

Assessment Report Theatre Program

Part I – Assessment SUMMARY (2003-4)

A. Mission Statement

The mission of the theatre program at Arapahoe Community College is to promote community and to cultivate artistic discernment. Faculty members who teach theatre are committed to enriching students' lives by providing opportunities to develop their creative and critical thinking skills, gain exposure to interpersonal and public communication, express delight, and to connect mind, body, and spirit in celebrating the diversity of human experience present in dramatic and theatre art.

B. Intended Outcomes

1. Distinguish between the play (drama, written text) and production (performance).
2. Discern aspects of a theatrical production that distinguish it as an individual work of art.
3. Recognize theatrical roles and responsibilities within different organizational structures and historical contexts.
4. Collaborate to develop a theatrical project.
5. Discuss, communicate, and/or develop visual and emotional concepts.
6. Gain access to theatre experiences on campus and in the surrounding area.

C. Benchmarks

1. 80% of the students will demonstrate an understanding of the distinction between play and production by earning at least 3 points in the *thesis* and *scope* of their papers (rubric).
2. 80% of the students will demonstrate the ability to discern unique production choices by earning at least 3 points in the *evidence*, *insight*, and *style* of their papers (rubric).
3. 80% of students will achieve higher scores on their posttests than on their pretests.
4. At least 80% of the students will demonstrate collaboration through their consistent attendance and completion of their individual assignments.
5. At least 80% of the students will complete both assignments (attendance and response).

D. Assessment Results

1. Historical Context

Assessment for the theatre program was first conducted in 2002-3 by an adjunct teacher of theatre. In 2003-4, ACC hired a Director of Theatre

who made the decision to overhaul the assessment plan in place and shift emphasis toward assessment of the discipline as a whole. Being a new member of the ACC faculty, the Director of Theatre took EDU 262 (Assessment) in the spring of AY 2004, gaining important insight into assessment processes and expectations. It quickly became evident that the proposed 2003-4 assessment plan had numerous shortcomings (details follow).

2. Current Year Data Results

- Outcomes 4 and 5: 36 of 37 students (97%) successfully completed the three group assignments (play attendance, personal response, and collaborative synthesis project).
- Outcomes 1, 2, and 3: No data collected.
 - The evaluation rubric used for Outcomes 1 and 2 proved to be measuring information (*i.e.*, students' writing ability) other than that which it was intended to measure. Since the rubric was altered in an effort to evaluate the students more fairly according to the details of the assignment (not an inappropriate rubric), the data (scores) for the 6 papers should not be included here.
 - Having switched to a new textbook in spring 2004, no appropriate test (pre- or post-) was developed to measure student learning. Indeed, having completed the Assessment Strategies course, other strategies have presented themselves that will more meaningfully assess the goals of the program.

3. Analysis

Strengths: Clearly, the data collected represents the strength of the theatre discipline in 2004 to mobilize students in the Introduction to Theatre class to attend, respond to, and create theatre.

Weaknesses: The "learning curve" of the new Director of Theatre, and the charge to develop the entire theatre program from the ground up, proved to be the weakness of the assessment project in 2004. Another factor may have been the unwieldiness of attempting to conduct some aspect of the program's assessment in each class offered, rather than limiting the task to an individual class.

E. Use of Results

The results will be borne in mind throughout the academic year, to motivate a more reasonable and meaningful project in 04-5.

- Outcomes will be revisited.
- Program Assessment will be conducted this spring solely in Introduction to the Theatre, THE 105, the popular core Humanities requirement course. This will both streamline the project and offer the largest sample.
- The Director of Theatre will make a more concerted effort to enlist the support of her adjunct instructors in carrying out the assessment plan so that the responsibility for carrying it through does not rest solely with her.

- The textbook change that occurred in January 2004 promises a stronger possibility of assessing the student learning outcomes identified by the Director of Theatre. An exception to this promise: the theatrical role/historical context outcome (formerly outcome 3). This outcome will be eliminated as not essential to the ACC discipline's objectives.

Part II – Assessment PLAN (2004-5)

A. Intended Outcomes

1. Distinguish between the play (drama, written text) and production (performance) in verbal and written comments.
2. Discern aspects of a theatrical production that distinguish it as an individual work of art.
3. Collaborate to develop a theatrical project.
4. Discuss, communicate, and/or develop thematic, visual, and emotional concepts.
5. Participate as an audience member at the theatre on campus and in the surrounding area.

B. Assessment Procedures/Methods

1. Outcomes 1 and 2: Students will write a short paper (1-2 pages, double spaced) to address one theme of *Our Town* (or another piece of drama that may be both read and viewed) and how it was represented/depicted in the performance of the play. Anonymous copies of the papers will be scored by a team of three theatre instructors against a rubric.
2. Outcomes 1 and 2: Using examples from the student papers (above), a short quiz will be given in class asking students to identify two types of statements: those that pertain to the *play*, and those that pertain to the *performance*.
3. Outcomes 3 and 4: Students will produce a 5-7 minute scene from a great work of world drama.
4. Outcomes 3 and 4: Following the assignment guidelines, students will create a portfolio of their work on the scene.
5. Outcome 5: Students will attend two theatre performances.
6. Outcomes 4 and 5: Students will complete a scale-response questionnaire instrument for one of the performances attended.

Benchmarks

1. 80% of students will achieve an overall score of 20 points or better on the play/production paper assignment assessing Outcomes 1 and 2. 20 points will place these students at a "proficient" level of skill.
2. 90% of students taking the statement quiz will score 80% or better.
3. 90% of students will demonstrate active participation and an acceptable level of creativity/artistic achievement in carrying out the in-class scene performance.

4. 90% of students will complete the tasks assigned to their participation in the portfolio documentation of their collaboration on the scene assignment.
5. 100% of students will attend at least one play.
6. 95% of students will complete the play response questionnaire.