

Introduction

In the School of Performing Arts, the faculty understands outcome goals and objectives to be simply a formal way of describing desired outcomes and specifying the desired results of a learning activity. We consider learning to be a relatively permanent change in student behavior and function. Since producing learning is a complex process that entails the ability to reliably produce particular types of learning in theatre, dance and musical theatre, the teaching and learning processes across the school are deliberately managed. Such process management entails fully articulated statements of intended learning outcomes across all of our majors, that is, what students should know and be able to do as the result of the educational experience (i.e., the curriculum, course or lesson, and performance experience).

Outcome assessment in the School of performing Arts is designed to align obtained results with intended outcome goals and objectives across all three disciplines of theatre, musical theatre and dance. Our outcome assessments in each program compare the actual outcomes produced within each discipline with the desired outcomes of the school itself and is based upon a clear specification of the six main learning outcomes that are intended.

The school follows several guiding principles:

- **LINK OBJECTIVES TO STANDARDS FOR YOUR DISCIPLINE.** In the School of Performing Arts, six learning outcomes are designed with correlation to national accreditation standards in theatre, dance and musical theatre.
- **FIND A WAY TO MAKE ASSESSMENT RELATIVELY EASY TO DO.** We use two assessment to measure several things:
 - 1) We assess samples from two “capstone” courses in the Theatre and Musical Theatre programs: THEA 455 Senior Jury and THEA 451 Portfolio Review. These two samples serve as an exit exam in the advanced level of matriculation. The Dance Program assesses samples from only one sample, “Senior Concert,” a non-credit, required project for graduation that is conducted in the senior year. Senior Concert includes a written self assessment. The writing sample shows grammar and writing proficiency as well as training in dance. The Musical Theatre Program These results are recorded and placed in each student’s file for the eventual development of his/her portfolio. We also record the results in a database.
 - 2) We plan to use an exit survey, which is completed by all SPA majors when they bring their degree audit to our Academic Records Coordinator, Elnora Watson. The signed audit form will not be sent in until the student turns in the survey. (This exit survey will be implemented in Fall 2006).
- **GET TRAINING, WHEN NEEDED, TO DO ASSESSMENTS.** This academic year, the faculty in the School of Performing Arts has held a retreat to discuss assessment principles and methods, as well as to provide extra

mentoring in the process on an ongoing basis. Each program faculty met at the end of the spring semester in a day-long retreat to review and discuss the assessments in their program. The Chair has met individually with faculty members to provide any needed reinforcement in practices and procedures. We will seek funding to get new faculty trained during the next academic year, probably from Faculty Development funds.

- **TIE THE ASSESSMENbm**

Indirect Measures:

SPA Alumni Survey

Performance Reviews and Critiques

Anecdotal Feedback

Accreditation Heads Reports

Collapse the data from each academic program into a summary report on assessment in the school.

What conclusions can be drawn from the assessment itself?

What can we do better?

5. Performance Experience: Students completing a degree program in theatre, dance or musical theatre will participate in the production of plays, musicals or dance concerts as well as classroom performances and practicum assignments. This opportunity for experiential learning will require the demonstration and application of knowledge of both the art and the craft of the disciplinary concentration.

6. Creative Development: Students completing a degree program in theatre, dance or musical theatre will develop and communicate a sense of their own creative process, individual style and personal aesthetic.

ASSESSMENT OF SCHOOL GOALS

In accordance with its mission statement, the School of Performing Arts has established appropriate measures to assess the School's success in achieving its goals and objectives through its Theatre, Dance, and Music Theatre programs.

Accreditation Reviews and Annual HEADS Reports

WSU is accredited by the National Association of Schools of Dance and the National Association of Schools of Music. The School of Performing Arts Dance Program reviews were conducted in 1997 and 2003. The next review is scheduled for 2012-2013. The Musical Theatre Program reviews were conducted by the School of Music. The Theatre Program is currently positioning itself for future accreditation by the National Association of Schools of Theatre. In each case, program success will be evaluated with consideration of accreditation standards and data compiled in HEADS reports.

