

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2010-11 College: CAH

Department Theatre Arts Program: MA

1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

This year faculty looked at overall program delivery, which is not specifically student outcome driven; however, the department felt it was of major importance if the program is to continue to flourish.

One program goal assessed in this process:

We will deliver a program which is widely recognized for its ability to deliver a high quality and unique limited-residency program with international distinction

<p>We will deliver a program which is widely recognized for its ability to deliver a high quality and unique limited-residency program with international distinction.</p>	<p>Create and maintain high quality academic programs</p> <p>Build a more diverse college community</p>	<p>Goal I & II – “maintain and strengthen an outstanding academic and student life</p> <p>Goal V: Achieve regional and national prominence for the university.</p>	<p>Review of Applications and student addresses of enrichment students</p>	<p>All MA candidates will be reviewed at application</p>	<p>At Application</p>	<p>Continued operation of the Summer Institute for Theatre Arts with a minimum of 5% international participation.</p>
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2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?

Quantitative Measures:

1. Other similar programs
Review of information on websites of "competing" programs
2. Enrollment Numbers for the past four years
3. Income generated during summer session over last four years. Since this is self-support specialization this is a key factor to consider.
4. Program goal #2" ... high quality and unique limited-residency program with international distinction."

Qualitative Measures:

1. What students considered lacking in the current program?

B) Who/When was assessed?

Quantitative Measures:

1. Other similar programs
 - Southern Oregon University Summer/fall 2011
 - University of Houston Summer/fall 2011
 - Roosevelt University Summer/fall 2011
2. Enrollment Numbers for the past four years
 - Department statistics
3. Income generated during summer session over last four years. Since this is self-support specialization this is a key factor to consider.
 - Department statistics
4. Program goal ... high quality and unique limited-residency program with international distinction."
 - Department statistics

Qualitative Measures:

1. What students considered lacking in the current program?
Student enrolled in TH 544 and TH 541 two course generally filled with third summer participants during the summer 2011

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

Quantitative Measures:

1. Other similar programs
 - Southern Oregon University Summer/fall 2011
- 2.

Credits to graduation	Cost per credit	Proportion on campus vs online delivery	Housing costs	Other unique features
47 Quarter	\$3,960 plus \$525 ticket fees / summer Total 13,455	36 online 11 in residence	\$560-880 room \$494 Meal plan	Access to Shakespeare Festival

- University of Houston Summer/fall 2011

Credits to graduation	Cost per credit	Proportion on campus vs online delivery	Housing costs	Other unique features
36 semester	In-state approx. \$5500 incl travel / summer Out-of-state \$9000 incl travel / summer Total 16,500/27,000	100% on campus plus travel to training sites	\$1080	Chicago, London and New York travel

- Roosevelt University Summer/fall 2011

Credits to graduation	Cost per credit	Proportion on campus vs online delivery	Housing costs	Other unique features
33 semester	\$1,329 per credit Total \$43,857	100 %	?	

- CWU Summer/fall 2011

Credits to graduation	Cost per credit	Proportion on campus vs online delivery	Housing costs	Other unique features
56 Quarter	256/ credit 700 travel fee Total \$15,036	100 % on campus	\$690	

3. Enrollment Numbers at CWU for the past four years
- Department statistics

Year	Admitted	Attended
2008	10	10
2009	16	13
2010	13	10
2011	7	3

4. Income generated during summer session over last four years.
Since this is self-support specialization this is a key factor to consider.
- CAH statistics

Year	\$
2008	45,344
2009	26,422
2010	16,410
2011	(2,800)

5. International participation

Year	# / % Incoming International
2008	1 / 10%
2009	2 / 12.5%
2010	2 / 15%
2011	0 / 0%

Qualitative Measures:

1. What students considered lacking in the current program?
Student enrolled in TH 544 and TH 541 during the summer 2011

75% of participants wanted greater artistic expression experiences while on campus and with peers. This is something that they most often lack at their home locations.

100% indicated they would like expanded feedback on their directing skills prior to embarking on their thesis project.

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

After looking at the results of the study faculty felt it was important to reevaluate the needs of teachers at the high school level and focus the program on what teachers NEED to have to be successful in the HS classrooms and drama programs.

AS a result faculty restructured the program: Bringing the number of credits closer to other programs nationwide, reduced the number of credits to degree completion (a major benefit for the students), focuses course work in to specific skill based courses, and eliminates the smorgasbord scheduling of the past. The revised plan will encourage students to enroll as cohorts thus enabling classes to fill past mere breakeven enrollment and reverse the spiral downward of gross summer revenues.

In addition key capstone components of student interest was added. TH 600 Capstone practicum, which will be a faculty mentored evaluation for student directing skills that must be successfully completed prior to moving on to the more independently driven TH 700 Creative project in their home schools.

5. What did the department or program do in response to last year's assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

Two additional books were added as required for TH 501/505 beginning in Fall 2010: one on logic and one on writing style. Students were encouraged to read these prior to beginning the MA Theatre Studies Program.

Results have not been reassessed due to program director illness.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University: