

Academic Degree Programs Assessment



**Northern Illinois
University**

College of Visual and Performing Arts

School of Theatre and Dance

Theatre Arts

B.F.A

November 4, 2018

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1. Introduction

Every degree program in the School of Theatre and Dance systemically collects data, year after year, in an effort to continually improve. The annual assessment update is an opportunity for a degree program within the School to demonstrate how it is collecting, using, and reporting student and program-level assessment data and to receive feedback on the effectiveness of those efforts. The efforts put forth in the annual assessment update are intended to be used for multiple purposes, not limited to a single, annual compliance endeavor. What matters most in annual assessment is that actual data is effectively collected, used and reported to drive program improvement within the School. Formative feedback is provided on the quality of the assessments, the quality of our student learning outcomes, and the effective reporting of the results of the data collection, and the effective use of results in making continuous program improvements. Formative feedback is intended to provide guidance on the overall effectiveness of the assessment process, noting our areas of strengths and areas in need of improvement.

The Assessment Committee of the School of Theatre and Dance has developed assessment procedures that satisfies the expectations of the university and actually assist us with the assessment of our students. Our assessments are based on the degree and not on the area of emphasis.

2. Student Learning Outcomes (SLOs)

B.F.A in Theatre Arts:

- A) Develop a resume that reflects professional standards.
- B) Create and maintain a portfolio of professional caliber.
- C) Exhibit audition and interview techniques to professional norms in the area of specialty.
- D) Establish a professional work ethic that includes collaborative skills and respect for the creative process.
- E) Master fundamental principles of performance/design, including industry's current practices and terminology.
- F) Analyze and resolve specialized issues pertaining to at least one area of theatre: performance, technology design, stage management.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Develop a resume that reflects professional standards.				S	S	S	S	S
2. Create and maintain a portfolio of professional caliber.					S	M	S	S
3. Exhibit audition and interview techniques to professional norms in the area of specialty.				S	S	M		S
4. Establish a professional work ethic that includes collaborative skills and respect for the creative process.				S	S	S	S	S
5. Master the fundamental principles of performance/design, including the industry's current practices and terminology.				S	S	S	S	S
6. Analyze and resolve specialized issues pertaining to at least one area of theatre: performance, technology, design, stage management.				S	S	S	S	S
Overall				S	S	S	S	S
<i>Note.</i> Gauge whether each program outcome strongly supports (S), moderately supports (M), or doesn't support (leave blank) each baccalaureate learning outcome								

5. Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Professional Development Assessment	Early in spring semester, each emphasis in the BFA in Theatre Arts conducts a survey of their faculty containing four assessment questions for each student in the emphasis. Each question will contain specific criteria defining assessment points and providing four possible responses by the faculty member. Survey results are available for faculty members to review prior to verbal review with the student when the student completes portfolio/jury exam later in that semester. Known as the P.A.C.T survey (Practical Skill and Knowledge, Attitude, Communication, Teamwork)	Assessment Response Choices: Exceeds Expectations/Meets expectations/Progressing/ Does Not Meet Expectations	80% of all students will meet the Exceeds Expectations/Meets Expectations	During February/March of Spring semester	Area Head	D, E, F

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Student Self-Assessment	In the spring semester, Area Heads from each area conduct a survey of their students containing twenty-four assessment questions each. Four batteries of six questions each will contain specific criteria defining assessment points and providing six possible responses by the student. Survey results are available for faculty members to review prior to verbal review with the student when the student completes portfolio/jury reviews. If desired, these results can be discussed with the student during the interview and used to help set personal goals for the coming year. Known as the P.A.C.T. survey	Self-Assessment Responses: Outstanding/Excellent/Very Good/Satisfactory/Need Work/Not Applicable	75% of students will complete survey	Spring Semester	Area Head	D, E, F

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Portfolio Reviews and Juries	Near the end of spring semester, portfolio reviews and/or juries are conducted by area faculty including a personal interview with each student. These are followed by a survey of their faculty containing final assessment questions for each student that collate directly with the SLOs determined by the Assessment Committee. The battery of questions is created by each emphasis. (BFA in Design/Technology, BFA in Performance). Faculty in the area complete the survey for each student and the survey results are collated and reported to the Assessment Committee and the Chair to be included in the Annual Report.	Students will Exceed Expectations/Meet Expectations	85% of the students in the area will Exceed/Meet Expectations	Spring Semester	Area Head	A, B, C,
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome						
	A. Develop a resume that reflects professional standards.	B. Create and maintain a portfolio of professional caliber.	C. Exhibit audition and interview techniques to professional norms in the area of specialty.	D. Establish a work ethic that includes collaborative skills and respect for the creative process.	E. Master fundamental principles of performance/design, including the industry's current practices and terminology....	F. Analyze and resolve specialized issues pertaining to at least one area of theatre: performance, technology, design. stage management.	Insert brief description of last outcome
Professional Development Assessment	S, D	S, D		S, D	S, D	S, D	
Juried Exams			S, D		S, D		
Student Self-Assessment			F, I	F, I	F, I	F, I	
Portfolio Reviews	S, D	S, D	S, D	S, D	S, D	S, D	
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.							