

DEPARTMENT OF THEATRE
Major Field Assessment, 2002-2003

2002 BFA THEATRE PROGRAM ASSESSMENT

<u>MISSION STATEMENT:</u>	<u>PROGRAM INTENDED OUTCOMES:</u>	<u>ASSESSMENT METHODS & CRITERIA:</u>	<u>ASSESSMENT RESULTS</u>	<u>USE OF RESULTS</u>
<p>CSU will serve the educational needs . . . by providing a mixture of liberal arts and professional programs The university will serve the educational, cultural, and economic needs of its region by providing credit and non-credit outreach programs. . . .to meet the needs of previously under-served populations in its service area</p> <p>CSU is committed to:</p> <ul style="list-style-type: none"> • Functioning as . . . institution dedicated to academic excellence; • Educating students to think critically, work creatively, communicate effectively and be technologically literate; • Fostering research, and performing a broad range of service functions to enhance the quality of life of our service area; • Meeting the academic, social, cultural, and health needs of students through co-curricular activities, student services, and a strong academic advisement program; • Fostering the cultural, ethnic, racial, and gender diversity of students, faculty, and staff; • Serving regional needs through collaboration with other educational institutions, area school systems, government agencies, and regional businesses and industries; • Employing emerging technology and other creative methods, which support quality programs and maintain economic efficiency. <p>CSU will foster programs for which national reputations of excellence may be achieved. The programs will emphasize interdisciplinary collaboration among academic units of the university. CSU shall promote the following as centers of excellence: The fine and performing arts...</p> <p><u>Goal Statement:</u></p> <p>The curriculum of the CSU Department of Theatre is designed to give the student a broad background in all areas of theatre: a foundation in theatre history and dramatic literature of western civilization, design and technology, and acting and directing.</p>	<ol style="list-style-type: none"> 1. Graduates will demonstrate knowledge of the theatre history and appreciation for dramatic literature of western civilization. 2. Graduates will demonstrate knowledge of and proficiency in theatre design and technology. 3. Graduates will demonstrate knowledge of and proficiency in acting and directing. 	<ol style="list-style-type: none"> 1a. <u>Entrance/exit exam:</u> 2a. A proficiency exam is administered during the first semester of each student's enrollment in the Theatre program. The same instrument is used again during the student's final semester before graduation. 1b. <u>Annual review:</u> 2b. A formal assessment of each year takes place during Spring Semester. The review includes the student's portfolio presentation, a review of academic/production progress and a self-assessment of accomplished and future goals. 3b. student's progress during Spring Semester. The review includes the student's portfolio presentation, a review of academic/production progress and a self-assessment of accomplished and future goals. 1c. <u>Senior seminar:</u> 2c. Students take a one-hour capstone course in which they demonstrate knowledge of the key elements of the established outcomes. The seminar also includes the preparation of application letters, creation of resumes and portfolios and mock job interviews with professionals. 3c. During his/her tenure in the Theatre program, each student participates in 75% of the theatre productions presented by the CSU Theatre. An assessment of the quality of the work, according to his/her level of knowledge and expertise is reviewed during the Annual Review. 2d. <u>Portfolio presentation:</u> 3d. Theatre majors create computer-generated portfolios during the sophomore-level course Computer Aided Design. Students present their evolving portfolios during the Annual Review. 1f. <u>Senior project:</u> 2f. A showcase for students to demonstrate knowledge and skill in an area of emphasis and approved by the Theatre faculty. The student submits a written time schedule to be followed, and objectives and analysis of the project. Upon completion, a self-evaluation is turned in and a student-faculty evaluation conference is held. 3f. demonstrate knowledge and skill in an area of emphasis and approved by the Theatre faculty. The student submits a written time schedule to be followed, and objectives and analysis of the project. Upon completion, a self-evaluation is turned in and a student-faculty evaluation conference is held. 	<ol style="list-style-type: none"> 1a. Most students entering CSU as Theatre majors have little or no firm foundation in theatre. 1b. The faculty and the students are realistic in their review of the student's academic and professional goals and progress. 1c. Senior Seminar changes every year, depending on what the faculty and each student define as the areas each needs prior to his/her graduation. The course is geared to prepare the student for successful job hunting prior to graduation. 2d. The students are shifted among back-stage/onstage positions to afford opportunities to gain as much hands-on experience with as many aspects of theatre as possible. 2e. The student is better able to track his/her accomplishments by keeping a current portfolio, which is a record of his/her academic and artistic accomplishments. 1f. The Senior Project is a showcase for the student including projects include acting, directing, scenic, costume and/or lighting design, stage management, or playwriting. 	<ol style="list-style-type: none"> 1a. Students graduating with a BFA in Theatre pass the Exit Exam with a minimum of 70%. 1b. A number of students have made better-defined career choices and/or shifted the focus of their emphasis or changed their educational degree goals because of Annual Reviews. 1c. Mock job interviews with professionals in the field not only prepare students for presenting themselves favorably but give the instructor valuable feedback on the student's preparation and deficiencies, if any. 2d. Students often find an area of interest in theatre that they had not considered before. Students with leadership skills are often given more responsible positions in future productions. 2e. The portfolio can be used as an aid in assessing the student's academic progress and artistic accomplishments and in searching for and obtaining employment. 1f. The Senior Project demonstrates a student's acquired expertise in a chosen emphasis and is a powerful networking tool that can aid him/her in obtaining employment.

