

MINNESOTA STATE UNIVERSITY MOORHEAD
Communication Studies, Film Studies, and Theatre Arts

Student Assessment of the Department

Each graduating senior will be asked to complete one of these “Student Assessment of the Department” forms. These forms should be returned to the Department Chair at the time he or she is asked to sign the student’s graduation papers. For purposes of program assessment, a summary of all responses will be created by the Department secretary.

Circle your major(s) and area(s) of emphasis or track(s):

Theatre Arts: Acting; Directing; Technical Theatre/Design

Communication Studies

Film Studies

RATING CRITERIA

Apply one of the following numbers for each rating criteria. The numbers represent a numerical conversion of letter grades: A+=12, A=11, A-=10, B+=9, B=8, B-=7, C+=6, C=5, C-=4, D+=3, D=2, D-=1, F=0.

Department Programs

_____ 1. Quality of the courses required in your major.
Comments:

_____ 2. Quality of department elective course offerings.
Comments:

_____ 3. Quality of department co-curricular programs.
Comments:

Department Faculty

_____ 4. Quality of teaching.
Comments:

_____ 5. Quality of advising.
Comments:

Your Educational Experience

_____ 6. Knowledge I have gained about my chosen field of study.
Comments:

_____ 7. Educational experiences I have had outside the classroom.
Comments:

_____ 8. In summary, this is how I would rate my experience with the Department.
Comments:

Additional Comments:

Student Signature (Optional) _____

Communication Studies Assessment Plan

Student Learning Outcomes

1. Students will demonstrate foundational knowledge of communication research methods and the role of research in the creation of knowledge.
2. Students will be able to recognize, diagnose, and respond to communication situations using appropriate communication theories and concepts.
3. Students will create effective communication messages in a variety of contexts and situations.
4. Students will effectively present communication messages in a variety of contexts and situations.
5. Students will analyze communication messages in a variety of cultures, contexts and situations.
6. Students will demonstrate the knowledge to successfully manage group environments and/or interpersonal relationships.

Assessment Measures

Three assessment measures are used to evaluate our effectiveness in achieving the student learning outcomes and institutional effectiveness goals. The attached grids indicate how each learning outcome and goal are assessed and what we expect to achieve.

1. Scenario response paper assigned in the senior seminar course. Assignment and rating instrument are attached.
 - For this assignment, students write two pages for each of the three scenarios presented.
2. Senior seminar project. Rating instrument is attached.
 - For this assignment, students will work in groups to execute some type of original research project and present their results to the public, in written and oral forms.
3. Student evaluation of the department. Rating instrument is attached at the end of this document. This instrument is used by all three disciplines in the department.

Communication Studies Assessment Grid

Learning Outcome	Methods of Assessment	Expected Performance	Actual Performance	Response
1. Students will demonstrate foundational knowledge of communication research methods and the role of research in the creation of knowledge. (See Assessment Form A)	Senior Seminar project	All graduating students will perform at the 70% level or higher on Section I of the Senior Seminar Project Evaluation.		
2. Students will be able to recognize, diagnose, and respond to communication situations using appropriate communication theories and concepts.	Senior Seminar project Scenario Response paper	The mean score of Section II of the Senior Seminar Project Evaluation and Section I of the Scenario Response Evaluation will be at the 70% level or higher.		
3. Students will create effective communication messages in a variety of contexts and situations. (See Assessment Form B)	Senior Seminar project	All graduating students will perform at the 70% level or higher on Section III of the Senior Seminar Project Evaluation.		
4. Students will effectively present communication messages in a variety of contexts and situations. (See Assessment Form C)	Senior Seminar project	All graduating students will perform at the 70% level or higher on Section IV of the Senior Seminar Project Evaluation.		
5. Students will analyze communication messages in a variety of cultures, contexts and situations.	Scenario response paper (Attached)	All graduating students will perform at the 70% level or higher on Section II of the Scenario Response Evaluation		
6. Students will demonstrate the knowledge to successfully manage group environments and/or interpersonal relationships.	Scenario response paper (Attached)	All graduating students will perform at the 70% level or higher on Section III of the Scenario Response Evaluation		

Communication Studies Scenarios

Scenario #1 (Goal #3)

Imagine that you work for a non-profit organization that provides services to homeless individuals. Your supervisor asks you to create two forms of communication messages designed to improve the image of the organization with its external shareholders. Some of the questions you might consider include: Who might be the shareholders you would address? Explain the process you would follow to create such messages. Which type of messages would you choose? Be sure to justify your choice. What would the content of the messages include? Be sure to identify *at least 3 theories/theorists/concepts* that would be useful in this process.

Scenario #2 (Goal #6)

Attached is a copy of President Bush's 2005 State of the Union Address. A link to the video of the speech is included on the speech. Which audience(s) was/were being addressed in the speech? What were Bush's constraints in making the speech? Did he overcome those constraints? If so, how? If you believe he did not, explain why not. What *method of rhetorical criticism* might you use to analyze the speech? Briefly explain the method and what insights you might find with the method.

Scenario #3 (Goal #7)

Imagine that you are having an interpersonal conflict with one of your co-workers. S/he has taken credit for a successful project that was your idea. You have decided to confront the individual about the situation and not go directly to your supervisor. Some of the questions you might consider include: How do you handle the situation? What conflict-management strategies might you use? What kind of communication channel(s) would you use? What kind of communication networks might you use? What are some specific messages you would send the person? Why? Be sure to identify *at least 3 theories/theorists/concepts* that would be useful in this situation.

Communication Studies Scenario Response Paper Evaluation

Student Name _____

Rate each section based on 0-10.

Section I: Recognize, Diagnose, Respond

Rating:

Responsive?
Informed by theory and/or course concepts?
Insightful?
Specific?
Well-written and clear?

Section II: Analysis

Rating:

Responsive?
Informed by theory and/or course concepts?
Insightful?
Specific?
Well-written and clear?

Section III: Interpersonal and/or group

Rating:

Responsive?
Informed by theory and/or course concepts?
Insightful?
Specific?
Well-written and clear?

**Communication Studies
Senior Seminar Project Evaluation**

Student Name _____

Rate each section based on 0-10.

Section I: Research Methods

Rating:

Did you select an appropriate research methodology?

Did you choose an appropriate sample

Did you follow generally accepted principles in executing the research project?

Did you demonstrate competence in using appropriate terminology to describe the research project?

Section II: Theoretical Application

Rating:

Does the communication message use theory to provide insight into a communication situation?

Is/are the theory(ies) used appropriate to the communication situation?

Section III: The Communication Message

Rating:

Clarity

Writing style

Citations/format issues

Spelling/grammar

Based on research

Well-organized

Section IV: Presentation

Rating:

Nonverbals, such as eye contact and gestures

Verbal communication (pitch, etc.)

Energy and enthusiasm

Appropriate technology in the presentation

Theatre Arts Assessment Plan

Student Learning Outcomes

1. Students will demonstrate knowledge and understanding of theatre history, literature, and dramatic theory, and have an ability to communicate effectively about these topics.
2. Students will demonstrate the ability to analyze, design and construct theatrical scenery, lighting, costumes, sound and props using appropriate tools and technology, and have an ability to effectively communicate about this process.
3. Students will act in a variety of performance styles, and demonstrate the ability to communicate effectively their knowledge and understanding of this process.
4. Students will direct for the theatre, and demonstrate the ability to effectively communicate their knowledge and understanding of this process.

Specific Assessments

Specific assessments will be devised each year to address elements of the general Student Learning Outcomes. For example, to address Student Learning Outcome #1 we might use a Specific Assessment such as the following: "Students will effectively write a play analysis paper utilizing dramatic images." Each Assessment report will identify current Specific Assessments like the sample.

Assessment Method

The Specific Assessment will utilize an assessment form with items on a 1-10 scale, with 10 the best. For example, the following assessment form could be used to evaluate essays in THTR 323 Development of Drama II, as a means of addressing the sample Specific Assessment. Each assessment form will be custom created for each new Specific Assessment.

Sample Assessment Form

On a 1-10 scale with 10 the best

- _____ 1. Essay states a clear thesis.
- _____ 2. Essay clearly identifies three significant images from the play.
- _____ 3. Essay explains the meaning of each image with quotes from the play.
- _____ 4. Essay explains the meaning of each image with descriptions from the play.
- _____ 5. The meanings of the images are related together.
- _____ 6. The meanings of the images are related to the thesis.
- _____ 7. The essay uses correct spelling.
- _____ 8. The essay uses correct sentence structure.
- _____ 9. The essay uses correct paragraph structure.
- _____ 10. The essay is generally effective.

