

Theatre Arts: MA – Theatre, Theatre Production Specialization

Because the Office of Undergraduate Studies is now requiring program assessment reports that are similar to CTL program assessment reports; The Office of Research, Evaluation, and Assessment (OREA) has identified where a response may satisfy both reports. In the future, the University Assessment Committee is committed to redesigning a format that will eliminate the need for two reports. In the meantime, the CTL report requires a bit more data in order to comply with the 2008 NCATE Standard 2: Assessment System and Unit Evaluation.

“The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.” (NCATE 2008 Standards, p.25-27).

The CTL assessment system is comprehensively designed to be purposely redundant in the measurement of standards, flexible enough to meet specific program requirements, and robust enough to provide unit wide analyses for the purpose of improving unit operations. Multiple assessment data are collected and aggregated both at the program level and the unit level for initial, advanced, and other school professionals preparations using CTL, University, state, and national standards as the criteria for measurement.

This report contains embedded prompts guided by NCATE compliance standards. Program coordinators are asked to share these summaries with program faculty to facilitate discussions. The culminating synthesis of those conversations (interpretations and conclusions of the data summaries) should be written in the spaces provided in this report. The primary purpose of the report is to demonstrate how the CTL uses data to update (improve) programs and unit operations, as well as the assessment system.

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Briefly describe the CTL/program's conceptual framework and how it guided the design of your program's assessment process? In other words and similar to the University's Request, "note how the outcomes are linked to department, college, and university mission and goals." Be sure to reference how the faculty and professional community in your program were involved in development, implementation, and ongoing evaluation of the measures and processes used.

(This response should satisfy the CWU Assessment of Student Learning Report #1)

The **Master of Arts - Theatre Production Specialization** has a conceptual framework aligned with The Center for Teaching and Learning (CTL) and maintains the focus of preparing secondary teachers of drama to become better facilitators of learning and production in their local settings. We are committed to assisting teachers in building knowledge and skills, and applying the essential components of collaborative work required in successful theatre productions.

The framework reflects this commitment, as well as the multicultural and global perspectives that are found in our mission statement, which are set in place to guide both instructor and student on a unified path.

The Department of Theatre Arts is an ensemble of artists, scholars, educators, and practitioners located in the heart of the Pacific Northwest who:

- prepare students for advanced study and professional careers in theatre;
- promote creativity and excellence in a diverse educational environment;
- cultivate, educate, challenge and enrich audiences; and
- train and prepare students from diverse backgrounds to link art and life through experiential learning;

in order to nurture skilled, thoughtful, and courageous citizens who will promote a peaceful and tolerant global community .

The program has been developed in such a manner as to implement an assessment system that is both course-based and standard-based.

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Please describe your program's assessment protocols. The following are to be used as guiding questions:

- 1) Is the system course based, end of program based, or other?
- 2) What measures are used and when are they administered?
- 3) How does the program eliminate bias and test for measurement fairness, accuracy, and consistency?
- 4) What technologies are employed to compile, aggregate, summarize, and report the data?
- 5) How is the program assessment process administered (all program faculty or a designee)?
- 6) How often do faculty meet to examine data?
- 7) How are data shared with candidates to help them reflect and improve?
- 8) How does the process maintain a record of formal complaints and subsequent resolutions?
- 9) How are these records taken into consideration during discussions of program improvement?

(This response will satisfy CWU Assessment of Student Learning Report # 2 and #3)

The faculty has chosen to implement an assessment system that is both course-based and content-based, with measurement taken at the program entry, mid-program, and end program levels.

Graduate committee members review statistical information quarterly as it becomes available and prepares an annual report and review with cooperation of the entire graduate faculty.

Measures used include:

1. Admission assessment
2. Intake/exit examination
3. Evaluation of culminating creative project

Admission Assessment

As part of the Department intake process, Admission data is gathered and recorded from admission files upon the disposition of the application. Aggregated data is below. Results are shared with the Graduate Committee and then reported to the faculty members, both graduate committee members and general department faculty.

Changes in data reflect are the result of changes implemented by the Department Graduate Committee, in order to establish a more competitive process designed to raise the overall quality and competency of incoming students.