Annual Faculty Review

The Chair of the School of Performing Arts reviews each faculty member's goals and record of accomplishment in January for the previous calendar year. Evaluation criteria include teaching, creative/scholarly activity, and service that supports student learning. On the basis of this assessment, faculty members and the Chair collaboratively consider and design new goals according to a matrix of responsibilities for the current calendar year.

Local, State, Regional and National Festival Adjudications and Professional Development

Student and faculty participation at discipline-specific festivals and competitions, such as the American College Dance Festival and the Kennedy Center American College Theatre Festival, provides feedback and evaluation in areas of performance, production and choreography by experts, scholars and professional adjudicators. The success of our students and faculty is measured by their creativity and artistry, the number of peer-reviewed scholarly activities in which they engage annually, and by their honors and awards.

Placement

Placement of graduates from the school in professional companies, internships, and graduate programs is

2. Laboratory Engagement: Inherent in the performance of theatre, musical theatre, and dance is a complex organizational system that includes artistic decisions, technical direction, production elements, management concerns, publicity, promotions, and the audience community. Through direct participation in laboratory experiences associated with coursework in performance, design/technical theatre, and production, students are assessed by faculty, designers, and shop supervisors in consultation with each other. Assessment may be the direct result of demonstrated evidence of responsibility to laboratory assignments in addition to methods of evaluation inherent in associated coursework. **Learning Objectives: 1. Critical Thinking, 2. Communication Skills, 3. Knowledge of the Discipline, 4. Career Preparation, 5. Performance Experience, 6. Creative Development.**

3. Senior Portfolio: In conjunction with regular performances, training in each of the programs of the school culminates in the compilation of a discipline-specific portfolio (classroom projects, realized production projects in the School's Main Stage or Second Stage venues, resume, headshot, production photos, design, construction, technical plots and renderings, choreography, stage management, self-evaluations, etc.) suitable for job and/or graduate school applications. Through these portfolio projects, students are able to maintain an accurate record of their experiences and display their readiness for advanced study or work in a professional context. The review of senior portfolios by the faculty in each program serves to assess the student's representation of his or her history while at WSU. Oral feedback is given for all areas of the portfolio with assessment of individual projects, and the whole, based on a standard set of criteria (Attachment B– Portfolio Assessment). **Learning Objectives: 1. Critical Thinking, 2. Communication Skills, 3. Knowledge of the Discipline, 4. Career Preparation, 5. Performance Experience, 6. Creative Development.**

Indirect Measure:

1. **Alumni Survey:** (Attachment C – WSU School of Performing Arts Alumni Survey). **Learning Objectives: 1. Critical Thinking, 2. Communication Skills, 3. Knowledge of the Discipline, 4. Career Preparation, 5. Performance Experience, 6. Creative Development.**

RESULTS

The School Assessment Committee (a committee of the whole) plans to review assessment plans of the school and data collected yearly in an attempt to answer the following questions:

- Question 1: How are our students performing with regard to the school's stated learning objectives and what do the results imply about our school? A: If the majority of our students are meeting a large portion of our objectives, scoring mostly 3 and 4's on our rubrics, then we continue to teach as before. If students are receiving mostly 1 and 2's, we will re-analyze our teaching methodology and rubrics across the school in order for the students to start receiving 3's and 4's.
- Question 2: How effective is our current assessment plan and what changes, if needed, in our academic programs and our assessment plan will guarantee better outcomes for the students? A: If the majority of the students are receiving 3's and 4's, then we continue as before, but if not, we re-think and re-do our assessment plan. School faculty committee will also meet with the chairperson to formulate a plan for change within our academic programs.
- Question 3: How effective is the current assessment plan for the school? Does each program need to be more involved in assessing outcomes in their specific areas?