Narrative Evaluation

The Narrative Evaluation is a written discussion of the results of the Assessment Form, that concludes with recommendations on the means to raise specific scores if they demonstrate a lack of effectiveness. Effectiveness in all areas may mean that no changes need take place, and the assessment process will move on to new Specific Assessments in the future.

Implementation of Recommendations

The Implementation of Recommendations will include a written description of measures taken in response to the assessment results.

Reassessment

The Reassessment will use elements from the original assessment form and an assignment or student activity similar in nature to the assignment or activity that was originally assessed. Students who have received the Implemented Recommendations will have their work assessed in the Reassessment group. The results will be compared with the original assessment to gauge student improvement.

Improvement will demonstrate the effectiveness of the implemented changes. This may result in moving on to a new Specific Assessment.

A lack of improvement will prompt a new evaluation, with new recommendations and implementation of changes, and a subsequent reassessment.

Film Studies Assessment Plan

Student Learning Outcomes

1. Students will utilize three phases (preproduction/production/postproduction) of production preparation in the creation of film and video projects.
2. Students will demonstrate knowledge of film history, production aesthetics and theory.
3. Students will demonstrate knowledge of basic filmmaking practices and techniques. These include: specialized language use, cinematography principles, lighting and sound elements, editing and directing concepts.
4. Students will examine, analyze, and articulate conclusions as to the historical/critical values inherent in film text materials.
5. Students will integrate evaluation, theory and production/research skills in the creation of a capstone project for public presentation.

Four assessment measures are used to evaluate our effectiveness in achieving the student learning outcomes and institutional effectiveness goals. The attached grids indicate how each learning outcome and goal are assessed and what we expect to achieve.

Assessment measures include:

1. **Portfolio creation and review:** Each Film Studies course syllabus will contain specifications about the portfolio and identify the appropriate materials from that course that should be included. A formal review of the contents of each major's portfolio will take place twice during their tenure in the major. The preliminary portfolio review will take place at the beginning of the semester immediately after completing a minimum of 20 credits in film studies. The final review will take place during the Senior Seminar course 2nd semester of the student's senior year.
2. **Content based examination.** This examination would be administered in a pretest/posttest format. The pretest would be administered as a part of the Film 270: Introduction to Film and Telecommunications studies course. The posttest would be administered as a part of the Film 496: Senior Seminar course. The test design would identify and code specific learning objectives of the course content areas in the Film Studies major. Individual questions could be coded to reflect specific course objects and also be identified to correlate with the specifics of the two emphases, History/Criticism and Film Production.
3. **Senior Thesis project.** The senior thesis project will be evaluated as to the merits of its fundamental design and the skill with which it has been executed. Process staged assignments carried out during the Film 402 Practicum (fall term, senior year) will focus the scope of each student's thesis assignment. Public presentation of the goals and concept for each project will take place during the fall semester. Approval of project concept and design will take place during fall semester. Research/Production process will commence as soon as the approval phase has been completed. The final projects will be presented in a public forum to a group of their peers and faculty near the end of the Film 496: Senior Seminar course. Evaluation of the projects will be based on merits of the students ability to integrate evaluation, theory and production/research skills in the creation of their project. The effectiveness of the public presentation will also be included in the evaluation criteria.
4. **Student evaluation of Department/Program effectiveness:** The existing eight question instrument would be used to gather data on the overall effectiveness of the department/program.

Film Studies Assessment Grid

STUDENT OUTCOME	ASSESSMENT METHOD	COMPETENCY LEVEL
Students will utilize three phases (preproduction/production/postproduction) of production preparation in the creation of film and video projects.	Portfolio Review	Students will score 3.5 out of 5 (70%) on their portfolio review
Students will demonstrate knowledge of film history, production aesthetics and theory.	Portfolio Review	Students will score 3.5 out of 5 (70%) on their portfolio review
Students will demonstrate knowledge of basic filmmaking practices and techniques. These include: specialized language use, cinematography principles, lighting and sound elements, editing and directing concepts.	Content Based Examination and Portfolio Review	Students will score at a level of 70% or higher on the content based exam. Students will score 3.5 out of 5 (70%) on their portfolio review
Students will examine, analyze, and articulate conclusions as to the historical/critical values inherent in film text materials.	Portfolio Review	Students will score 3.5 out of 5 (70%) on their portfolio review
Students will integrate evaluation, theory and production/research skills in the creation of a capstone project for public presentation.	Senior Thesis Project	Students will achieve a final grade of C or better on the Senior Thesis Project.