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	Total Applications	Resume	2 year teaching	Hist/Lit	Acting Class	Tech Class	Conditional Admit	Not Admitted
2006	11	0	11	8	8	7	6	0
		0.00%	100.00%	72.73%	72.73%	63.64%	54.55%	0.00%
2007	14	2	14	7	13	10	7	0
		14.29%	100.00%	50.00%	92.86%	71.43%	50.00%	0.00%
2008	13	4	13	9	9	7	6	0
		30.77%	100.00%	69.23%	69.23%	53.85%	46.15%	0.00%
2009	21	11	16	10	18	13	4	4
		52.38%	76.19	47.62	85.71	61.90	19.05	19.05

In an effort to eliminate bias, applications are reviewed by three members of the Graduate Committee, who then collectively make a recommendation to the Department Chair, who then evaluates the Committee recommendation. If concerns exist the application is returned to the Committee level for re-evaluation, at which point the committee is free to uphold the decision or reconsider the facts pointed out by the Chair review (see Graduate Application Review attached below) .

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Graduate Application Review

Name

ID

	Evaluator 1	Evaluator 2	Evaluator 3
Resume	G	N	T
Has been teaching for two years	<input type="checkbox"/> Meets the entrance requirement Comments	<input type="checkbox"/> Meets the entrance requirement Comments	<input type="checkbox"/> Meets the entrance requirement Comments
Performance noted on academic transcript	<input type="checkbox"/> Meets the entrance requirement Comments	<input type="checkbox"/> Meets the entrance requirement Comments	<input type="checkbox"/> Meets the entrance requirement Comments
Theatre History/Lit noted on academic transcript	<input type="checkbox"/> Meets the entrance requirement Comments	<input type="checkbox"/> Meets the entrance requirement Comments	<input type="checkbox"/> Meets the entrance requirement Comments
Design area(s) noted on academic transcript	<input type="checkbox"/> Meets the entrance requirement Comments	<input type="checkbox"/> Meets the entrance requirement Comments	<input type="checkbox"/> Meets the entrance requirement Comments

Additional Comments

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Intake/Exit Examination

Cohort groups enter the MA-Theatre Production Specialization program each year in June. Entering students are required to enroll in TH 501: Introduction to Graduate Studies. As a component of the course a multiple-choice intake exam is administered to each new MA candidate. The exit exam will now be administered in TH 502: Introduction to the Creative Project course, which is taken in the final quarter of matriculation on campus. With the completion of the exit exam faculty will now be able to review scores and draw conclusion about the learner outcomes as they relate to the program. The first intake exam was administered in summer 2007, as seen below. Scoring for the 2008 intake year has yet to be scored and is not reflected in this report.

The first review of results will take place after the 2007 cohort has completed TH 502, with that date projected for summer quarter 2009.

CWU Department of Theatre Arts							
Entrance/Exit Assessment Exam Results and Analysis Summary							
<i>All scores in percentages</i>							
Focus Area	Cohort Years						
<u>General Studies:</u>		2006	2007	2008	2009	2010	2011
	Intake	0.0	67.9	0.0	0.0	0.0	0.0
	Exit	0.0	0.0	0.0	0.0	0.0	0.0
	Change =	0.0	-67.9	0.0	0.0	0.0	0.0
<u>Acting Directing:</u>		2006	2007	2008	2009	2010	2011
	Intake	0.0	73.9	0.0	0.0	0.0	0.0
	Exit	0.0	0.0	0.0	0.0	0.0	0.0
	Change =	0.0	-73.9	0.0	0.0	0.0	0.0
<u>Technical Theatre:</u>		2006	2007	2008	2009	2010	2011
	Intake	0.0	47.5	0.0	0.0	0.0	0.0
	Exit	0.0	0.0	0.0	0.0	0.0	0.0
	Change =	0.0	-47.5	0.0	0.0	0.0	0.0
<u>History/Literature:</u>		2006	2007	2008	2009	2010	2011
	Intake	0.0	60.0	0.0	0.0	0.0	0.0
	Exit	0.0	0.0	0.0	0.0	0.0	0.0
	Change =	0.0	-60.0	0.0	0.0	0.0	0.0

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<u>Youth Drama/Ed :</u>		2006	2007	2008	2009	2010	2011
	Intake	0.0	35.1	0.0	0.0	0.0	0.0
	Exit	0.0	0.0	0.0	0.0	0.0	0.0
	Change =	0.0	-35.1	0.0	0.0	0.0	0.0
<u>Overall Score:</u>		2006	2007	2008	2009	2010	2011
	Intake	0	56.9	0	0	0	0
	Exit	0	0	0	0	0	0
	Change	0	-57	0	0	0	0

