

OHIO NORTHERN UNIVERSITY

2006 ANNUAL REPORT ON THE ASSESSMENT OF STUDENT LEARNING

Academic Program: International Theatre Production

Department: Communication Arts

College: Arts and Sciences

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The Annual Report on the Assessment of Student Learning consists of three parts.

Part I provides the learning objectives and measures as previously identified.

Part II requests information about assessment activities for the previous academic year.

Part III requests information about programmatic or operational changes occurring or being proposed as a result of assessment activities.

Reports must be submitted by department chairs to the Office of Institutional Research by **December 1, 2006**. Each annual report will be evaluated by the University Assessment Committee and returned to the department chair and the respective Dean by **March 1, 2007**.

I. ASSESSMENT PROGRAM COMPONENTS

Instructions: Please review the following and make changes as needed.

A. Learning Objectives

1. Develop proficiency in areas of production, stage management and/or design.
2. Analyze and criticize dramatic and theatrical content while developing critical thinking and analytical.
3. Practice and reproduce precise techniques pertaining to the major craft areas that are the student's main focus.
4. Demonstrate skills in incorporating and applying techniques to production work.
5. Adapting production work to constructive criticism administered by faculty and guest artists.
6. Appraise and identify the roles of theater in society.
7. Appraise self and to design an effective and appropriate marketing strategy for the individual in the present field.
8. Relate how the current world and national events influence the human experience and translate to artistic expression.
9. Communicate the universal and historic tradition of depicting the human experience through the production process.

B. Measurements

- Evaluation of senior capstone experience
- Portfolio review

- Alumni survey

II. ASSESSMENT ACTIVITIES FOR 2005-06 (ACADEMIC YEAR)

Instructions: Please complete the following sections.

A. Describe the *measures* used to collect the data?

(Which measures did you use during the past year? Which learning objectives does each measure address? How and when did you administer the measures?)

Assessment was done at the portfolio reviews in the Spring. All ITP majors have a portfolio review where their progress in classes and productions is evaluated. This year the capstone and portfolio review evaluation happened at the same time. However, next year there will be a separate assessment to better evaluate the learning objectives since portfolio reviews are about the process and the senior capstone experience is about the culmination of four years of study.

B. Present the *results* of the data collection and analysis for each measure listed above.

(Present the data resulting from 2005-06 assessment activities. What are the standards and expectations for performance? Did the students meet the standards? What gaps were found between the standards for student learning and the actual results?)

See attached table for complete results.

11 students were evaluated (2 freshman, 3 sophomore, 6 seniors (4 who were graduating) by 2 reviewers. Some sections were N/A for specific students and were not used in the tallying of final scores. As this is the first year for the reviews it is impossible to have a set of standards as no other data has been retrieved up to this date.

Students seemed to be at appropriate levels for their age group and skill sets.

III. PROGRAMMATIC /OPERATIONAL ADJUSTMENTS

Instructions: Please complete the following sections.

A. Describe the *adjustments*, if any, to the program or the program's operations (including budgetary) which are either being proposed or have already been made in order to narrow the gaps identified between learning objectives and actual outcomes.

(What changes in curriculum, instructional strategies, course content, personnel, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results?)

The program will continue to; hire guest artists, have students attend professional conferences, stretch the students technically and artistically, apply for summer internships etc.

Continue to grow the program, so the students will have more colleagues to interact with and grow from.

B. Describe the *changes* that need to be made to the assessment plan and practices for the future?

(Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different objectives, measures, analysis, etc. needed?)

A major flaw is that there is no data from the juniors who were studying abroad or at their international internship during the time of the portfolio reviews. There will need to be a separate portfolio review scheduled around their international experience.

The Text Analysis section of the assessment tool will only be included for the Capstone project evaluation and not on the general portfolio review rubric.

This year, an outside assessor will be invited to the portfolio review date to evaluate the students. Next year we will also use student's internship evaluation forms to assess their progress and skill level as determined by their employer.