



Annual Assessment Report 2020-2021

BA Theatre all options

Theatre & New Dance

College of Letters, Arts, and Social Sciences

CONTACT

Name of Program Assessment Lead Sarah Kranin

Name of Person Completing Report Sarah Kranin

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We developed them as a program/department using our own knowledge and expertise of the field.
- ☐ The department chair and/or assessment chair developed them in isolation.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/theatre-newdance/about/goals-andobjectives.shtml>

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 5

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

- SLO #1: Develop specialized training/skills in the theatre or dance arts (i.e., acting, play writing, directing, lighting, costume, choreography, scenic stage, sound)
- SLO #2: Apply historical knowledge to theatre, dance, and dramatic literature, which will inform contemporary practices

Student Learning Outcome (SLO): SLO 1: Develop specialized training/skills in the theatre or dance arts (i.e., acting, play writing, directing, lighting, costume, choreography, scenic stage, sound)

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored and/or analyzed direct evidence of student learning 	<ul style="list-style-type: none"> Artistic exhibition performances Capstone product (e.g., project, senior thesis, etc.) Oral Performances (e.g., presentation, defense, conference presentation, etc.) Portfolio/E portfolio of student work 	<ul style="list-style-type: none"> Used a rubric or scoring guide
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievements (e.g., design new course, modify assignments, etc.) 		
<ul style="list-style-type: none"> Implemented closing the loop strategies to improve SLO achievement 		
<ul style="list-style-type: none"> Investigated other pressing issues related to SLO achievement. Please explain: Discussed and addressed role of capstone project in the core curriculum; discussed role of faculty mentorship in capstone projects 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
25	According to the matrix, our criterion was “% of students scoring 80% or higher”, which we learned is not the best way to phrase it, since on a 1-5 scale that would mean a perfect score of 5, which is almost impossible from 3 evaluators on a 4-criteria rubric. Moving forward, we’ll relate the language to the rubric, and say something like “% of projects scoring an average of 4 or higher.”	No, even using the more meaningful metric, only 28% of student projects met the goal for proficiency.	We got very useful feedback from the evaluators about what was most lacking in the projects and how we can structure both the project itself and the project’s place in the program to better benefit students. We may also consider not using the capstone to assess this SLO, but the assessment work opened up a very fruitful discussion about the SLO and the ways the program try to achieve it.

Student Learning Outcome (SLO): SLO 2: Apply historical knowledge to theatre, dance, and dramatic literature, which will inform contemporary practices

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored and/or analyzed direct evidence of student learning 	<ul style="list-style-type: none"> Artistic exhibition performances Assignments/exams/paper completed as part of regular coursework 	<ul style="list-style-type: none"> Used a rubric or scoring guide
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievements (e.g., design new course, modify assignments, etc.) 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
5 group projects, representing about 30 students	Met or did not meet expectations	Yes. 80% of projects meet the standard of proficiency.	We had to consider whether a single project focusing on one particular historical movement can duly reflect achievement of the SLO. More so, can group projects relate adequate information about student proficiency at large? As theatre is a collaborative art form, this second question is less obvious than it might seem.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.

- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.

- Program/department faculty as whole
- Program/department assessment committee
- College assessment committee

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.

We have a low tenure density (this year, about 29%), and had not done any evidence gathering for years; hence we had a significant backlog of assessment work. Although it was not possible to address the backlog (too arduous with not enough faculty resources), we found a successful method to move forward with, which is using some of our O&E budget to pay lecturers to do assessment work on behalf of the Department. This provided not only a data set, but allowed faculty in a variety of specialties to provide input in regards to student achievement.

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)

One of the conversations that this year's assessment work sparked was about how students use the capstone project to demonstrate skill (to us and to future employers or grad schools), and whether certain activities within the program may already be giving them that opportunity, making the capstone project more of a barrier to graduation than it is useful. We are working on a way to make the capstone project useful to those who can benefit, but not a requirement for those who don't, which may improve progress to graduation. In regards to EDI in particular, the assessment committee (me) will meet with the Department representative on the College Equity, Diversity & Inclusion committee to discuss possible ways to use the data to help take steps to improve URM progress to graduation.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan Yes

Curriculum Matrix Yes

If you would like us to review other assessment documents such as your evidence (e.g., assignment, survey, interview questions etc.) or scoring rubric, please upload/provide them. (Select all that apply)

- Other: SLO Direct Assessment Reports 20-21