

Assessment Findings and Curricular Improvements
Department of Drama
Undergraduate Program

Assessment Measures

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

Direct measures:

Dr 451, Senior Seminar, a research-based class
Comprehensive exams, combining a take-home portion and an oral presentation
Grades in all core courses

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

Senior Seminar Discussion (Attachment 1):

The Department of Drama analyzed course grade, evaluation, and enrollment data in DR 451 Senior Seminar for a five-year period (Fall 2003 through Fall 2007).

During this period, enrollment has remained relatively consistent. The advisors monitor each student's degree progress carefully, and in general make sure no student takes the class until they have completed their core requirements in drama. This past fall one student failed the course, in part because he took it despite his advisor's advice that he was not prepared and had not completed the core requirements. The faculty has since reinforced with the students the need to take the class as a culmination of their academic work in the department.

The grades for students in the class are in general high (A's and B's). Because some students continue to need help with their writing, a few still struggle with the heavy writing component. The professor offers guidance for writing and re-writing to help alleviate the problem, and sends students to the writing lab when appropriate. Core courses, especially DR 201/202 and 305 help prepare them for that part of DR 451 by also emphasizing research and writing are part of the evaluative work.

In general the students give this course very high evaluations. They speak of being expected to push their skills farther than they have in the past, and being challenged to think of the material in new ways.

Comprehensive examination Discussion (attachment 2)

The Department of Drama analyzed the data from the comprehensive examination results, and determined that the majority of our students are successfully prepared for this exam. We place an academic hold on all student registration every semester until they have met with their advisors, at which point the hold is removed. The students are advised to take courses in a specific order, and we have reinforced the order with advisors. We will also make the senior seminar course available by permission only in the future to prohibit a student taking it before the advisor feels they are ready.

Perceptions of General Education Outcomes by Drama Majors (Attachment 3):

Each spring, the Department of Drama uses the National Survey of Student Engagement (NSSE) to benchmark the general education outcomes of its senior students against senior students enrolled in: Catholic University, Carnegie Peers, and the entire NSSE participant group.

In general, Drama students characterize their Drama education as teaching them to bring together information from various sources, and to work collaboratively on a project or paper. The data also shows an emphasis on papers under 20 pages, which reflect the type of written work common in this discipline. The greatest deviation from peer data was in the area of diversity education. We continue to discuss ways to increase cultural and racial diversity within the class materials, although our student body remains very homogeneous. Recent topics for DR 201 & 202 have emphasized cultural diversity (e.g. Asian Theatre, Theatre for Social Justice, African Theatre) and reflect a conscious effort to address this issue.

Curricular Improvements

Our program continues to compare favorably to BA programs in Drama across the country. We have the ability in the topics classes to address specific areas of interest or concern on a per semester basis. Because the core courses introduce students to a range of disciplines within theatre and dramatic literature, and because we teach them in an order designed to build upon each other, we find they continue to prepare the students in an effective manner. Using more indirect measures, such as alumni input, we have determined that the enrichment of production work, professional guest workshops, and extra-curricular internships continue to help prepare the students for professional work in the theatre.

