

**Minnesota State University Moorhead
2006-2007 Assessment Plan Cover Sheet**

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: All programs will complete this form.

Degree Program: Theatre Arts

Department: CSFT

College: Arts and Humanities

Date: 10/31/06

Is this assessment plan your existing plan, a new assessment plan or a revision of an existing plan?

Existing New Revision

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Dr. David Wheeler

2. List of All Student Learning Outcomes. (List and number all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

*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.

3. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan. Please note if the program is accredited by an external agency.

These four student learning outcomes represent the core focus of the curriculum for theatre arts majors. In essence, each student will study dramatic literature and theatre history, theatre technology and design, theatrical performance, and directing for the theatre.

4. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

**Minnesota State University Moorhead
Assessment Planning Form**

Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Theatre Arts

1. Identify Student Learning Outcome in the box below:

Students will demonstrate knowledge and understanding of theatre history, literature, and dramatic theory, and an ability to communicate effectively about these topics.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content <input checked="" type="checkbox"/> Intellectual development <input type="checkbox"/> Talents <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Oral communication <input checked="" type="checkbox"/> Written communication <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Multiculturalism/diversity	<input checked="" type="checkbox"/> Information literacy <input type="checkbox"/> Lifelong learning <input type="checkbox"/> Service <input type="checkbox"/> Citizenship <input type="checkbox"/> Responsibility and ethics <input type="checkbox"/> Global understanding <input type="checkbox"/> Other: <input type="checkbox"/> Other:
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3. How is this learning outcome addressed in the program’s curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

- THTR 120 Introduction to Theatre (This is a new course number for Fall 06)
- THTR 222 Drama I (New course for Spring 07)
- THTR 321 Theatre in America
- THTR 322 Development of Drama I (Retitled Drama II, Spring 07)
- THTR 323 Development of Drama II (Retitled Drama III, Spring 07)
- THTR 324 Musical Theatre History
- THTR 425 Contemporary Playwrights

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)

Assess play analysis essays that use dramatic imagery. The following instrument will be used:

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.

5. Who is assessed? When are they assessed?

Spring 2005: 22 Students in THTR 323 Development of Drama II
Spring 2006: 15 Students in THTR 425 Contemporary Playwrights

6. Who is responsible in the department for this assessment?

Dr. David Wheeler

7. What is level of student performance is expected for this outcome?

Average scores of 8 for each item on the assessment instrument.

**Minnesota State University Moorhead
Assessment Planning Form**

Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Theatre Arts

1. Identify Student Learning Outcome in the box below:

1. 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.

PART ONE - DEPARTMENT EVALUATION OF THE POLICIES AND METHODS IN SPONSORING STUDENTS TO ACTF.

The problem that is identified is the lack of participation by our department in ACTF Festivals. It has been the department's policy to only send Irene Ryan nominees and their chosen partners. ACTF was closed to other theater students. Like wise, only Directing Faculty were sponsored to go. As a result no one in technical theater or design benefited from the conventions. Obviously this would offer regional or national insights into theater across America. It offers to get a fix on other processes that might inspire new or better methodologies to meet the student's needs. It is a terrific place to scout out Graduate programs, jobs and to network. Most important it expands an individual students ability to see the competitive world they are about to enter.

The major reason given to justify the policy was lack of funding. The other major problem was timing of our own productions that were in direct conflict with the conventions.

In the spring of 2004 the Department offered me an opportunity to be sponsored to go to the nationals. This gave me an opportunity to see for myself what others were doing. Over the last 25 years only one Design student has ever entered or attended ACTF. In the fall of 2005 the Department and the university found funding for our first design student entry. The undergraduate student won 2nd place in the Barbizan competition, where over 65 other university were competing. Her competition was among many of the best, even among graduate programs in the Midwest.

The department has recently decided to take a new look at our policies. I recommend we need to open ACTF up to any major who wants to attend. The department also needs to find ways to financial help sponsor students in each emphases of our major each year, not just acting emphasis students. The theater department also needs to re-assess our production calendars to better allow students to attend.

