

**DEPARTMENT OF THEATRE ARTS  
LEARNING OUTCOMES ASSESSMENT PLAN  
IMPLEMENTATION**

<u>Academic Year</u>	<u>Assessment Activity</u>
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**2000-2001**

**Alumni Survey**

The alumni survey on learning goals was developed in 2001, but the alumni address lists maintained by the university and by the department proved inadequate. Faculty took on the project of updating these lists in 2002. The survey was modified slightly after examination of an alumni survey provided by N.A.S.T., the department's accrediting agency. The department mailed the survey in the Summer of 2002. See 2002-2003 for a summary of responses.

**Exam in Drama 10 and Drama 186 (Goal 1.1)**

This short answer exam on theatre history and literature is now in its sixth year of use. It was revised in 2002 and 2003 to more accurately reflect the priorities of the history/literature professors. The test results and subsequent discussions have led to a revision in Drama 10 curriculum. Genres, particularly Melodrama, are now introduced in a manner intended to correlate better with their presentation in 163, 185 and 186.

**Essay in Drama 10 and Drama 163 (Goal 1.2)**

The use of this rubric was postponed until Fall 2003 (See below).

**2001-2002**

**Employ Scoring Rubric for Auditions (Goal 3.1)**

The department began using auditions as an assessment tool a year ahead of schedule. After the first year, acting and directing faculty consulted with Roger DeLaurier, a professional casting director. This consultation resulted in changes to the audition procedure and to the

rubric employed. In 2002 the acting faculty discussed the assessment data and found that students need improvement in:

- 1) Selecting audition material that offers better opportunities for acting,
- 2) Selecting dress that will enhance the audition and
- 3) Finding opportunities for effective movement.

After consultation with students, faculty has revised the score sheet, which is returned to auditioners each Fall, to make it a better teaching tool. In fact, the students are very eager to get this sheet back; they value the feedback it provides.

#### **Employ Scoring Rubric for Design (Goal 3.2)**

Student projects in scenic, sound, lighting and makeup design have been scored by the design faculty using this rubric in Fall 2002. In most cases the faculty was very favorably impressed by the work of the student designers.

#### **Employ Scoring Rubric for Dance (Goal 3.3)**

This rubric was used by the Dance faculty to score student pieces in Dance 117D in Spring 2003. The one area in which student scores were low was Depth of Expression. The faculty has increased the use of improvisation in the course to help students to access their emotions more effectively.

### **2002-2003**

#### **Alumni Survey**

Over fifty alumni responded to the Department's survey on student learning goals. On a 4-point scale, they indicated their level of confidence in each of the following areas:

Express a knowledge of the history and literature of the theatre: 3.20.

Analyze a script: 3.42

Communicate clearly both in speech and in writing: 3.74.

Display specialized skills in an area of theatre or dance: 3.22.

Demonstrate basic skills in several areas of the art: 3.18.

Collaborate effectively with other artists: 3.46.

No more than 4% of alumni found any of these goals unimportant; no more than 4% suggested additional goals for the Department to consider, except that:

25% suggested additional training in the business aspects of a career in theatre arts. In response, faculty is developing a Blackboard Organization called the Theatre Arts Career Center to provide advice on preparation for graduate school and for professional careers. Jacqueline Antaramian, an alumna and a respected professional actress, discussed career-related issues with students in Intermediate Acting and Period Styles in the Spring of 2004. The design faculty offered a workshop on portfolio preparation in the Fall of 2004. More discussion of these issues follows in the section on the student focus group (2003-2004).

### **Employ Rubric for Crews, Casts (Goal 4, 5.2)**

This rubric was employed by design and directing faculty and production stage managers to assess the performance of casts and crews on all three productions in Fall, 2002. The students' performance was rated highly in all categories.

### **Employ Rubric for Term Papers (Goal 2.3)**

Theatre Arts faculty determined at the Fall, 2002 retreat that design and acting classes do not offer the assignments most appropriate for assessment of student writing. At the Fall 2004 retreat, faculty revisited the idea of increasing the writing component of these classes.

### **2003-2004**

#### **Senior Focus Group or Panel Discussion**

(A discussion among five or six randomly selected seniors discussing their experience of the program centered around the learning goals.

Faculty would receive an edited transcript for use in assessment.)

A graduate seminar in Communications facilitated a focus group of graduating seniors in the Spring of 2004. The seminar presented the students' conclusions to a meeting of Theatre Arts faculty in March. They also prepared a written report which was distributed and discussed by faculty at the department's Fall 2004 retreat.

