# Assessment of Course Student Learning Outcomes

| COURSE ALPHA/NUMBER: THEA 211 | Semester/Year:  
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<td>Instructor: MOFFAT</td>
<td>SPRING 2007</td>
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<td>Date Submitted to Department Chair: 6/14/07</td>
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## Identify the Course Student Learning Outcomes assessed this semester.

Discuss the importance of the mask in world culture.
Demonstrate two or more mask-making techniques
Identify, analyze and critically evaluate the technique in mask-making and mask performance.

## How do the above course SLOs align with the Associate of Arts or certificate program-level outcomes?

They fit with Humanities SLO’s #1 (See the arts as a necessary and transformative aspect of human experience) and #3 (Develop artistic skills and creativity.)

They are also aligned with AA SLO’s #4 (Express ideas clearly and creatively in diverse ways through the performing arts), #8 (Develop skills that improve personal well-being and enhance professional potential), and #5 (Recognize one’s role in community and global issues with a respect for diverse cultures and differing view while embracing one’s own cultural values and heritage.)

## What skills or competencies are necessary for the student to perform the selected SLOs?

- Synthesize information about various cultures and draw generalizations.
- Compare and contrast information about various cultures.
- Listen to directions, take notes, and follow directions.
- Solve problems creatively.
- Carefully observe masks and performances with masks.

## What instructional methods or materials are used to prepare the students?

- Students were shown masks, photos of masks and videotapes of masks from a variety of cultures.
- Lectures were presented on the mask in various cultures and time periods.
- Discussions were held about what makes an effective mask. From these discussions a grading rubric was created for masks the students made.
- Students made both written and oral comments on each other’s masks.
- We observed live and video taped mask performances. Students were asked to write and orally discuss the effectiveness of the techniques used in these performances.
- Students searched the web for images of masks and for information about Mardis Gras, Carnival, Fasching, and Fasnacht.
- Students compiled Mask Celebration Portfolios through the course of the semester.
- On the first and last days of the course, students wrote in answer to the following question: What is the significance of the mask in world culture?

## What assessment task(s) or tools are being used to assess the outcomes? What are the criteria for success?

- Students were required to create and evaluate their own masks.
- They were also evaluated on their ability to analyze and critique the masks of others.
- The grading rubric included criteria for both the technical execution and the cultural significance of the masks.

- The criteria for success include the ability to demonstrate an understanding of the cultural significance of masks, the ability to apply techniques learned in class, and the ability to critically evaluate the work of others.
What assessment task(s) or tools are being used to assess the outcomes? What are the criteria for success?

Individual masks created by the students were assessed in written and oral comments by the students and by the instructor, based on the rubric created by the class. Performances by the students were discussed in both oral and written forms. Students turned in Mask Celebration Portfolio’s that were marked according to a rubric given out by the instructor at the start of the term. The students’ initial and final writings on the significance of the mask in world culture were scored and compared on a scale of 1-4. A score of 4 meant the student thoroughly described the significance of the mask in world culture. A 3 meant the student’s description was satisfactory. A mark of 2 meant it was less than satisfactory but still substantial. A 1 meant the student’s description of the mask’s significance in world culture was in development.

What are the results of the assessment?

There was marked improvement in the students’ final writings on the significance of the mask in world culture. Every student showed measurable improvement. The average for the first writing was less than 1 (.86). The average score for the final essay was a 3.

The scores on the Mask Celebration Portfolios were varied. As there was no baseline or initial score, and this was the first time this tool was used, there is nothing to compare these scores with. Several students earned the highest score while others received very low scores.

How will you use the results? What changes do you propose to improve student learning? When?

Having the students write on the significance of the mask on the first and last days of class is a useful tool for both the students and the instructors. It clearly indicates that this SLO is being met.

The Mask Celebration Portfolio is also a useful assessment tool. Since this is the first semester I have used it, these scores are the baseline for future semesters. The scores were lower than I had expected. The scores show what areas of the course I need to emphasize more. They also indicate that I need to stress the importance of the portfolio more and more often. While I did encourage students to work on their portfolios throughout the semester, in the future I will have them turn them in periodically. I expected the students to take better notes on my lectures about the mask in other cultures. While the students were attentive and asked good questions, many took very incomplete notes. They did not understand that these notes would be important components of their portfolios. Most of the students saw the portfolio as an assignment to complete rather than as something to take pride in. I will try to shift their focus next time.

Overall both tools were very useful to me and the students.

Will the changes require funding? How much will the changes cost?

No additional funding required.

Submit this form to your department chair for inclusion in End-of-the-Year (EOY) department reports and send a copy to Ellen Ishida-Babineau, IEC.