Please complete this page for each degree program, graduate and undergraduate.

Student Learning Outcomes Check Sheet
Due 11 May 2012

Degree Program Title: THEATRE; GRAD  Degree Type: MA

Banner/CIP Code: 50.0508.03

Responsible Program Coordinator/Chair completing this form: J.M. Dempsey

Note: Full narratives for Items 1-4 were submitted 23 February 2012; only the # and brief description of the Student Learning Outcome need to be included in this report.

STUDENT LEARNING OUTCOME. To which Student Learning Outcome does this data refer to from your 23 February 2012 report?

1. The student will exhibit the skills and experience necessary for entry into professional theatre.

2. The student will show an understanding of the relationship between theatre theory and onstage practice and demonstrate knowledge of the history of Western and Eastern dramatic traditions.

3. The student will demonstrate the research and performance skills necessary for entry into doctoral programs or further theatre study.

2. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the semester/year the assessment was conducted, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicate the number and percentage of students whose data is reported here. Please note: the percent of students who successfully took a test or passed an oral exam is not an example of assessment findings. The findings must be related directly to a learning outcome.

(The following is a brief summary of outcomes from Spring 2012 Theatre graduate activities and courses.)

Theatre produced two plays in Spring 2012, “1000 Proms/Dump Monkeys” and “Breaking Up Is Hard to Do.” (Goal 1, 2 & 3)

THE 597.001 Properties Design: The students’ progress was evaluated by testing their knowledge of “slip cast molds.” The students were given a step by step tutorial on how to sculpt, mold, and cast a standard, one-sided slip cast mold. After the initial attempt, it was determined that none of the students were able to complete a slip cast mold with any success. Seeing that the students were severely discouraged by the all-around failure of the task, I moved on to another artisan project that would teach them the basics of what they needed to know “artisan sculpting/alteration.” Once the students had regained their confidence by
successfully completing the “alteration” task the “slip cast mold” was readdressed. This time, an extremely detailed and intense workshop was held in order to reassess the slip casting lesson. The students were able to not only able to create slip cast molds, but they were also able to create latex appliances from those molds. (Goal 1)

Theatre 497/597.002: Meisner Acting I: The results of the written Pre-Test and Post-Test indicate that 90% of the students at least doubled their scores from the beginning of the semester to the end of the semester via written evaluation. Yet the scores do not completely align with the degree of understanding that the students displayed via practical implementation of the concepts. In practical implementation, 100% of students achieved an assessment of 80% or better. Thus, in the future, the instructor will spend more time garnering articulated feedback from students during the semester to ensure that they can not only practically implement their understandings, but also articulate them, thereby placing their knowledge within a broader context of theatrical practice. (Goal 1 & 3)

3. PROGRAM ENHANCEMENT. How has this assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc

This is the beginning of this system of course assessment. However, faculty use their own assessments to improve the instruction in their own classes, and faculty of each program within the Department of Mass Media, Communication and Theatre (Journalism, Radio-TV, Speech and Theatre) meet to evaluate the assessments as they relate to the overall goal of the programs.

Review and Approval Signatures & Date:

Program Coordinator if applicable

Department Chair

Dean