PART TWO - STUDENT LEARNING OUTCOMES:

Theater Design students should attend ACTF regional festivals

Students will utilize critical analysis, problem-solving techniques and the elements of design to conceptualize and develop their own set design for a theatrical production. Students will learn to effectively communicate in language of design through the art of scenes design. Students will gain appreciation and understanding of the competitive world of theater.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input checked="" type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome addressed in the program’s curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

THTR 101 A,B,C,D, Technical Theater Practicums
 THTR 255 Technical Theater Methods
 THTR 355 Scene Design One
 THTR 356 Advanced Technical Theater Methods
 THTR 450 Scene Design Two
 THTR 490 Advanced Design

Other related required courses in the field of theater in: Dramatic Literature, Acting and Directing, Dance, Stage Make-up and Costumes

Over 18 actual production opportunities in theater Technology and Design each year. Attendance and competition in the regional American College Theater Festival.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)

PART ONE:

The theater department needs to work as a committee to find ways to support student participation in ACTF. They need to devise a fair policy that includes opportunity for students in each emphasis in our department. They need to look at new ways to put together a workable calendar that meets our needs better. The theater department Faculty and staff need to work as a committee to find ways to fund students to ACTF: We need to look at possibilities to get more from our administrative offices, the alumni foundation, and SABC. Perhaps we need to develop scholarships for the purpose of sending students

to conventions. We need to re-evaluate all of our current department scholarships to see if some should be allocated to this end. We need to look at faculty grants and find new resources.

PART TWO:

The student needs to prepare for the ACTF competition.

1. Paper – Do a detailed script analyses
2. Paper- Do research: the author, the play, different types and styles of scenery, period styles, interior design and exterior architecture.
3. Read and Discuss - Explores the kinds of choices a scene designer makes to communicate to an audience.
4. Develop a concept statement - Students will utilize critical analysis, problem-solving techniques and the elements of design to conceptualize and develop their own set design for a theatrical production..
5. Execution - Demonstrate communication skills in: through painting techniques, Drafting elevations, Model building, developing and drafting a production ground plan, Model building
6. Presentation - Develop a strategy for presentation and execute the plan for presentation.

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5. Who is assessed? When are they assessed?

Theater Department Faculty and Staff
Fall and spring of 2007

PART TWO

THTR 356 Advanced Technical Theater Methodes
THTR 450 Scene Design Two
Fall and Spring of 2007

6. Who is responsible in the department for this assessment?

PART ONE

Department Assessment - Roray Hedges.

PART TWO

Roray Hedges - Instructor of the courses

7. What is level of student performance is expected for this outcome?

Average scores of 7-10 for each item on the assessment instrument

**Minnesota State University Moorhead
Assessment Planning Form**

Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Theatre Arts

1. Identify Student Learning Outcome in the box below:

Students will demonstrate knowledge, understanding ability with acting performances in a variety of settings and styles, and an ability to communicate effectively about these topics.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input checked="" type="checkbox"/> Talents	<input type="checkbox"/> Service
<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

THTR 230 Principals of Acting
THTR 331 Scene Study
THTR 333 Movement for Acting
THTR 334 Voice for Acting
THTR 430 Acting Styles (various topical subjects offered each semester)

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)

Assess vocal production focused on Support and Awareness of Space. The students were assessed in four major areas of expected development. The following instrument will be used:

40 possible points:
--points assigned by category

_____ 1. Physical release and awareness of alignment (10) _____

_____ 2. Sound rooted and on the breath (10) _____

_____ 3. Aware of situation, supported appropriately—filling space (12) _____

_____ 4. Work with partner—prepared and effective communication (8) _____

5. Who is assessed? When are they assessed?

Fall 2006 , 24 Students in THTR 334 Voice for Acting

6. Who is responsible in the department for this assessment?

Kristin Larson

7. What is level of student performance is expected for this outcome?

My expectation (hope) is an average score of 35 points (B) for the class as a whole

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Academic Program: Theatre Arts

1. Identify Student Learning Outcome in the box below:

Students will demonstrate knowledge, understanding ability with theatrical directing, and an ability to communicate effectively about these topics.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input checked="" type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

THTR 235 Principles of Stage Directing
THTR 335 Advanced Stage Directing
THTR 435 Directing Theory

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)

Assess rehearsal techniques and process associated with one-act directing project:

40 possible points:

_____ 1. Actor communication (8) _____

_____ 2. Awareness of space (8) _____

_____ 3. Awareness of tempo and picturization (8) _____

_____ 4. Director preparation and analysis (16) _____

5. Who is assessed? When are they assessed?

Fall 2004, students in THTR 335, Advanced Stage Directing

6. Who is responsible in the department for this assessment?

Craig A. Ellingson

7. What is level of student performance is expected for this outcome?

The expected outcome for student performance is an average of B or 32 points.

CSFT Department Assessment – Theatre Arts
Image Essays – Spring 2006 – Contemporary Playwrights

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.