr> <td>Completer 4</td> <td></td> <td>70%</td> </tr> <tr> <td><b>Design/Production Total</b></td> <td><b>0</b></td> <td><b>NA</b></td> </tr> <tr> <td><b>Program Total</b></td> <td><b>4</b></td> <td><b>83%</b></td> </tr> </tbody> </table> <p><b>In 2006-07, one program completer did not meet expected level of achievement.</b></p>	<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>	<b>Performance Total</b>	<b>4</b>	<b>83%</b>	Completer 1		90%	Completer 2		80%	Completer 3		90%	Completer 4		70%	<b>Design/Production Total</b>	<b>0</b>	<b>NA</b>	<b>Program Total</b>	<b>4</b>	<b>83%</b>	<p><b>D</b> TFPC recommended that an assessment rubric be utilized in 2007-08: “85% of program candidates earn a score of 80% or above on (selected indicators of) the final performance project in THEA 471 (Advanced Acting) for performance concentration candidates, or the final design project in THEA 462 (Advanced Scenic and Lighting Design) for Design/Technical concentration candidates.”</p> <p><b>D</b> TFPC recommended that an assessment rubric be developed to evaluate the program candidate’s competency and understanding of advanced performance or technical theatre as demonstrated in the THEA 391 or THEA 392 project at the conclusion of the 300- level of study. Initial data will be reported in the 2008 Master Plan/Progress Report.</p> <p><b>R</b> TFPC recommended that the assessment tool be revised to more accurately evaluate the program completer’s knowledge and skills related to the concentration as demonstrated in the Senior Concentration Evaluation, THEA 410. Revised rubric data will be reported in the 2008 Master Plan/Progress Report.</p>
<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>																								
<b>Performance Total</b>	<b>4</b>	<b>83%</b>																								
Completer 1		90%																								
Completer 2		80%																								
Completer 3		90%																								
Completer 4		70%																								
<b>Design/Production Total</b>	<b>0</b>	<b>NA</b>																								
<b>Program Total</b>	<b>4</b>	<b>83%</b>																								

• 85% of program candidates earn a score of 80% or above on the Advanced Prompt Book Project required in THEA 473 (Directing).

• 85% of program candidates earn a score of 80% or above on the “Auditions Project” or “Design Portfolio” and the Career Philosophy Statement and Professional Resume required in THEA 400 (Theatre Career Management).

• 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) questions relating to the program completer’s opinion concerning the effectiveness of the THEA 410 faculty advisor

• 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) questions relating to the program completer’s opinion concerning the effectiveness of advanced (upper division) courses in the performance or design/production concentration.

No detailed data from assessment tool.  
Five program candidates enrolled in THEA 473 in spring 2007. 100% of program candidates earned a score of 70% or above (all candidates = 78% mean score).

Three program candidates were enrolled in THEA 400 in fall 2006. 100% of program candidates earned a score of 80% or above on the “Auditions Project” (all candidates = 84% mean Score). No Design Portfolios were completed.

In 2006-07, four program completers responded to questions on the GSES.

**Effectiveness of THEA 410 Faculty Supervisor**

Concentration	Response #	Mean Score
Design/Production Total	0	NA
Performance Total	4	4.88
<b>Program Total</b>	<b>4</b>	<b>4.88</b>

**Evaluation indicator was met in 2006-07.**

**Quality of Advanced Concentration Courses (300-400)**

Concentration	Response #	Mean Score
Design/Production Total	0	NA
Performance Total	4	4.50
<b>Program Total</b>	<b>4</b>	<b>4.50</b>

**Evaluation indicator was met in 2006-07.**

**R** TFPC recommended that the assessment tool be revised to more accurately evaluate the program candidate’s achievements as demonstrated in the Advanced Prompt Book Project in THEA 473. Initial data will be reported in the 2008 Master Plan/Progress Report.

**R** TFPC recommended that the assessment tool be revised to more accurately evaluate the program candidate’s communication skills and achievements as demonstrated in the “Auditions Project” or “Design Portfolio” required in THEA 400. Initial data will be reported in the 2008 Master Plan/Progress Report.

**A/D** TFPC recommended that the initial *Program Philosophy Statement* be continuing developed and rewritten by the program candidate at the conclusion of the 200-level in the appropriate concentration course: THEA 395, *Intermediate Acting* (to be changed to 200-level course in 2007-08); or THEA 262, *Graphic Techniques in Theatre Design*, and again, at the time of program completion in THEA 400, *Theatre Career Management*.

**400-level assessment statement:** 85% of program candidates earn a score of 80% or higher on the Career Philosophy Statement.

**A/D** TFPC recommended that a resume assessment tool be developed for THEA 400.

**R** In 2007-2008, the head of the department will adjust faculty teaching assignments to make best use of faculty expertise and evidenced classroom success.

**R** Upper division (300-400 level) course rotation will be adjusted to insure larger enrollment through effective scheduling.

**R** Coordinator of Theatre (as of fall 2007) will monitor current and changing NAST requirements and goals in each concentration area and recommend warranted program changes.

**D** Theatre Faculty will meet at the end of summer 2007 to 1) propose warranted changes to the Theatre Handbook; 2) review Graduating Student Exit Survey

• 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) questions relating to the program completer's opinion concerning the overall quality of the specific concentration focus.

• 4.00/5.00 mean response on the GS and ES [voluntary] on questions relating to objective outcomes and their long term impact on the graduates' effectiveness in their employment position.

***Quality of Advanced Concentration Courses (300-400)***

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Design/Production Total	0	NA
Performance Total	4	4.50
<b>Program Total</b>	<b>4</b>	<b>4.50</b>

**Evaluation indicator was met in 2006-07.**

***Overall Quality of Area of Concentration***

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Design/Production Total	0	NA
Performance Total	4	4.50
<b>Program Total</b>	<b>4</b>	<b>3.25</b>

**Evaluation indicator was not met in 2006-07.**

No data available. The GS and ES are on a five-year rotation and will be distributed next in January 2008.

comments and develop plans for valid issues; 3) review and revise THEA 400 to emphasize more "real world" projects and goals; and 4) develop a uniform capstone experience student evaluation form (rubric)

**D** Additional internships related to the concentration will be sought for program candidates.

**C** Academic advisors will broaden their knowledge of post-graduate programs in universities and the professional world to better assist graduates in their career goals.

**A/R** The GS and ES will be revised and mailed as well as posted on the PART website in January 2008.

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**Resources Allocated:**

1. \$2,000 will be spent on program recruiting materials and activities during 2007-08.
  2. \$1,500 has been allocated to guest artist workshops and presentations for student professional development.
  3. \$2,000 has been allocated for student travel to perform at the regional KC/ACTF Festival in fall 2007.
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