

**Annual Key Assessment Findings and Curricular Improvements**  
**Department of Drama**  
**Master's of Fine Arts Program in Acting, Directing, Playwriting**  
**Master's Degree in Theory & Criticism**  
**Master's of Art in Theatre Education**  
**2015-2016**

**Key Assessment Findings**

*Please report findings from data that you display in this section.*

- *Programs with specialized accreditation data should insert tables or figures with such data (e.g. pass rates on professional licensure exams) and discuss this data.*
- *Schools/Departments should present data regarding passage or failure on comprehensive exams.*
- *Schools/Departments should present data in tables based upon rubrics for key assessments. Describe the findings in the text as well, i.e. what is the pattern of the results?*
- *Briefly present data from other sources if needed.*

**GRADUATE COMPREHENSIVE EXAMINATION RESULTS**  
**SCHOOL OF ARTS AND SCIENCES**  
**DEPARTMENT OF DRAMA**  
**AY 2015-2016**

Master's Comprehensive Exam

AY2015-2016                      0 Failed                      8 passed

**Curricular Improvements**

*Briefly describe improvements to the curriculum or student supports that will be introduced subsequent to the findings, if any. Comment on the effects of recent curricular improvements in light of data if known. For example, the improvements may include changing the structure of particular courses, requiring prerequisite courses or skills, providing special advisement, introducing earlier experiences with parts of what become key projects or papers.*

**Assessment Measures**

The Department of Drama uses the following measures to assess student learning outcomes:

Direct measures:

M.A.T.E.: DR 951 (Supervised project), written comprehensive exams.  
M.A.: DR 995 (Thesis Guidance) or two seminars approved by the head of the program, written comprehensive exams.  
M.F.A. in Directing: DR 850 (Thesis production workshop), DR 997 (Thesis production guidance), written comprehensive exams.  
M.F.A. Acting: DR 939 (Monographs), written comprehensive exams.  
M.F.A. Playwriting: DR 860 (playwriting internship), DR 996 (playwriting thesis guidance), written comprehensive exams.

Indirect measures:

Grades in all courses  
Student evaluations of all courses  
Student participation in production work  
Alumni feedback  
On-going faculty review of individual student's degree progress  
On-going faculty review of comparable programs

### **Assessment Findings**

M.A.T.E.: One student failed the comprehensive exams in the summer of 2011. That student passed the comprehensive exams in the fall of 2011.

M.A.: All students who have taken the comprehensive exams between 2010 and 2016, including fall 2016, have successfully passed them. One student did not complete the normal language requirement. He submitted an appeal to use American Sign Language for his test. He won the appeal. He completed his training at the end of 2015 and passed the comps in the spring of 2016.

M.F.A. in Directing: All students who have taken comprehensive exams in the past five years have successfully passed them.

M.F.A. in Acting: All students who have taken comprehensive exams in the past five years have successfully passed them.

M.F.A. in Playwriting: All students who have taken comprehensive exams in the past five years have successfully passed them.

Comment on Enrollment:

The department admits graduate directors and actors once every three years in order to offer better scholarships to a more talented group. The department adopted this approach and changed the curricula for all of its graduate programs in 2003. The plan has been successful. All of the M.F.A. students follow three-year tracks. The department admits M.F.A. playwrights and M.A.

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students in the Theatre Education and Theatre History programs every year. These students follow separate tracks, but they have the opportunity to take classes with the actors and directors while they study in the department. A consequence of the different admittance policies and academic tracks for each program is that the number of graduate students enrolled in a particular class varies depending on whether or not the company of actors and directors join that course. However, the varying enrollment does not negatively impact the development of individual students or their experience. In addition to taking classes in each program, students must participate in production work. These practicum experiences allow students in one program to interact with and learn from the work of other graduate and undergraduate students.

#### Comment on Time to Degrees/ Graduation Rates:

The M.F.A. programs in Acting, Directing, and Playwriting require full-time participation for two years. Most M.F.A. students are considered part-time in their third year, during which they complete an internship at a professional theatre. All M.F.A. students complete their tracks in three years. M.A. students in the Theatre History and Criticism and Theatre Education programs study part-time. They do not have a time limit dictating when they should complete their courses. They do not belong to a company and can enter the program at any time. Therefore, many of the M.A. students take up to four years or longer to complete their program.

#### **Comprehensive Exams**

In the past six years two students have failed to pass the comprehensive exams on the first attempt. The students' advisors helped them identify why they did not pass the exam. This feedback helped the student after the designated waiting period. Though the students failed initially, the process worked. In each case, the written portion of the exam proved to be difficult, and each student worked to improve his or her writing. This success rate is due, in part, to the format that the department developed for the graduate exams. Though the department follows a carefully delineated format, its faculty create different questions for different students. In this respect the exams serve as an extension of the each student's growth. The exams focus on the research and creative process that is unique to each student's development. This approach allows the department to keep the rigor of the exam as an assessment mechanism while also addressing the needs and interests of individual students. This flexibility has helped us to challenge students to critically analyze their work and better monitor their progress.

The faculty agree that the existing rubric that the department uses to assess the written portion of the graduate comprehensive exams needs improvement, and we continue to revise the assessment mechanism. The traits and values (numbers) in the official rubric are not complex enough to provide a thorough assessment of each written component of the exam. We have an alternative that includes more detail. We use the more complex rubric and then place the results in the University approved rubric. It is an added step, but it helps the faculty in their assessment of the work.