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**CENTRAL WASHINGTON UNIVERSITY
THEATRE ARTS GRADUATE PROGRAM**

THESIS PROJECT/ PRODUCTION PERFORMANCE EVALUATION

STUDENT-

ID#-

UNDER CONSIDERATION IS DIRECTION OF:

EVALUATOR'S NAME:

TITLE:

PLACE OF PERFORMANCE:

DATE OF VIEWING:

DESCRIPTION OF PERFORMANCE VENUE:

DESCRIPTION OF CONCEPT:

DESCRIPTION OF THE ACTUAL PRODUCTION DIRECTION AND/OR REALIZED DESIGN OF SETS, PROPS, COSTUMES, LIGHTING, SOUND:

HOW DID THE PRODUCTION DIRECTION OR DESIGN IMPLEMENT THE IDEAS EXPRESSED IN THE CONCEPT STATEMENT?

APPROPRIATENESS OF CHOICE OF SCRIPT FOR ABILITIES OF PERFORMERS, AUDIENCE, VENUE, AND/OR ACADEMIC SETTING?

ADDRESS THE FOLLOWING IF APPLICABLE: CLEAR DELINEATION OF UNITS OF ACTION, MOTIVATED BLOCKING, VISUALLY INTERESTING COMPOSITION, VISUAL EXPRESSION OF METAPHOR, USE OF PICTURIZATION IN STORYTELLING, CLEAR AND BELIEVABLE CHARACTERIZATION, ADEQUATE USE OF BODY AND VOICE, UNITY OF PRODUCTION ELEMENTS, CREATIVE PROBLEM SOLVING.

WITHIN THE CONFINES OF THIS PARTICULAR PERFORMANCE VENUE, WAS THIS PRODUCTION SATISFACTORY OR UNSATISFACTORY?

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This section is for all advanced candidates. Please summarize how well the candidates of your program are meeting the program's Content Standards. For the advanced teacher preparation programs, summarize candidate achievement of Content Knowledge. For other school professionals programs (administrator, school counseling, and school psychology) summarize candidate achievement of standards which relate to Knowledge and Skills. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Content Knowledge performance.

(CWU Assessment of Student Learning Report #3)

Program Interpretations and Conclusions:

The specialization is primarily based on content knowledge. All aspects of the program are designed to support the student's development in the content areas. From the outset of this program the goal of the Department has been to: improve participant content knowledge; assist students by providing the skills and tools to deliver improved, quality programs at the secondary level; and, in turn, improving the caliber of prospective undergraduate students who might later attend Central as well as other institutions of higher learning.

By-in-large the students are not just meeting, but exceeding the content standards as demonstrated by the evaluation tools used in assessing the culminating project (see <http://www.cwu.edu/~theatre/program/graduate/institute/assessment/>). Culminating Projects and oral exams that have been deemed Unsatisfactory have been designated as non-completers. More time is needed to develop and identify trends in the program.

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This section is only for advanced teacher preparation programs. Please summarize how well the candidates of your program are meeting standards associated with Pedagogical Content Knowledge and Skills. Note: only those standards that integrate content and content specific pedagogy should be cited here. This section relates to the interaction of the subject matter and effective teaching strategies that help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students. For further description read the target level of 1b. on page 17 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Pedagogical Content Knowledge and Skills performance.

(CWU Assessment of Student Learning Report #3)

Program Interpretations and Conclusions:

Program candidates must be fulltime teachers of theatre and must have held this status for at least two consecutive years prior to admission. As certified teachers, participants come to this program rich with pedagogical knowledge and skills. As previously discussed our program is primarily content-based. Program goals seldom address pedagogical approaches, because our students who are fully endorsed teachers already know and employ the skills associated with pedagogy.

Six of the fifty-six credits required to graduate are loosely tied to pedagogy. All students attempting those courses have been successful in completing them at a B grade or better. The Department understands that this is not an all-inclusive measure that can fully illuminate the need for or acquisition of the pedagogical knowledge and skills component. But, we do realize that work can be done in the area to further assess the needs of the students.

