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: 2012-13
College: CAH
Department: Theatre Arts
Program: BA Program

NB: This review measured universal student learning outcomes common to all undergraduate degree tracks within the department and therefore is identical in all undergraduate report for the year.

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.

   | Student Learning Outcomes (performance, knowledge, attitudes) | Related Program/Departmental Goals | Related College Goals | Method(s) of Assessment (What is the assessment?)* | Who Assessed (Students from what courses – population)** | When Assessed (term, dates) *** | Standard of Mastery/Criterion of Achievement (How good does performance have to be?) |
---|---|---|---|---|---|---|
4. Students will be able to analyze and identify a variety of genre of dramatic literature and the themes each presented to the society in which it was developed. | Students will have the ability to analyze and interpret dramatic literature and performance as a performer, designer, director, or educator. | Goal 1 & 2 – “maintain and strengthen an outstanding academic and student life” | Comprehensive entrance exam upon admission to the program and an exit exam prior to graduation | All students complete the intake exam upon admission to the program and complete the exit exam during their senior year in TH 495 Senior Research Project | 90% of students will successfully score higher on the entrance/exit exam section of History and Literature. | 90% of students will reach the bench mark of 65%, when taking the exam during the Senior Research course (typically their senior year) than on entrance when accepted in the program. |

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?
   The department administers an intake examination followed up by an exit examination, normally administered as part of TH 495 Senior Research. The exam consists of five topic sections—General Theatre, Acting/Directing, Design and Technology, History and Literature, Youth Drama Education—equally divided within one hundred multiple-choice questions.

   B) Who was assessed?
   Individual students are required to complete the intake examination upon admission to the department. Students completing their program of study [BA, BFA Performance, BFA Musical Theatre, and BFA Design/Tech] are also asked to take the test.

   C) When was it assessed?
   The intake exam is administered during new student orientation as part of the process for declaring the major. The exit exam is administered in their senior year, generally as part of the capstone course, Senior Research. Unfortunately, the exit exam was *not* administered as a part of Senior Research during the time period covered by this report [AY 2012-13].

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.
Since no exit exam was administered during Senior Research, we have no data to compare to the graduating student’s entrance exams. We therefore have no qualitative or quantitative results to include in this report for AY 2012-13.

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.).

Since no information is available for AY 2012-13, the department has no program changes planned. However, we plan to continue with the three tactics identified in the previous report [AY 2011-12] and reiterated below.

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.

The three tactics planned for AY 2012-13 were:
1) Re-evaluate the examination tool to better address student learning in the current programs.
   Re-evaluation is currently underway and a revision of the assessment [examination] tool should be ready for implementation Fall 2014.
2) Add at a senior-level course in script analysis to better prepare our students in the literature area as well as putting the text in historical and culture context.
   A Senior-level script analysis course is currently being developed and should be ready to implement by Fall 2015.
3) Re-examine all courses to strengthen student learning outcomes.
   Re-examination of student learning outcomes for all courses in the major[s] is currently underway and should be completed by Fall 2014.

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