The members of the focus group praised the teacher-student interaction in the department, and felt confident in the acting and design skills they had learned. They also noted some areas in which they'd like more training or more of a voice. One of these was in the

area of preparation for a career in theatre. Faculty noted that this same area had been mentioned frequently in the alumni survey.

The department has addressed this area in the past through workshops run by guest professionals, but they could not always be scheduled at times convenient for all students. In Spring of 2005 a faculty committee examined this issue, including a survey of what other universities offer and a discussion with Theatre Arts majors in each specialty the program offers. The committee developed a proposal for a new course to address post-graduate preparation and presented it at the Fall 2005 retreat.

Addressing the same area the faculty has decided to require students auditioning in the Fall to provide resumes, on which they will receive feedback from professors. The faculty is also exploring the use of business letters and statements of purpose as future writing assignments and assessment activities.

### **Essay in Drama 10 and 186 (Goal 1.2)**

A writing rubric was employed in Drama 10 in the Fall of 2003. A new assignment was designed in order to place more emphasis on this goal. The history/literature faculty has revised the original rubric; the new rubric is now included in the Assessment Plan. In Drama 10, the students scored well on content (understanding the characteristics that define two different genres of drama) with a 3.12 average on a 4-point scale. They supported their statements adequately with evidence (2.94), but did not fare so well in clarity and writing mechanics (2.35).

The use of this assignment has been delayed in the upper division course. Initially the plan called for this paper to be assigned in Drama 186, but faculty felt that a more appropriate writing assignment was offered in Drama 163. At the same time, though, 163 became part of General Education, with the result that it no longer has a high concentration of theatre Arts majors. Faculty has developed a writing assignment which was given and scored in Drama 186 in Spring, 2005.

### **2004-2005**

### **Employ Scoring Rubric for Auditions (Goal 3.1)**

This has become an annual activity. After consultation with students, faculty again revised the score sheet, which is returned to auditioners each Fall, to make it a better teaching tool. In fact, the students are eager to get this sheet back; they value the feedback it provides.

### **Essay in Drama 10 and 186 (Goal 1.2)**

This essay was written by Drama 186 students in the Spring of '05 and was scored by faculty. In the upper division class, students again scored well on content (understanding the characteristics that define genres of drama) with a 3.07 average on a 4-point scale. Like the lower division students, they earned their lowest rating in writing mechanics (2.36).

### **Graduate School Survey**

Faculty generated a list of graduate schools recently attended by two or more Theatre Arts graduates. Survey questions focusing on the department's learning goals were developed and the surveys were mailed in Spring 2005. Predictably, the list of graduate programs was a short one: only about 10 surveys were mailed; 4 were returned. Therefore the results qualify only as anecdotal evidence.

That said, the responses are encouraging. The respondents were unanimous in approving the Department's learning goals, and none suggested additions to these goals.

In knowledge of theatre history and literature, 3 of the 4 respondents rated our graduates in the top half of their graduate students.

In script analysis and in communication skills, 2 rated our graduates in the top 50% and 2 in the top 20%.

In understanding the production process, all 4 respondents placed our graduates in the top 50%.

In specialized skills and in ability to collaborate, 3 of 4 rated our graduates in the top 20% of their graduate students; the other, in the top 50%.

### **Timeline for Assessment Activities**

The Department has completed the first five years of its plan. The faculty has approved a schedule for the next four years of assessment activities.

In addition, in response to its program review, the Department is devising an assessment activity to measure skills specific to teaching as part of the credential program. Drama 138, which will soon add a service learning component, is the class chosen for the new assessment activity. Faculty in Drama 138 met recently with a group of secondary teachers to discuss which skills the teachers see as most useful for students planning careers in education. More exchange of ideas with teachers is planned. The assessment activity should be in place in Fall of 2006.

## ASSESSMENT ACTIVITIES NOT INCLUDED IN THE PLAN

### **2000-2001**

A rubric for scoring student writing skills was employed in Drama 137, Creative Drama. The instructor is continuing to use the rubric; the data suggests that its use is helping to improve student writing by demonstrating that better writing mechanics will result in better grades.

### **2001-2002**

Assessment of student performance in Drama 131, Playwriting, indicated that for several semesters students have been slow to master the standard format for dramatic scripts. As a result, a new assignment has been developed that focuses on this skill and that results in its carrying more weight in determining semester grades. This assignment was used again in 2002-2003 and has become a regular part of the Playwriting curriculum.

### **Student Writing**

The department is involved in university-wide efforts to help students develop stronger writing skills. Writing rubrics and paper guidelines are included in materials for many Theatre Arts courses. Several department instructors have introduced innovative writing assignments.