Q1.: Since the programs within the school have not maintained formal data or annual tracking on learning outcomes, we plan to implement program assessments across the school in fall 2005. These assessment plans will enable the faculty to gain a comprehensive sense of the extent to which our students are achieving the school's learning objectives. A copy of each student's assessment will be kept in their file. We will convene an assessment meeting of the faculty annually for the school-level assessment.

We plan to conduct Exit Interviews with all graduates, starting in fall 2005, and to begin tracking graduates annually to identify where they go, where they work, and their employment opportunities. We plan to post the SPA Alumni Survey on the web site in fall 2005 and to add a link especially for an alumni listserve.

The school will conduct a Cohort Study and a Peer Analysis for each program in collaboration with the Office of Institutional Research, starting in fall 2005.

FEEDBACK LOOP

The faculty currently provides oral critiques for all direct measures of learning outcomes. We have designed assessment tools (attached) which we plan to implement in fall 2005. Students will receive hardcopy letters with the assessments attached. Copies of the assessments will be kept in each student's file.

**Wichita State University
School of Performing Arts**

Senior Jury Assessment

Date _____

Name _____

SSN _____ - _____ - _____

Major _____

Overall GPA Last Semester _____

Local Address _____

Local Phone _____

List selections you choose to present for jury:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Please attach your senior jury program and resume.

Areas of Assessment

Analysis	1	2	3	4
Research	1	2	3	4
Implementation	1	2	3	4
Execution	1	2	3	4
Overall Effectiveness	1	2	3	4

Scoring Key:

A score of **1** indicates 1) the lack of a clear understanding of the basic elements of the material; 2) failure to record and perform as directed; and 3) unwilling and/or unable to polish performance quality. In addition, fails to demonstrate either a willingness and/or ability to adjust performance as directed.

A score of **2** indicates one or more of the following: 1) the lack of a clear understanding of the basic elements of the material; 2) a failure to record and perform as directed; and 3) inconsistent willingness and or ability to polish performance quality. In addition, demonstrates only a marginal willingness and/or ability to adjust performance as directed.

A score of **3** indicates 1) a basic understanding of the basic elements of the material; 2) recorded and performed as directed; 3) willingness and or ability to polish performance quality; and 4) ability to make adjustments as directed.

A score of **4** indicates 1) a clear understanding of the basic elements of the material; 2) recorded, performed and expanded upon as directed; 3) eagerness and commitment to polishing performance quality; and 4) exceptional ability to incorporate adjustments as directed.

Grade _____

Comments:

Juror Signatures _____, _____,
_____, _____,
_____.

A score of **4** indicates all four of the following: 1) an adequate understanding of the importance of a portfolio; 2) a good beginning collection of photos from official photo calls; 3) resume with detailed dates, plays, dances or roles performed, etc.; 4) head shot for audition purposes; 5) well-organized career preparation book, including personal philosophy and self-analysis, for use in job searches within the performing arts industry.

Comments:

Juror Signatures _____, _____, _____,
_____, _____, _____.

**Wichita State University
School of Performing Arts**

ASSESSMENT PLANS

**THEATRE
MUSICAL THEATRE
DANCE
SECONDARY LICENSURE**

<p>governmental, health, and labor organizations.</p> <p>Wichita State University pursues its mission utilizing the human diversity of Wichita, the state's largest metropolitan community, and its many cultural, economic, and social resources. The University faculty and professional staff are committed to the highest ideals of teaching, scholarship, and public service, as the University strives to be a comprehensive, metropolitan university of national stature.</p>			
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Assessment of Program Goals (methods/frequency, who does it)	Assessment of Learner Outcomes	Results	Feedback Loop
<p>Annual Faculty Review The Chair of the School of Performing Arts review each faculty member's goals and record of accomplishment in January for the previous calendar year. Evaluation criteria include teaching, creative/scholarly activity, and service that supports student learning. On the basis of that assessment, the faculty member and the Chair collaboratively design new goals and a matrix of responsibilities for the current calendar year.</p> <p>Year End Assessment All students are reviewed at the end of the academic year by the entire theatre faculty. B.F.A. students who do not maintain a 3.0 GPA in courses are required to meet with their advisor. Assessment takes the form of verbal evaluation between faculty and student, and a written record of the evaluation is placed in the student's file.</p> <p>Scholarship Review The Theatre faculty meets each spring and reviews student</p>	<p>Direct Measures:</p> <ol style="list-style-type: none"> <u>Senior Jury</u> Performance Seniors prepare a 25 – 35 minute showcase featuring their skills in auditioning and performance styles through monologues and scene work. Students demonstrate business skills by engaging in actively publicizing and marketing the performance event. The jury is assessed on a 4 point scale and students must earn a B or higher. <u>Senior Portfolio Review</u> This project requires that all Senior Performance Majors submit a headshot, resume, narrative bio, and monologue morgue. Technical Theatre & Design majors must present/submit a portfolio showing demonstrated skills in rendering; diversity in the design field; demonstrated skills in design, technical and artistic abilities; demonstrated skills in rough sketching and drafting; 	<p>Yearly assessments will be utilized to measure how compatible our expectations are with our training process as follows:</p> <ol style="list-style-type: none"> Spring Faculty Retreat The faculty has decided to gather more substantial data annually. We will develop and maintain department link on School Website, including program audition information; application forms; course work; scholarship information; performance calendar; audio/video clips; photographs; newsletter; alumni news; chatroom. <p>Amendments to the program will be made as the theatre faculty recognizes better ways to serve our students and stay in step with the times.</p> <p>If, in the course of the assessment, areas of deficiency are discovered</p>	<p>The entire Theatre faculty will meet to compile each student's assessment at the end of the year. Students will receive a score sheet and a verbal awareness of their program standing. Students must score a minimum of 6 out of 10 evaluating points on the assessment to maintain scholarship and position in the program.</p> <p>Faculty Advisement in the Freshman and Sophomore year is all important in terms of making</p>

<p>scholarship applications for the following academic year. The Director of Theatre meets with the appropriate faculty of each area (performance or design/tech) to determine if students are meeting the criteria of their scholarship and if the scholarship should be increased based on any or all of the following criteria: a) financial need, b) academic performance, c) outstanding dedication to the program, d) demonstration of leadership.</p>	<p>presentation of realized and theoretical projects; inclusion of public response; current resume. The portfolio is assessed on a 4 point scale and students must earn a B or higher.</p> <p>3. Work in classrooms through evaluation of course work assignments, with the goal of linking class work more directly to production.</p> <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. NAST Heads report 2. School of Performing Arts Alumni Survey <p>The success of our alumni, who continue to teach, direct and perform after graduation.</p> <p>3. ACTF Peer Evaluations</p>	<p>the theatre faculty are willing to amend curriculum or develop new curriculum which will serve our students in the most appropriate fashion.</p>	
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<p>Public and community service activities seek to foster the cultural, economic, and social development of a diverse metropolitan community and of the state of Kansas. The University's service constituency includes artistic and cultural agencies, business and industry, and community educational, governmental, health, and labor organizations.</p> <p>Wichita State University pursues its mission utilizing the human diversity of Wichita, the state's largest metropolitan community, and its many cultural, economic, and social resources. The University faculty and professional staff are committed to the highest ideals of teaching, scholarship, and public service, as the University strives to be a comprehensive, metropolitan university of national stature.</p>	<p>Greater Wichita area, and the surrounding thirteen counties through numerous performances and community interaction each year.</p>	<p>provide a shaping influence in the cultural enrichment of Wichita and the state of Kansas</p>	<p>prepared to enter the profession as performers and choreographers, or entrepreneurs of their own dance careers</p> <ul style="list-style-type: none"> • Graduates are able to create and produce substantive choreographic works independently and collaboratively, and direct students in the performance of those works 	<p>semester by the entire dance faculty through class evaluation and subsequent individual conferences</p> <p><u>Technique Placement</u> All BFA students are adjudicated for technique-level placement upon entering the program and at the beginning of each year by the dance faculty.</p> <p>Scholarship Review: The faculty reviews student applications and conducts auditions for scholarship each spring for the following academic year.</p> <p><u>Post Production Evaluation Meetings:</u> Students meet with faculty to discuss Undergraduate Concert projects annually. Students evaluate performance qualities and write a critical overview of the project.</p> <p>Annual attendance at American College Dance Festivals provides program feedback and evaluation in areas of performance quality and choreography by</p>	<p>precisely.</p> <p>An Exit Interview will be implemented and conducted by dance faculty at the conclusion of the student's senior presentation and oral defense accompanied by an assessment grid.</p> <p>As a part of the curriculum in DANC 645 Practice in Teaching Dance, students are prepared for teaching internships in dance studio/academy in the Wichita metropolitan area. Faculty will implement an internship checklist to assess the competencies of students engaged in the class outreach projects.</p>	
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				<p>outside professional adjudicators</p> <p>Placement of students into local and national performance groups and acceptance of students in professional training programs indicate competency that Program goals are being achieved. These results will be listed on website.</p> <p>Performance with WCDT, student touring company that is accepted by the Kansas Arts Commission Touring Roster, provides program assessment based on requests for performances, number of students ready to tour, and reviews.</p> <ul style="list-style-type: none">• Weekly dance faculty meetings• bi-weekly School of Performing Arts faculty meetings			
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WICHITA STATE UNIVERSITY
School of Performing Arts

