

# Academic Degree Programs Assessment



**Northern Illinois  
University**

College of Visual and Performing Arts

School of Theatre and Dance

Theatre Arts

M.F.A

December 11, 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 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 satisfy the expectations of the university and help us to improve our programs. Our assessments are based on the degree and not on the area of emphasis.

## **2. Student Learning Outcomes (SLOs)**

### **M.F.A. in Theatre Arts:**

- A) Maintain a resume to professional standards.
- B) Update and enhance a portfolio of professional caliber.
- C) Audition and interview to professional norms in the area of specialty.
- D) Demonstrate a professional work ethic that includes collaborative effort and respect for the creative process.
- E) Master advanced principles of performance/design, including the industry's current practices and terminology.
- F) Analyze and resolve special issues in performance, technology, or design.

### 3. Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
Professional Development Assessment	Early in spring semester, the MFA faculty evaluates their students using the four questions from the SoTD P.A.C.T. rubric (Practical Skill and Knowledge, Attitude, Communication, Teamwork). 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 prior to the end-of-year review.	Assessment Response Choices: Exceeds Expectations/ Meets Expectations/ Progressing/ Does Not Meet Expectations	90% of all students will meet or exceed expectations	During February/March of Spring semester	Area Heads	D, E, F
Student Self-Assessment	In the spring semester, the Area Heads invite the students to assess themselves through a survey containing twenty-four questions as defined in the P.A.C.T. rubric. Survey results are available for faculty members prior to the portfolio reviews and juried exams.	Self-Assessment Responses: Outstanding/ Excellent/ Very Good/ Satisfactory/ Need Work/ Not Applicable	85% of students will complete the survey.	Spring Semester	Area Heads	D, E, F

Assessment Method	Explanation					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	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. The faculty respond to a detailed survey of student skills – see appendices. The battery of questions is created by each emphasis. (MFA in Design/Technology, MFA 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 Director of the School to be included in the Annual Report.	Students will Exceed Expectations/Meet Expectations	85% of the students in the area will meet or exceed expectations	Spring Semester	Area Heads	A, B, C, D, E, F
<p><i>Note.</i> <sup>a</sup> Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome.</p> <p><sup>b</sup> Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

**ASSESSMENT METHODS-BY-OUTCOMES MATRIX**

<b>Assessment Method</b>	<b>Program Student Learning Outcome</b>					
	A. Maintain a resume that reflects professional standards.	B. Update and enhance a portfolio of professional caliber.	C. Audition and interview to professional norms in the area of specialty.	D. Demonstrate a professional work ethic that includes collaborative skills and respect for the creative process.	E. Master advanced principles of performance/design, including the industry’s current practices and terminology.	F. Analyze and resolve special issues in performance, technology, or design.
Professional Development Assessment	F, I	F, I	F, I	F, I	F, I	F, I
Student Self-Assessment		F, I		F, I	F, I	F, I
Portfolio Reviews and Juried Exams	S, D	S, D	F, D	F, I	F, D	F, I
<p><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.</p>						