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		<p>1g. <u>Acceptance for external</u> 2g. <u>activities:</u> A student's 3g. proficiency/knowledge is often demonstrated by full or part-time employment at recognized professional, community and educational theatres and/or acceptance into and successful completion of graduate program[s]. The accomplishments of each student are assessed during his/her Annual Review and through Surveys of Former Students.</p> <p>2h. <u>Survey of former students:</u> 3h. Surveys of former Theatre majors are periodically conducted to determine their present employment records, accomplishments and goals, as well as their assessment of the quality of their education in Theatre at CSU.</p>	<p>1g. Students are encouraged to audition/ 2g. interview for summer and/or part-time employment while still enrolled at CSU. Approximately 15% of the Theatre majors are currently working in summer jobs and approximately 5% of the students volunteer for community service in theatre during the academic year.</p> <p>2h. Feedback from former 3h. students is overwhelmingly positive. Many of the suggestions made by former students have already been addressed because the program has grown and expanded over the years.</p>	<p>1g. CSU Theatre majors 2g. have/are working at the Springer Academy, the Human Experience Theatre, Rich Scenery and Lighting and with Jordan High School, Shaw High School, Columbus High School, in Atlanta theatres, outdoor drama, summer stock theatre and cruise ships.</p> <p>2h. The formal survey 3h. mailed this year was used for the successful completion of the National Association of Schools of Theatre evaluation.</p>

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2002 BSED THEATRE PROGRAM ASSESSMENT