** Use the following scale to complete statements 20-28 **					
5	4	3	2	1	0
outstanding	superior	good	fair	poor	not applicable

5 4 3 2 1 0

- — — — — **20. The level of my learning in Theatre Performance at WSU was...**
- — — — — **21. The level of my learning in Design & Technical Theatre at WSU was...**
- — — — — **22. The level of my learning in Musical Theatre at WSU was...**
- — — — — **23. The level of my learning in Dance at WSU was...**
- — — — — **24. The overall level of my education at WSU was...**
- — — — — **25. The curriculum I completed at WSU was...**
- — — — — **26. The Bachelor of Arts in Theatre curriculum I completed at WSU was....**
- — — — — **27. I found the theatre/musical theatre facilities at WSU to be...**
- — — — — **28. I found the dance studios at WSU to be...**

29. Since completing my degree, I have applied for, been offered, or accepted the following types of jobs in my major field:

applied	offered	accepted	
—	—	—	teaching theatre, dance or musical theatre 7-12
—	—	—	teaching theatre, dance or musical theatre other than grades 7-12
—	—	—	teaching other than theatre, dance or musical theatre
—	—	—	performing or designing theatre, dance or musical theatre
—	—	—	theater, dance or musical theatre related position
—	—	—	field outside theatre, dance or musical theatre or disciplines

** Use the following scale to respond to statements 30-39 **					
5	4	3	2	1	0
strongly agree	agree	neutral	disagree strongly	disagree	not applicable

Based on my program of study at WSU...

5 4 3 2 1 0

- — — — — **30. I have adequate knowledge of and skills in Theatre Performance.**
- — — — — **31. I have an appropriate understanding of Theatre as a liberal art.**
- — — — — **32. I have a sufficient understanding of Design & Technical Theatre.**
- — — — — **33. I have adequate knowledge of and skills in Dance.**
- — — — — **34. I have adequate knowledge of and skills in Musical Theatre.**
- — — — — **35. I have an understanding of people of different cultural backgrounds.**

36. Based on my program of study, I was prepared for my current position in the following ways:

37. I could have been better prepared for my current position in the following ways:

38. Regarding your educational experiences in your course of study, what do you think could be improved in the WSU Theatre, Dance or Musical Theatre program?