Places to examine: 1) Journal requirements of the culminating project provide documentation of the pedagogical strategies employed by teachers in the completion of the project. (See <http://www.cwu.edu/~theatre/program/graduate/institute/assessment/>) Further review and documentation can be examined in this regard through the oral examination process.

2) Some discussion among the faculty has taken place regarding student reflection exercises as a measure for year-to-year retention. Pedagogical strategies learned and/or reinforced by the program could certainly be one of the reflection items to which the students responds. 3) The addition of key questions on the intake and exit exam could further inform the faculty on the role of and need for pedagogical instruction within the program, serving as a vital assessment tool.

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This section is only for advanced teacher preparation programs. Please summarize how well the candidates of your program are meeting standards associated with Professional and Pedagogical Knowledge and Skills. This section relates to those program standards associated with historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching. For a description read the target level of 1c. on page 18 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Professional and Pedagogical Knowledge and Skills performance.

(CWU Assessment of Student Learning Report #3)

Program Interpretations and Conclusions:

Demonstration of the standard of Professional and Pedagogical Knowledge and Skills is demonstrated in the successful completion of the culminating creative project (see <http://www.cwu.edu/~theatre/program/graduate/institute/assessment/>).

No other data has been collected in this area.

More data for this area will be collected as part of the retention assessment review of students beginning in 2010.

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This section is only for advanced teacher preparation programs. Please summarize how well the candidates of your program are meeting standards associated with Student Learning. These data demonstrate the effects candidates have had on the students they teach. For a full description read the target level of 1d. on page 19 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Student Learning performance.

(CWU Assessment of Student Learning Report #3)

Program Interpretations and Conclusions:

As part of the culminating project (see <http://www.cwu.edu/~theatre/program/graduate/institute/assessment/>) students must identify student learning goals for their own students as part of the overall project. Goals vary greatly from project to project. Candidates working in fully functional theatres have very different programs and goals than do those candidates operating programs in “cafetoriums” and gymnasiums. Each student must address and respond to their own goals in the self evaluation and journaling exercise that is the concluding portion of the Culminating Project. At present these goals are not measured through documentation for reporting purposes.

Places the faculty can examine to gather such information are: 1) Journal portions of the culminating project which require documentation of student learning and achievement of the goals set, as part of the projects criteria. (See <http://www.cwu.edu/~theatre/program/graduate/institute/assessment/>) Further review and documentation could be done in this regard in preparation for and at the time of, the oral examination.

2) Some discussion among the faculty has taken place regarding student reflection exercises as a measure for year-to-year retention. Student learning strategies learned and/or reinforced by the program could certainly be one of the reflection items to which the students responds.

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This section is only for other school professional programs. Please summarize how well the candidates of your program are meeting standards associated with Student Learning. These data demonstrate how well candidates are prepared to critique and reflect on their work within the context of student learning. How well are candidates prepared to establish environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Student Learning performance.

(CWU Assessment of Student Learning Report #3)

Program Interpretations and Conclusions:

From the faculty assessment students are excellently prepared to critique and reflect on their work within the context of student learning from the perspective of the culminating project, the ensuing documentation, and resulting oral examination
(see <http://www.cwu.edu/~theatre/program/graduate/institute/assessment/>)

The most significantly weighed factor in the evaluation of the oral examination is whether the student knows what was successful and what was not successful and why, as well as what strategies they might have employed to correct deficiencies. It is not uncommon, for a myriad of reasons, for a project to have significant shortcomings in multiple areas when the initial onsite review is completed. It is not until the self-evaluation component of the project and the final oral examination that the student is able to full explore strengths and weaknesses.

Candidates come from a variety of situations as discussed previously. Many come from arts magnet programs with fully functional theatres and additional support staff, while others maintain the program in a classroom and perform in the gym or a local off-site in the community. Even with this level of diversity we are able to see candidates fully engaged and prepared to establish environments that support student learning collect and analyze data related to student learning, and apply strategies for improving student learning. The oral examination exposes these issues and allows the candidate an opportunity to defend the process in manner that addresses and is appropriate to their specific situation.

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This section is for all advanced programs. Please summarize how well the candidates of your program are meeting the program's Dispositional standards. Candidates are expected to work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators. For a full description read the target level of 1g. on page 20 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of achieving dispositional skills of a professional educator.

