

TEMPLATE
Annual Key Assessment Findings and Curricular Improvements
Department of Drama
B.A. Program in Drama, Drama Education
AY 2009-10

Key Assessment Findings

	Fail		Pass		High Pass		TOTAL
	#	%	#	%	#	%	
Major	0	0.00%	5	83.33%	1	16.67%	6

Two of our students passed their comprehensive examinations in November of 2009, and four took the exams in March of 2010. Three of the four students passed the exams. One of the four passed with honors.

Curricular Improvements

The faculty in the Department of Drama agreed in 2009 that students could no longer use text longer than one sentence in their powerpoint presentations. Students had inserted text formatted in bullets or entire paragraphs into each slide. A portion of these students also read from the text in support of their oral response. This undermined the improvisational and spontaneous nature of the oral portion of the exam, and we could no longer easily assess whether or not a student commanded a comprehensive understanding of the material presented in the oral response. Now students may use powerpoint slides to illustrate items within the presentation, but these slides cannot include text longer than one sentence. In addition we have developed rubrics to evaluate the comprehensive exams from 2009 forward. After administering the spring 2010 exams, the Associate Chair and Chair adjusted the rubrics for the essay and oral portions of the exam by switching the columns labeled “Exceeds Expectations” and “Below Expectations.” Whereas “Exceeds Expectations” used to occupy the far left column and “Below Expectations” was placed at the far right column, “Below Expectations” is now the first column that appears as an evaluator reads from left to right. The hope is that this change will require an evaluator to read through the rubric from left to right and consider the description within each category before assigning a value to that part of the student’s performance in a given essay or oral presentation. We have also altered the play selection in our Drama 101 class to reflect more contemporary work, exposing the students to a wider diversity of plays they might otherwise not read. Finally, we have set up rubrics to monitor their written work in classes to make sure they have the appropriate skills to succeed on the written portion of the exams.