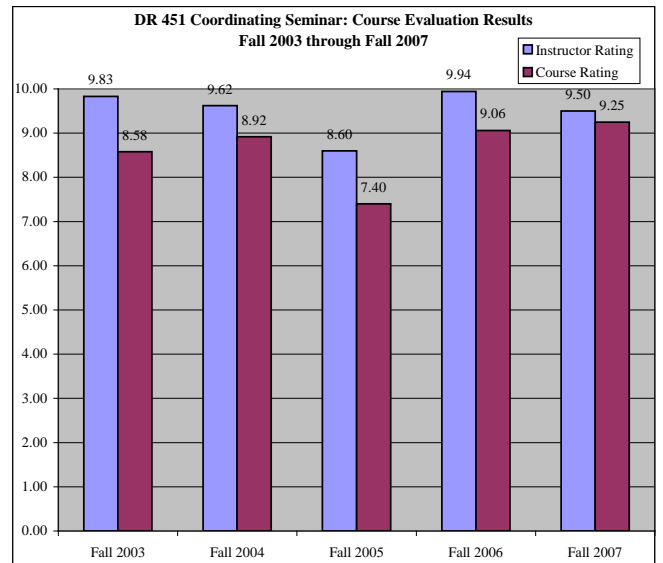
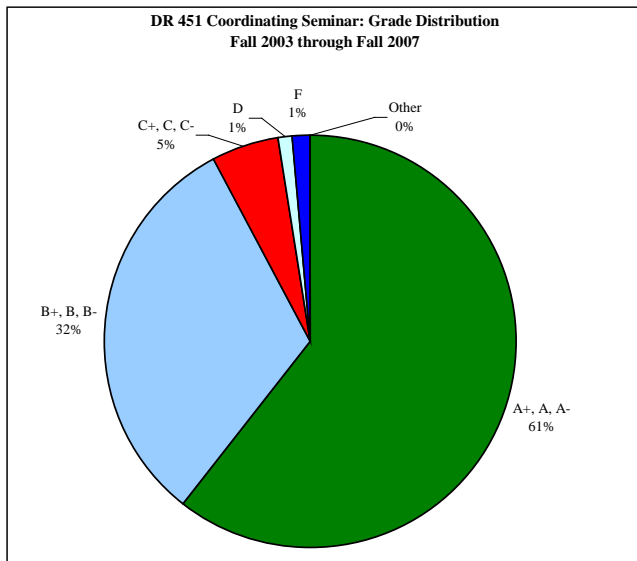
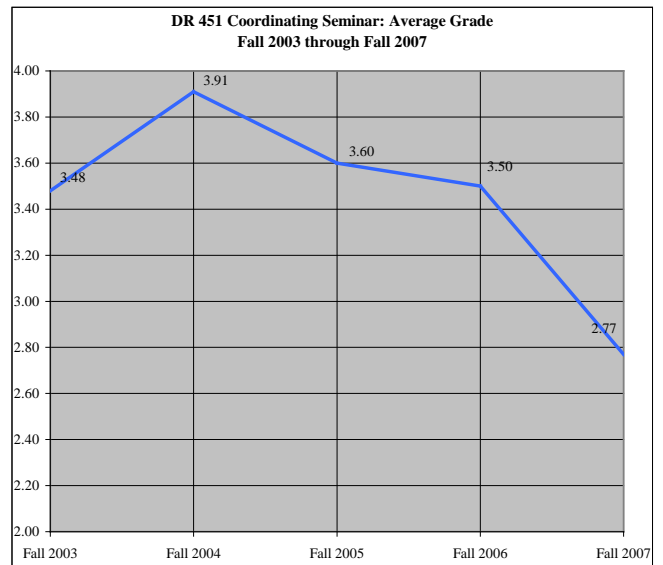
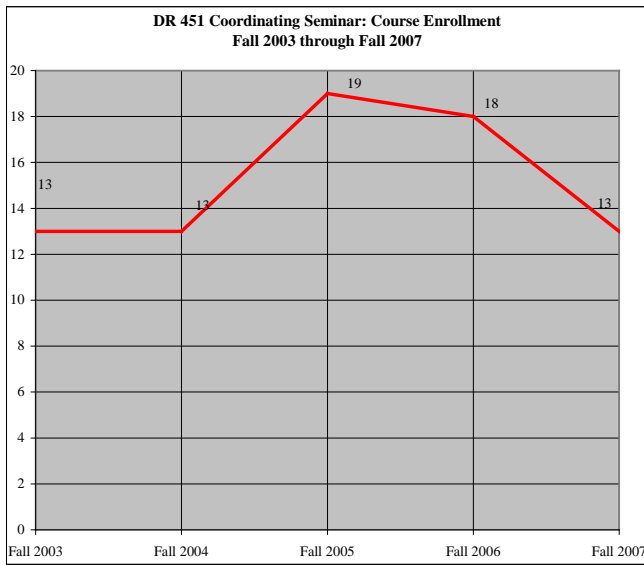
Attachment 1

THE CATHOLIC UNIVERSITY OF AMERICA
Outcomes Assessment

SENIOR SEMINAR SUMMARY DATA: DEPARTMENT OF DRAMA
DR 451 Coordinating Seminar

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	Other**	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2003	13	3.48	0.48	7	5	1				12	92.31%	9.83	0.39	8.58	1.31
Fall 2004	13	3.91	0.14	13						13	100.00%	9.62	1.39	8.92	1.50
Fall 2005	19	3.60	0.55	13	5	1				15	78.95%	8.60	1.40	7.40	1.76
Fall 2006	18	3.50	0.51	9	9					16	88.89%	9.94	0.25	9.06	1.29
Fall 2007	13	2.77	1.24	4	5	2	1	1		4	30.77%	9.50	0.58	9.25	0.96

**The "Other" category includes grades of I, W, AU, and P.



Attachment 2

THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COMPREHENSIVE EXAMINATION RESULTS
SCHOOL OF ARTS AND SCIENCES: DEPARTMENT OF DRAMA
AY2002-2003 to AY2006-2007

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2002-2003		0.00%	8	80.00%	2	20.00%		0.00%	10
AY2003-2004		0.00%	10	76.92%	3	23.08%		0.00%	13
AY2004-2005		0.00%	9	81.82%	2	18.18%		0.00%	11
AY2005-2006		0.00%	15	78.95%		0.00%	4	21.05%	19
AY2006-2007	2	10.53%	14	73.68%		0.00%	3	15.79%	19
TOTAL	2	2.78%	56	77.78%	7	9.72%	7	9.72%	72

Note: Students were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated within the student's milestone record. Please contact the Office of Institutional Assessment if this data can also be determined through the student's final grade in the comprehensive requirement.