(CWU Assessment of Student Learning Report #3 example 3)

Program Interpretations and Conclusions:

No data has been collected in this area. Although the graduate committee has discussed these important expectations no reporting tool has been creating. For the most part candidates in this program come from a variety of US states and from countries throughout the world and thus dispositional standards and expectations vary greatly. Since all candidates come to the program as certified, endorsed and working teachers the program expects local school districts to implement measurements of these areas as a portion of employment assessment.

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All programs, please describe what measures are used to specifically provide data on candidate's abilities to help students from diverse populations learn? What do the results of these measures reveal? To help you answer this question, please show data relative to how well candidates perform on the following elements:

- 1) Candidates' understanding of diversity, including ELL and students with exceptionalities
- 2) Candidates' abilities to develop and teach lessons that incorporate diversity
- 3) Candidates' demonstration of sensitivity to cultural & gender differences
- 4) Candidates' abilities to incorporate multiple perspectives in instruction
- 5) Candidates' abilities to develop classroom/school climates that value diversity
- 6) Candidates' understanding of teaching and learning styles and adaptation of instruction
- 7) Candidates' disposition valuing in particular fairness and learning by all

Alumni and current students were invited to respond to an online survey. The survey, which is attached, provides both qualitative and quantitative information for the Department to review, as well as reflection statements on several of the questions in order to help us further understand the qualitative survey.

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Diversity, Sensitivity and Exceptions Standards Survey

<p style="text-align: center;">Selected Reflection Comments</p>	<p>This is something that can be improved always. At this point I use the Resource of "Teaching community". It helps to create lessons on Inclusion.</p> <p>-----</p> <p>Inclusion of special day students and County severely handicapped: Beginning drama classes. They enjoy the games. The written work and specific performances required are modified through their particular 504s. I have had blind children, down syndrome and autistic students included successfully. Group activities work very well.</p>	<p>In a Hispanic based population I have produced plays by Hispanic playwrights as well as having my students write and produce skits based on Hispanic shows for the local Cinco de Mayo Festival. Students who would not have acted in a "white" show are now acting in every show we do and bringing their friends in to act and experience theatre.</p> <p>-----</p> <p>As a minority I have used a wide variety of scripts (A Raisin in the Sun, Caged Bird, The Grimms Brothers) and other literature that represent a diverse point of view and ideas.</p>	<p>The public school system in Washington State requires free, appropriate education for all, including students with exceptionalities. This issue on how to specifically adapt curriculum to meet the needs of all students has been addressed in my classes at CWU. However, depending on the situation and the needs of the student, it sometimes has been challenging to adapt curriculum and methods quickly... especially when the student is transferring in to the school in the middle of the year and also has unique needs that call for attention. I have found that group work and team-building games (which drama is full of) has been of use to meet the challenge posed.</p>
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Diversity, Sensitivity and Exceptions Standards Survey

Question	3	I have learned to contextualize teaching and draw effectively on representations from my students' own experiences and cultures.						
		% responding	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree	NA
		80.0%	13.3%	26.7%	33.3%	0.0%	0.0%	6.7%
Selected Reflection Comments	I feel the course offered at Central Drama in the classroom have helped me to create better inclusion of culture in my class. However, this is an area we can use more strategies for our classroom.		Again, group/team work seems to work best and creates trust in forming relationships for the common good of all in the learning environment. Generally, students have been very respectful of others' cultures and I am able to glean new information via question and answer time. With this information, I am able to use materials and work that will appeal to all cultures.		Not sure what "contextualize teaching" means, but I do have my student actors portraying teenagers, rarely having them play characters that are more than a few years older than they are.			

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Diversity, Sensitivity and Exceptions Standards Survey

Question	4	I am able to challenge students toward cognitive complexity and engage all students, including English language learners and students with exceptionalities, through instructional conversation.						
		% responding	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree	NA
		86.7%	20.0%	53.3%	0.0%	6.7%	0.0%	6.7%
Selected Reflection Comments		<p>Questions concerning culture, history, and discussing gray areas in ethics and morality of written material or plays result in students reflecting and discussing difficult issues and topics.</p> <p>-----</p> <p>----I teach the lower performing students at my school, thus to meet all needs all students, differentiation is required. In doing so learning centers, using SDAIE strategies as well as constant communication is a daily routine.</p>		<p>My drama classes are a mixture of GATE and Honors, special education, second-language learners, and Resource. But I never label any of the students -- treating them all the same and holding them to the high standards of the class. ---</p> <p>-----</p> <p>--- This is an on-going process for me, however, I find "theatre" to be a universal language that transcends most barriers. Even when our host school from Japan visits, our theatre games and activities allow for effect communication and understanding.</p>		<p>In my Children's theatre unit, students discuss and select characters they enjoyed as young children in stories and in television. They take these characters and write a play following a plot diagram and creating dialogue and action that explains the characters and the situation. Students examine and change the script as they discover things are not connecting to help their characters get to the end in a logical way. Every play is a work in progress through rehearsal and performance with the students evaluating each others work to gain an understanding of how a audience would perceive their work.</p>		

