

# **M.F.A in Theatre Academic Assessment Plan 2012-2013**

College of Fine Arts  
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*University of  
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*Institutional  
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*Continuous Quality  
Enhancement*

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# Academic Assessment Plan for M.F.A in Theatre

College of Fine Arts

## A. Mission

The Master of Fine Arts is a terminal degree for practical theatre artists. Graduates are prepared to enter professional theatre, college and secondary education teaching, and/or allied fields. The degree challenges and focuses the advanced artist-scholar through a rigorous course of study in the classroom, laboratory, studio, and performance. The MFA in Theatre supports the college's primary mission to "to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence" (UF College of Fine Arts Mission Statement). The program supports the University of Florida mission to "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life"(University of Florida Mission Statement).

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Explain, summarize and critique subject matter relevant to the discipline of performance or design, including theory, history, and practice in theatre.	Comprehensive written and oral exam in third (final) year.	Campus
Skills	Translate knowledge into practical application in the context of live performance.	Performance of Project in Lieu of Thesis and completion of Project Paper	Campus
Professional Behavior	Develop ethical behaviors, cultural sensitivity, teamwork skills, collegiality, and communication skills relevant to working in professional theatre and related fields.	Successful completion of a professional internship (Acting)  Portfolio Review (Design)	Campus

## C. Research

Creativity is at the core of arts research. Inspiration, imagination and innovation guide the arts researcher, and provide a stimulus to see beyond the obvious to connect meaningfully to research

with and across disciplines. In the College of Fine Arts and the School of Theatre and Dance, we hold that research—the pursuit, creation, and dissemination of new knowledge—takes on many forms.

For MFA in Acting candidates, research is done primarily through the creative process of character development in School of Theatre and Dance productions. MFA candidates in the acting program participate in approximately 6 productions over their course of study. Using detailed script analysis; historical, contextual and cultural research relative to the productions; and research related to the appropriate performance style, theory and techniques applied in production, MFA students create original character interpretations for live performance, the means by which actors disseminate new knowledge to an audience, and through which they illustrate their knowledge and skill sets to build gainful careers in theatre and/or related fields.

For MFA design and technology candidates, research is conducted primarily through a design and technical process which includes script and choreographic analysis, schematic planning, design development, artistic renderings, technical drawings and physical execution. Each student produces three to six fully realized productions for a variety of live performance styles, techniques and methodologies. The realized productions illustrate the student's mastery of design and technical knowledge necessary for a professional career.

#### D. Assessment Timeline

Program M.F.A in Theatre

College of Fine Arts

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
<b>Knowledge</b>	Comprehensive written and oral exam in third year	Performance of Project in Lieu of Thesis and completion of Project Paper	Successful completion of a professional internship or Portfolio review
#1	X		
<b>Skills</b>			
#2		X	
<b>Professional Behavior</b>			
#3			X

#### E. Assessment Cycle

MFA in Theatre  
School of Theatre and Dance, College of Fine Arts

Data Collection:

Fall and Spring Terms of Indicated Year

Analysis and Interpretation:  
Improvement Actions:  
Dissemination:

(F13-S14)  
Subsequent Fall Term (F14)  
Subsequent Spring Term (S15)  
Next academic year (F15-S16)

SLOs	Year	13-14	14-15	15-16	16-17	17-18	18-19
<b>Content Knowledge</b>							
#1		X			X		
<b>Skills</b>							
#2			X			X	
<b>Professional Behavior</b>							
#3				X			X

## F. Measurement Tools

**Knowledge:** **Comprehensive written and oral exam in third (final) year of program**

In the MFA Comprehensive Examination, acting students illustrate a thorough understanding of acting theory, directing theory, voice and speech theory, movement theory, theatre history, literature, criticism and cultural theory by defining key concepts, describing in detail their value and relevance to the actor, and defending the students' creative choices. Similarly, design and technology students illustrate specific knowledge of their specialty, regarding design and technology processes, styles, methods, theories and current trends.

**Skills:** **Performance (Acting) or Production (Design) of Project in Lieu of Thesis and completion of Project Paper**

Completed in the third year, the Project in Lieu of Thesis is the culminating project of the program. Through the project, the student synthesizes the breadth of elements of his/her M.F.A. training. The acting student integrates and applies his/her skills in the creation of a character. The design or technology student integrates and applies his/her skills in the creation of fully realized design and illustrates technical mastery.

For both the actor and designer, the Project Paper is a detailed documentation of that creative process where the student examines and describes its varied aspects in depth. ..

**Professional Behavior: Successful completion of a professional internship (Acting)**

The professional internship (with oversight), at either a professional theatre or in a related industry, tests an acting student's ethical behavior, cultural sensitivity, teamwork skills, collegiality and communication skills appropriate for the workplace. A post-internship evaluation completed by an on-site supervisor, addresses expectations as defined by the Outcome rubric and must satisfy faculty expectations.