Attachment 3

Standard 12: General Education : The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

**2007 National Survey of Student Engagement Mean Comparisons: Selected Catholic University General Education Goals
Department of Drama: Seniors**

Department of Drama compared with:

Department of Drama	Catholic University			Carnegie Peers			NSSE 2007			
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=1-4, 3=5-10, 4=11-20, 5=more than 20</i>										
Number of assigned textbooks, books, or book-length packs of course readings	2.96	3.35	.00	-.38	3.08	.00	-.13	3.13	.00	-.17
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.35	2.24	.00	.12	2.17	.00	.19	2.17	.00	.18
Number of written papers or reports of 20 pages or more	1.45	1.73	.00	-.39	1.59	.00	-.19	1.62	.00	-.22
Number of written papers or reports between 5 and 19 pages	3.31	2.99	.00	.31	2.49	.00	.87	2.55	.00	.81
Number of written papers or reports of fewer than 5 pages	3.69	3.20	.00	.41	2.93	.00	.66	2.96	.00	.63
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Writing clearly and effectively	2.76	3.04	.00	-.32	3.03	.00	-.31	3.06	.00	-.35
Speaking clearly and effectively	3.04	2.94	.00	.11	2.92	.00	.13	2.95	.00	.10

Department of Drama compared with:

Department of Drama	Catholic University			Carnegie Peers			NSSE 2007			
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	3.12	2.66	.00	.51	2.78	.00	.38	2.75	.00	.41
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.15	3.36	.00	-.30	3.22	.00	-.10	3.23	.00	-.10
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.77	3.20	.00	-.50	3.01	.00	-.28	3.03	.00	-.31
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.03	3.11	.00	-.09	2.94	.00	.11	2.96	.00	.07
Applying theories or concepts to practical problems or in new situations	2.65	3.33	.00	-.85	3.18	.00	-.64	3.18	.00	-.64
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Put together ideas or concepts from different courses when completing assignments or during class discussions	2.76	2.97	.00	-.24	2.91	.00	-.19	2.90	.00	-.18
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Thinking critically and analytically	2.76	3.33	.00	-.77	3.32	.00	-.73	3.33	.00	-.75
Analyzing quantitative problems	2.18	2.70	.00	-.53	3.05	*	-1.00	3.04	*	-.97
Learning effectively on your own	2.53	2.97	.00	-.50	2.99	.00	-.52	3.00	.00	-.53
Solving complex real-world problems	2.41	2.53	.00	-.12	2.75	.00	-.35	2.74	.00	-.35

Graduates will demonstrate an understanding of scientific and quantitative reasoning.	Department of Drama compared with:									
	Department of Drama	Catholic University			Carnegie Peers			NSSE 2007		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Thinking critically and analytically	2.76	3.33	.00	-.77	3.32	.00	-.73	3.33	.00	-.75
Analyzing quantitative problems	2.18	2.70	.00	-.53	3.05	*	-1.00	3.04	*	-.97

Graduates will demonstrate and ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of that information, and utilize it in ethical and legal ways.	Department of Drama compared with:									
	Department of Drama	Catholic University			Carnegie Peers			NSSE 2007		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Worked on a paper or project that required integrating ideas or information from various sources	3.88	3.41	*	.65	3.26	**	.82	3.29	**	.79
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.88	2.70	.00	.19	2.74	.00	.15	2.80	.00	.09
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.03	3.11	.00	-.09	2.94	.00	.11	2.96	.00	.07
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Learning effectively on your own	2.53	2.97	.00	-.50	2.99	.00	-.52	3.00	.00	-.53

Graduates will demonstrate knowledge of and respect for different cultures and religions.	Department of Drama compared with:									
	Department of Drama	Catholic University			Carnegie Peers			NSSE 2007		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.88	2.70	.00	.19	2.74	.00	.15	2.80	.00	.09
Had serious conversations with students of a different race or ethnicity than your own	3.00	2.70	.00	.28	2.68	.00	.33	2.66	.00	.35
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	3.18	2.88	.00	.32	2.71	.00	.49	2.71	.00	.49
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	3.27	2.85	.00	.48	2.81	.00	.54	2.82	.00	.53
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1.53	1.97	.00	-.46	2.41	*	-.90	2.44	*	-.93
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Understanding people of other racial and ethnic backgrounds	2.68	2.20	.00	.48	2.54	.00	.14	2.59	.00	.09