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Diversity, Sensitivity and Exceptions Standards Survey

Question	5	My education, field experiences, and clinical practice have promoted my development of knowledge, skills, and professional dispositions related to diversity.						
		% responding	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree	NA
		93.3%	13.3%	46.7%	13.3%	6.7%	13.3%	0.0%
Question	6	My education, field experiences, and clinical practice have promoted my development of knowledge, skills, and professional dispositions related to diversity.						
		Diversity Training in BA Program	Diversity Training in MA Program	Diversity Training at District Training	Diversity Training at Other Venue			
		22.7%	21.9%	47.7%	18.1%			
		Sensitivity Training in BA Program	Sensitivity Training in MA Program	Sensitivity Training at District Training	Sensitivity Training at Other Venue			
		16.33%	24.00%	39.87%	17.6%			
		Exceptionality Training in BA Program	Exceptionality Training in MA Program	Exceptionality Training at District Training	Exceptionality Training at Other Venue			
		12.00%	18.67%	51.33%	22.00%			

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Diversity, Sensitivity and Exceptions Standards Survey

<p>Selected Reflection Comments</p>	<p>Most all faculty were very knowledgeable about working with diverse populations. The only concern is that the Make up class although informative, and knowledgeable about working with diverse populations, there was no practical training in applying makeup to diverse populations. Being as that I teach at a very diverse school, I would have liked to be able to know how to work with different skin types.</p>	<p>Much of my preparation came "on-the-job", in the trenches and working directly with students. While there are some classes and course work that may perhaps develop an awareness for various conditions and interventions, nothing prepares you for the reality of exceptionalities than working directly with those affected.</p>	<p>By example, the CWU faculty practiced sensitivity to all students regardless of culture or students with exceptionalities. As a teacher observing others teach (only in a graduate setting) I was impressed with their professional demeanor at all times to all students. Words and actions seemed carefully chosen as to not offend or discriminate in any way to anyone.</p>
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Other candidates in my MA program engage in professional education experiences that form a broad range of diverse groups.

<p>Question</p>	<p>7</p>	<p>Other candidates in my MA program engage in professional education experiences that form a broad range of diverse groups.</p>						
		<p>% responding</p>	<p>Agree</p>	<p>Somewhat Agree</p>	<p>Neutral</p>	<p>Somewhat Disagree</p>	<p>Disagree</p>	<p>NA</p>
		<p>93.3%</p>	<p>33.3%</p>	<p>26.7%</p>	<p>13.3%</p>	<p>13.3%</p>	<p>0.0%</p>	<p>6.7%</p>

<p>Question</p>	<p>8</p>	<p>The active participation of MA candidates from diverse cultures and with different experiences was solicited, valued, and promoted in CWU classes, field experiences, and clinical practice.</p>
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Diversity, Sensitivity and Exceptions Standards Survey

Question	9	I have had extensive and substantive field experiences and clinical practices that encourage me to interact with exceptional students and students from a broad range of diverse groups.						
		% responding	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree	NA
		93.3%	40.0%	40.0%	13.3%	0.0%	0.0%	0.0%
Selected Reflection Comments	I currently have students with MS, sight impairments, as well as cognitive/behavioral handicapping conditions. Sometimes these students arrive with no aids or support personal. No child is exempt from my classroom as my class is a "prep" for team/classroom teachers.			1. Middle school theatre program. 2. IB, MYP school. International Baccalaureate, Middle Years Program. 3. GATE, CLAD 4. Teach ELA classes, (READ 180) and TECH certificates.			I have two Native American and several students with exceptionalities. I am constantly trying to "reach" all students and am sensitive to the cultural background needs of my students.	
Question	10	These experiences help me confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and my effectiveness as a teacher.						
		% responding	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree	NA
		86.7%	33.3%	33.3%	20.0%	0.0%	0.0%	0.0%