**Portfolio Review (Design)**

Rigorous portfolio reviews are conducted at the conclusion of each semester and are required for all design and technical MFA candidates. Each candidate is evaluated quantitatively and qualitatively through 8 rubrics, including: conduct/diplomacy/deportment, proactivity, skill building, punctuality, collaboration, responsiveness to feedback, motivation and commitment, quality of portfolio presentation.

### Acting Rubric Sample:

SLO Rubric for MFA Internship/Acting

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Near Expectations</b>	<b>Unacceptable</b>
<b>Develop ethical behaviors, cultural sensitivity, teamwork skills, collegiality, and communication skills relevant to working in professional theatre and related industries.</b>	<p>On-the-job conduct and work rates superior for all of the following:</p> <ul style="list-style-type: none"> <li>• ethical standards</li> <li>• respect for diversity</li> <li>• cooperation</li> <li>• compromise</li> <li>• team-mindedness</li> <li>• oral communication skills</li> <li>• written communication skills</li> <li>• sense of responsibility</li> <li>• punctuality</li> <li>• commitment</li> <li>• professional demeanor</li> </ul>	<p>On-the-job conduct and work rates satisfactory or better for all of the following:</p> <ul style="list-style-type: none"> <li>• ethical standards</li> <li>• respect for diversity</li> <li>• cooperation</li> <li>• compromise</li> <li>• team-mindedness</li> <li>• oral communication skills</li> <li>• written communication skills</li> <li>• sense of responsibility</li> <li>• punctuality</li> <li>• commitment</li> <li>• professional demeanor</li> </ul>	<p>On-the-job conduct and work overall needs improvement in 3 or less of the following:</p> <ul style="list-style-type: none"> <li>• ethical standards</li> <li>• respect for diversity</li> <li>• cooperation</li> <li>• compromise</li> <li>• team-mindedness</li> <li>• oral communication skills</li> <li>• written communication skills</li> <li>• sense of responsibility</li> <li>• punctuality</li> <li>• commitment</li> <li>• professional demeanor</li> </ul>	<p>On-the-job conduct and work overall needs improvement in 4 or more of the following:</p> <ul style="list-style-type: none"> <li>• ethical standards</li> <li>• respect for diversity</li> <li>• cooperation</li> <li>• compromise</li> <li>• team-mindedness</li> <li>• oral communication skills</li> <li>• written communication skills</li> <li>• sense of responsibility</li> <li>• punctuality</li> <li>• commitment</li> <li>• professional demeanor</li> </ul>

### Design Rubric Sample:

SLO Rubric for MFA Portfolio Review/Design

	<b>Role Model</b>	<b>Acceptable</b>	<b>Marginal</b>	<b>Unacceptable</b>
<b>Develop ethical behaviors, cultural sensitivity, teamwork skills, collegiality, and communication skills relevant to working in professional theatre and related industries.</b>	Exemplary conduct, highly effective communication skills that leads to a positive team <i>based work model</i>	Appropriate conduct and successful communication skills that leads to an effective team based work model	Behavior that interferes with the successful development of a team based work model	Inappropriate behavior or failure of communication

Both direct and indirect measures would be taken into account and the faculty would devote a portion of each of their regular faculty meetings to strategize and come to a consensus on the specific metrics appropriate for this degree program.

#### Methods:

During the fall review and analysis cycle, the faculty teaching in the degree program will review the DIRECT and INDIRECT DATA as they best determine, answering key questions such as:

#### **What does the data show us about each individual SLO?**

And

#### **What changes do we want to make, based on these observations?**

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to

- \*Change the SLOs and ALC
- \*Change the data collected (assignments, etc.)
- \*Change the curriculum

DIRECT DATA: The faculty will collect data from the assessments indicated. The faculty will apply appropriate rubrics based on the nature of the student samples. Samples will be collected based on recommended sample sizes according to the number of students in the program.

INDIRECT DATA: The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, recruitment and retention patterns. An additional source of data, the biennial SERU data, will be collected from the University of Florida Office of Institutional Planning and Research.

#### **Procedures:**

In the fall and spring semesters of the data collection year, the faculty instructors of record will collect the DIRECT DATA samples. An appropriate set of samples from each class will be de-coupled, meaning that no grades, no student identification, and no comments will be on the samples (copies of student work). These data samples will be submitted online or in hard copy, as appropriate.

During those same semesters, the INDIRECT DATA for those courses and the degree program will be collected by the Dean's Office.

Faculty for the degree program would meet in December of the review and analysis year to generate a report that would go to the Institute director and the deans, along with recommendations for changes, if any.



With the concurrence of the administration, the changes would be made that spring, for implementation in the following fall.

## G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	<a href="mailto:mmertz@arts.ufl.edu">mmertz@arts.ufl.edu</a>	(352) 273-1484
Dr. Jerry Dickey	Director, School of Theatre and Dance	<a href="mailto:jdickey@arts.ufl.edu">jdickey@arts.ufl.edu</a>	(352) 273-0501
Dr. Joan Frosch	Professor, School of Theatre and Dance	<a href="mailto:jfrosch@arts.ufl.edu">jfrosch@arts.ufl.edu</a>	(352) 273-0502

## Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				