39. Regarding your educational experiences in your course of study, what do you think the WSU Theatre, Dance or Musical Theatre program does well?

40. Additional Comments:

University
Mission
(related to
goals &
objectives)

Program Mission
(related to goals &
objectives)

Program goals
and Objectives

Learner
Outcomes

Assessment of
Program Goals
(method/freque
ncy, who does
it)

Assessment of
Learner Outcomes

Results

<p>advance the University's goals of providing high quality instruction, making original contributions to knowledge and human understanding, and serving as an agent of community service. This activity is a basic expectation of all faculty members at Wichita State University.</p> <p>Public and community service activities seek to foster the cultural, economic, and social development of a diverse metropolitan community and of the state of Kansas. The University's service constituency includes artistic and cultural agencies, business and industry, and community educational, governmental, health, and labor organizations.</p> <p>Wichita State</p>	<p>Greater Wichita area, and the surrounding thirteen counties through numerous each year.</p>	<p>internships with Music Theatre of Wichita and Stage One</p> <ul style="list-style-type: none"> to advocate for and provide a shaping influence in the cultural enrichment of Wichita and the state of Kansas 	<ul style="list-style-type: none"> preparation for career and/or scholarly pursuits: Students are prepared to enter the profession as performers and entrepreneurs of their own careers students acquire and utilize an eclectic range of performance experiences, developing the constellation of skills associated with Musical Theatre, including theatre, dance, and music techniques, in classical and modern repertory, as well as new works. creative development of the artist and the individual <p>Graduates are able to analyze and create a character independently, interpreting and integrating music and movement. They are capable of developing reviews or club acts for the purpose of</p>	<p>faculty member and the Chair collaboratively design new goals and a matrix of responsibilities for the current calendar year.</p> <p><u>Bi-annual juries and Assessment</u> All students are reviewed at the end of each semester by the entire musical theatre faculty. BFA students who do not maintain a 3.0 GPA in course work may forfeit their scholarships. Students who are judged deficient in dance, acting and/or singing are placed on a probationary status in that area. Written evaluations from the juries are included in each student's file, and are available to them.</p> <p><u>Technique Placement</u> All BFA students are adjudicated for technique-level placement during the fall diagnostic auditions.</p> <p><u>Scholarship</u></p>	<p>student quality.</p> <p><u>Indirect Measures:</u></p> <ol style="list-style-type: none"> HEADS report - annual School of Performing Arts Alumni Survey <p>The success of our alumni, who continue to teach, direct and perform after graduation. Contact is maintained via electronic list serve; alumni are contacted annually to report news and career highlights.</p>	<p>majority of coaching, voice training, and conducting responsibilities. The addition of a coach/conductor would facilitate additional recruiting, enhance student learning, and reduce faculty burnout. Recommend creation of this position by fall 06.</p> <p>Develop NYC and/or Chicago showcase to bring graduating seniors together with agents and producers Peer institutions are aggressively and successfully marketing their graduates through this method. Plan to adopt by Spring 06.</p> <p>Hire director/choreographer to improve technical skills in Tap, Music Theatre dance and to direct/choreograph performances. There is currently no specialist to teach advanced Tap technique, nor an experienced</p>	<p>Students perform for professional producers, directors and performers, receiving suggestions for improvement in technique, interpretation and presentation.</p> <p>Attendance at professional conferences (NATS, Opera America, National Opera Association, SSD&C, etc). Students receive exposure to peers, forge professional and academic relationships, and test their skills in a larger forum.</p> <p>Alumni invited back for master classes, performances and symposia</p> <p>Alumni website links (WSU)</p>
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University

containing a minimum 5 songs in different styles organized in a professional manner.

Writing Assessment

NASM HEADS

Reports are used to assess faculty salaries, physical facilities, faculty loads, SCH/FTE ratios, graduation rates, budgets, scholarships, program cost relative to peer institutions, equipment and technology needs.