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<p>CSU will serve the educational needs . . . by providing a mixture of liberal arts and professional programs The university will serve the educational, cultural, and economic needs of its region by providing credit and non-credit outreach programs. . . to meet the needs of previously under-served populations in its service area</p> <p>CSU is committed to:</p> <ul style="list-style-type: none"> • Functioning as . . . institution dedicated to academic excellence; • Educating students to think critically, work creatively, communicate effectively and be technologically literate; • Fostering research, and performing a broad range of service functions to enhance the quality of life of our service area; • Meeting the academic, social, cultural, and health needs of students through co-curricular activities, student services, and a strong academic advisement program; • Fostering the cultural, ethnic, racial, and gender diversity of students, faculty, and staff; • Serving regional needs through collaboration with other educational institutions, area school systems, government agencies, and regional businesses and industries; • Employing emerging technology and other creative methods, which support quality programs and maintain economic efficiency. <p>CSU will foster programs for which national reputations of excellence may be achieved. The programs will emphasize interdisciplinary collaboration among academic units of the university. CSU shall promote the following as centers of excellence: The fine and performing arts...</p>	<ol style="list-style-type: none"> 1. Graduates will demonstrate knowledge of the theatre history and appreciation for dramatic literature of western civilization. 2. Graduates will demonstrate knowledge of and proficiency in theatre design and technology. 3. Graduates will demonstrate knowledge of and proficiency in acting and directing. 4. For P-12 certification, graduates will demonstrate proficiency in the methods of teaching theatre arts. 	<ol style="list-style-type: none"> 1a. <u>Entrance/exit exam:</u> A 2a. proficiency exam is 3a. administered during the first 4a. semester of each student's enrollment in the Theatre program. The same instrument is used again during the student's final semester before graduation. <ol style="list-style-type: none"> 1b. <u>Annual review:</u> 2b. A formal assessment of each 3b. student's progress for the 4b. academic year takes place during the Spring Semester. The review includes the student's portfolio presentation, a review of academic and production progress, and a self-assessment of accomplished and future goals. <ol style="list-style-type: none"> 1c. <u>Senior seminar:</u> 2c. Students take a one-hour 3c. capstone course in which 4c. they demonstrate knowledge of the key elements of the established outcomes. The seminar also includes the preparation of application letters, creation of resumes and portfolios and mock job interviews with professionals. <ol style="list-style-type: none"> 2d. <u>Performance testing:</u> 3d. During his/her tenure in the Theatre program, each student participates in 75% of the theatre productions presented by the CSU Theatre. An assessment of the quality of the work, according to his/her level of knowledge and expertise is reviewed during the Annual Review. <ol style="list-style-type: none"> 2e. <u>Portfolio presentation:</u> 3e Theatre majors create 4e. computer-generated portfolios during the sophomore-level course Computer Aided Design. Students present their evolving portfolios during the Annual Review. 	<ol style="list-style-type: none"> 1a. Most students entering 2a. CSU as Theatre majors 3a. have little or no firm 4a. foundation in theatre. <ol style="list-style-type: none"> 1b. The faculty and the 2b. students are realistic 3b in their review of the 4b. student's academic and professional goals and progress. <ol style="list-style-type: none"> 1c. Senior Seminar 2c. changes every year, 3c. depending on what the 4c. faculty and each student define as the areas each needs prior to his/her graduation. The course is geared to prepare the student for successful job hunting prior to graduation. <ol style="list-style-type: none"> 2d. The students are 3d. shifted among back-stage and onstage positions to afford them the opportunities to gain as much hands-on experience with as many aspects of theatre as possible. <ol style="list-style-type: none"> 2e. The student is better 3e. able to track his/her 4e. accomplishments by keeping a current portfolio, which is a record of his/her academic and artistic accomplishments. 	<ol style="list-style-type: none"> 1a. All students graduating 2a. with a BEd in 3a. Theatre must pass the 4a. Exit Exam with a minimum of 70%. <ol style="list-style-type: none"> 1b. A number of students 2b. have made better- 3b. defined career choices 4b. and/or shifted the focus of their emphasis or changed their educational degree goals because of Annual Reviews. <ol style="list-style-type: none"> 1c. Mock job interviews 2c. with professionals in 3c. the field not only 4c. prepare students for presenting themselves favorably but give the instructor valuable feedback on the student's preparation and deficiencies, if any. <ol style="list-style-type: none"> 2d. Students often find an 3d. area of interest in theatre that they had not considered before. Students with leadership skills are often given more responsible positions in future productions. <ol style="list-style-type: none"> 2e. The portfolio can be used as an aid in assessing the student's academic progress and artistic accomplishments and in searching for and obtaining employment.

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<p><u>Goal Statement:</u></p> <p>The curriculum of the CSU Department of Theatre is designed to give the student a broad background in all areas of theatre: a foundation in theatre history and dramatic literature of western civilization, design and technology, and acting and directing. In addition, the theatre education program is designed to give the graduate a foundation in methods of teaching theatre in grades P through 12.</p>		<p>1f. <u>Senior project:</u> 2f. A showcase for each student to demonstrate 3f. knowledge and skill in his/her area of emphasis must be approved by the Theatre faculty. The BSEd Theatre major's successful completion of student teaching serves as his/her Senior Project.</p> <p>1g. <u>Acceptance for external activities:</u> A student's proficiency/knowledge is often demonstrated by full or part-time employment at recognized professional, community and educational theatres and/or acceptance into and successful completion of graduate program[s]. The accomplishments of each student are assessed during his/her Annual Review and through Surveys of Former Students.</p> <p>2h. <u>Survey of former students:</u> 3h. Surveys of former Theatre majors are periodically conducted to determine their present employment records, accomplishments and goals, as well as their assessment of the quality of their education in Theatre at CSU.</p>	<p>1f. The Senior Project is a showcase for the student. The success fulfillment of the Student Teaching requirement serves as the Senior Project for the BSEd Theatre Major.</p> <p>1g. Students are encouraged to audition/interview for summer and/or part-time employment while still enrolled at CSU. Approximately 15% of the Theatre majors are currently working in summer jobs and approximately 5% of the students volunteer for community service in theatre during the academic year.</p> <p>2h. Feedback from former students is overwhelmingly positive. Many of the suggestions made by former students have already been taken addressed because the program has grown and expanded over the years</p>	<p>1f. The Senior Project not only demonstrates a student's acquired expertise in theatre education but is a powerful networking tool that can aid him/her in obtaining employment in the school system.</p> <p>1g. CSU Theatre Education majors have/are teaching at the Springer Academy, Columbus High School, Jordan High School, Shaw High School, Harris County Junior High School, and other high schools through-out Georgia.</p> <p>2h. The formal survey mailed this year was used for the successful completion of the National Association of Schools of Theatre evaluation.</p>