

Assessment Report of Student Learning Outcomes
Fall 2007
Due: February 1, 2008

Department/Program: Theatre Arts
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Mission Statement

The Theatre Arts Department will be the premier international center for Deaf and Visual Performing Arts. We provide a unique interdisciplinary education emphasizing collaboration and process, empowering students to affect positive change in society as innovative artists, dynamic leaders, creative thinkers, and engaged educators.

Student Learning Outcomes/Goals at Program Level

Students will:

1. *Apply knowledge of how Theatrical production processes designed for public presentation, including all related script and technical considerations.
2. Collaborate effectively; demonstrating the ability to sustain a commitment, respecting and supporting the contributions of others and accepting constructive criticism.

The Theatre Arts Department will:

1. *Assess our theatre-going public (students, faculty, staff, community) to help us understand our audiences better, improve their theatre-going experience, improve our services, and to assist in planning for future seasons.

*Our department plans to measure for AY 2007-08

Outcome(s) Assessed for Fall 2007

1. Perform in play
2. rehearse following script
3. Build scenery
4. Feedback continuously
5. Audience surveys

Learning Outcomes Linked to Student Learning Opportunities

Learning Outcome	Student Learning Opportunities (Write major learning opportunities.)
<p>1. Apply knowledge of how Theatrical production processes designed for public presentation, including all related script and technical considerations.</p>	<ol style="list-style-type: none"> 1. Perform in play 2. Rehearse following script 3. Build scenery 4. Feedback continuously
<p>2. Assess our theatre-going public (students, faculty, staff, community) to help us understand our audiences better, improve their theatre-going experience, improve our services, and to assist in planning for future seasons.</p>	<ol style="list-style-type: none"> 1. Understand our audiences better 2. Modify or improve our services 3. Adapt plans for future seasons 4. Feedback continuously

Learning Outcomes and Assessment Methods

<p style="text-align: center;">Learning Outcome (List the outcomes indicated above.)</p>	<p style="text-align: center;">Assessment Method (Indicate at least 2 multiple & varied assessment methods.)</p>
<p>1. Apply knowledge of how Theatrical production processes designed for public presentation, including all related script and technical considerations.</p>	<p>1. Rehearsal rubrics 2. Production rubrics 3. External evaluation by American College Theatre Festival (ACTF)</p>
<p>2. Assess our theatre-going public (students, faculty, staff, community) to help us understand our audiences better, improve their theatre-going experience, improve our services, and to assist in planning for future seasons.</p>	<p>1. Audience questionnaires</p>

Analysis and Use of Assessment Results

Learning Outcomes <i>Student will be able to:</i>	Direct/Indirect Assessment Measures	Analysis of Assessment Results	Use of Assessment Results (Action Taken)
<p>1. Apply knowledge of how Theatrical production processes designed for public presentation, including all related script and technical considerations.</p>	<ol style="list-style-type: none"> 1. Performance rubrics 2. Actor hours doing character research 3. Production (rubrics) <ol style="list-style-type: none"> a. Number of crew hours in the shop 	<p>Performance is satisfactory</p> <p>Production is satisfactory</p>	<ol style="list-style-type: none"> 1. Improve instruction delivery 2. Improve instruction learning 3. Modify teaching strategies 4. improve student performance relating to hours, production and shop hours
<p>2. Assess our theatre-going public (students, faculty, staff, community) to help us understand our audiences better, improve their theatre-going experience, improve our services, and to assist in planning for future seasons.</p>	<ol style="list-style-type: none"> 1. Number of performances attended 2. Rate of satisfaction with performances 3. Rates of satisfaction of services 4. Feedback on attendance experience 	<p>What their responses are:</p> <ol style="list-style-type: none"> 1. # of performances: <ul style="list-style-type: none"> 1st time: 36% 2 to 4: 31% 5 to 10: 16% 2. Overall satisfaction w/past performances: 88% are satisfied; 3. Overall past satisfaction with services: 73% are satisfied 	<p>Use feed back to improve service, performance, and future planning.</p> <p>Use feedback to increase number of attendees, and increase their satisfaction rates.</p> <p>Use feedback to increase in service quality, efficiency, productivity and program & cost effectiveness.</p> <p>Use as a baseline for future comparisons.</p>

		Feedback: ticket prices range from free to \$20.00; prefer ASL; want new season tickets	
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Sharing of Results

With whom will you share these results and why?

We shared our results with the following:

1. We informed the Dean and Provost that the judge from the American College Theatre Festival (ACTF) gave the fall production, GOYA, rave reviews, and invited us to attend ACTF. The festival in January 2008 turned out so successfully that the ACTF nominated GOYA to present at the Kennedy Center in April 2008. The decision will be made in March, 2008. We felt the Dean and Provost would want to share in this huge accomplishment and recognition of our department.
2. We shared our results also with *On the Green*, *Inside Gallaudet*, and *Daily Digest* because we wanted the Gallaudet community, alumni, and the Metro area to be aware of our success in the Theatre Arts Department.

Closing Reflections

Please discuss these questions at a department meeting. The answers should reflect the thoughts of the department and note where there are different perspectives.

1. Did you have a positive or negative experience with assessment this semester? Please elaborate.

Regarding the positive or negative experience with the process I received mixed responses. While some responses indicated a positive experience and felt the current process defines very clearly what needed to be accomplished, another respondent felt that while the process was helpful more emphasis was needed to clarify the criteria for the course work and that the overall assessment should be more concise.

2. Do you think that this kind of University-wide focus on assessment has the potential to improve teaching and learning? Please elaborate.

Respondents were in agreement that this process improved the instructors approach to teaching and the students learning process and that the focus on the assessment provided the department with the information necessary to look at the overall results of the department and to increase our ability to objectively measure student results.

3. What would you change about the assessment process?

The respondents acknowledge that the Theatre Department assessment does require some adjustments to be effective due to the very nature of theatre work. There are numerous intangibles in theatre that make it difficult to quantify or qualify specific characteristics or results. In addition one respondent would like to see a set of basic standards and measurement criteria that would apply across the board for all courses taught on campus with specific adjustments and objectives as necessary in individual courses. This would allow for results to be more broadly compared and evaluated.

4. What other thought come to mind that might not fall under the three questions above.

The only additional comment suggested this assessment process should be an ongoing one.

Supplemental Evidence of
Academic Rigor, Effective Pedagogy and Student Learning

Please share electronically other evidence of effective teaching, student learning, and assessment related to your department program's outcomes. This might include syllabi, curriculum mapping, a few (2 – 4) samples of student work, rubrics, etc.

Rehearsal Rubrics

Performance Rubrics

Production Rubrics

Clip of the Production of GOYA

Actor's contract & syllabi)

Inside Gallaudet University Audience Survey Results