Theatre Arts: MA – Theatre, Theatre Production Specialization

Diversity, Sensitivity and Exceptions Standards Survey

<p>Selected Reflection Comments</p>	<p>If I did not embrace the diversity I would not be a good teacher - matter I would not be able to teach.</p> <p>-----</p> <p>- Issues that I continue to work include adapting curriculum to meet the needs of my students. For example, providing material with large print for students who may have difficulty with their vision. I also have paired students together to work as a "team" so that all may experience success in my program.</p>	<p>My biggest challenge has been dealing who are not native English speakers or used to dealing with people who don't look or behave as they do. I have learned a lot about tolerance and accepting students for the gifts they have.</p> <p>-----</p> <p>--There are no magic "bullets" or specific strategies I have to relate that other teachers have no already explored or discovered. What I will say is children are not "widgets" and "one size does not fit all".</p>	<p>I just received a new assignment. I am opening a theatre department with a new high school in my district. This opportunity would never have come my way without the MA at Central.</p> <p>-----</p> <p>---Each year I assign a research paper to my advanced actors entitled "A Great American Actor". The students are given a list of 30 actors to select from. One year an African-American girl pointed out to me there were no black actors on the list! I remedied this by adding several actors of color and culture to the list the following year.</p>
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Agree Somewhat Agree Neutral Somewhat Disagree Disagree NA

Reflect on how you have challenged students toward cognitive complexity and engaged all students, including English language learners and students with exceptionalities, through instructional conversation.

Use specific examples to support your reflection.

EXPERIENCES WORKING WITH DIVERSE FACULTY

5. My experience with CWU faculty and local school faculty with whom I work, while completing and/or following my MA program, clearly indicates they are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

Agree
 Somewhat Agree
 Neutral
 Somewhat Disagree
 Disagree
 NA

6. Approximately what percentage of your diversity, sensitivity, and exceptionalities training has been received at:

	Diversity	Sensitivity	Exceptionalities
My Undergraduate Training	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
My Graduate Training	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
My School/District Training	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Other	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Each column should total	100%	100%	100%

Reflect on how CWU faculty, and local school faculty with whom you work during the MA program, were knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

Use specific examples to support your reflection.

EXPERIENCES WORKING WITH DIVERSE CANDIDATES

7. Other candidates in my MA program engage in professional education experiences that form a broad range of diverse groups.

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- Agree
- Somewhat
Agree
- Neutral
- Somewhat
Disagree
- Disagree
- NA

8. The active participation of MA candidates from diverse cultures and with different experiences was solicited, valued, and promoted in CWU classes, field experiences, and clinical practice.

- Agree
- Somewhat
Agree
- Neutral
- Somewhat
Disagree
- Disagree
- NA

Reflect on and analyze the above experiences demonstrating situations in which you have enhanced your development and growth as a professional.
Use specific examples to support your reflection.

EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P-12 SCHOOLS

9. I have had extensive and substantive field experiences and clinical practices that encourage me to interact with exceptional students and students from a broad range of diverse groups.

- Agree
- Somewhat
Agree
- Neutral
- Somewhat
Disagree
- Disagree
- NA

Reflect on field experiences and clinical practices that have encouraged you to interact with exceptional students and students from a broad range of diverse groups.
Use specific examples to support your reflection.

10. These experiences help me confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and my effectiveness as a teacher.

- Agree
- Somewhat
Agree
- Neutral
- Somewhat
Disagree
- Disagree
- NA

Reflect on how confronting issues of diversity affected your teaching and student learning and develop strategies for improving student learning and your effectiveness as a teacher.
Use specific examples to support your reflection.

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Optional Fields

Name

Year Entering Program

Graduation Year

Other Comments

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In summary, have the analyses and summaries of these data provided any evidence that the program needs to make adjustments in the preparation of candidates?

Program Interpretations and Conclusions:

Data collected confirms what the faculty had suspected. As certified, working teachers in the content area, candidates have already had significant training and find themselves' competent in the areas of diversity, sensitivity, and exceptionalities. It is not surprising that as credentialed teachers, in the states they teach, a goodly portion of diversity, sensitivity, and exceptionalities training has come from undergraduate training programs. Also, not unknown to the CWU faculty, is that the training at local districts is shown, in this case, to almost always be the predominate source of training in these areas.

Gratifying to our faculty were the results that demonstrate solid reinforcement and continued exposure to issues of diversity, sensitivity, and exceptionalities in this program.

The statistical data, along with well-documented reflection statements, demonstrate the students continued growth and implementation of best practices in these areas while in the program, as well as beyond.

It was discovered that although techniques and principles of programmatic best practice were understood by the candidates, they often times did not fully translate that information into diverse situations. For example: reflection statements cited understanding of the principles of makeup application but many were then unsure if those principles applied to diverse skin color. It is now faculty's responsibility to help students find those connections and which modifications to process need to be made, if any. In this example, best practice makeup techniques are common among all skin colors.

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Please fill in the table below:

Summer Cohort	2005	2006	2007	2008	2009
Applicants	16	21	21	18	21
Admits	10	9	7	7	13
Conditional Admits	6	10	13	11	4
Completers	9	7	NA	NA	NA
Non-completers	1	2	NA	NA	NA

What program interpretations and conclusions can be made about the above data? What efforts are planned to increase applicants? retain candidates? and increase completion rates?

Program Interpretations and Conclusions:

NOTE: For purposes of this report “Completers” are those who finished a Thesis or culminating creative project successfully and “Non- Completers” are those who did not, or have not, successfully complete a Thesis or culminating project. Students withdrawing from the program are not reflected in the recorded date of this report.

Program entrance requirements continue to become more rigorous as encouraged by the faculty. The program has grown from attracting regional students in its inception, to a more multi-national audience. In more recent years we have seen a significant increase in students from foreign countries. Increases in applications have resulted due to higher profile national campaigns and targeted recruitment visits to various areas of the continent. As a whole the applicants self select, but it has become apparent over the past three years that the admissions standards will need to be more strenuous as faculty report that students get more out of the program if they are already theatre teachers at the middle and high school levels. Dropout rates confirm such and, as we look at specifics, those that leave the program are most often less engaged in theatre at the local school level.

Increasing the pool of candidates is a priority of the program. The department chair has completed a training program in recruiting graduate students and will attend a workshop in recruiting minority graduate students in June of 2009.

The program performs excellently in the completion rate area. Non-Completers in the graph above did complete all course work for the program, but failed only in finishing final thesis component. The Non-Completer listed for 2005 simply did not meet the requests of the committee and dropped the program. The two listed in 2006 have projects that remain incomplete, but are able to complete the thesis and oral examination prior to 2011 and, thus, are not technically Non-Completers at this point. They have expressed a desire and are fully expected to complete.

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Please discuss the results of post-graduate employer satisfaction with candidates of your program. How were the data collected? Has the program considered preparation changes as a result of knowing how employers rated the graduates of the program? Were these results discussed with current candidates, all faculty, and PEAB members?

(CWU Assessment of Student Learning Report # 3)

No data has been collected in this area.

This is an area to strengthen for our next review.

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Please discuss the results of post-graduate candidate satisfaction with how well the program prepared them for their current positions. How were the data collected? Has the program considered preparation changes as a result of knowing how well candidates rated their program satisfaction? Were these results discussed with current candidates, all faculty, and PEAB members? Please provide a table of placement rates for your candidates.

(CWU Assessment of Student Learning Report # 3)

Program Interpretations and Conclusions:

No data has been collected in this area.

Data for this area will be collected as part of the alumni survey to be completed during 2009-10 as part of the Five-year Department Self-Assessment.

Because the program attracts currently employed candidates placement data is not maintained.

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Please discuss ways in which the program is planning to improve the program assessment process. What did the program do in response to last year's assessment information? Please reference data when you answer this question.

(CWU Assessment of Student Learning Report #4 and #5)

Program Interpretations and Conclusions:

The program will continue to collect data using the intake/exit assessment, monitoring intact criteria trends, and continuing to expand and reflect on the outcomes in the culminating project (see <http://www.cwu.edu/~theatre/program/graduate/institute/assessment/>).

The graduate committee will continue to develop tracking rubrics to follow the students' progress, especially in the areas of pedagogical assessment. Much of this assessment will need to be done by student reflection and alumni survey due to the limited-residency nature of the program. It has become apparent in several areas that further critical evaluation is required to expand the success of the assessment review.

No report was aggregated and reviewed last year.