Annual Assessment Report 2021-2022

BA Theatre: All Options

Theatre and New Dance

College of Letters, Arts, and Social Sciences

CONTACT
Name of Program Assessment Lead Sarah Krainin
Name of Person Completing Report Sarah Krainin

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
o   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/index.shtml

ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022.** 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 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: 3. Develop skills in script or dance analysis
- SLO #2: 5. Develop ethics, values and responsibilities of a theatre or dance artist

Student Learning Outcome (SLO): **3. Develop skills in script or dance analysis**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Assignment/exam/paper completed as part of regular coursework	• Used rubric or scoring guide

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
9	Percentage scoring 80% or above	No	1. The assignment is not ideal for the assessment process because it addresses a very narrow aspect of text analysis; 2. The instructions provided for the assignment are so directive as to make it difficult to determine the student's skill level; 3. This lower division course does not offer an appropriate point in the skill development process for this SLO to be assessed, and a different course and artifact should be determined

Student Learning Outcome (SLO): 5. Develop ethics, values and responsibilities of a theatre or dance artist

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence • Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignment etc.)	• Assignment/exam/paper completed as part of regular coursework	• Used rubric or scoring guide

Findings				
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
29	Percentage that met expectations	No	1. The artifact is wildly variable making it difficult to score, nevertheless the assessment tool (a yes/no checklist) was used effectively by the evaluators to determine that 69% of students achieved the SLO; the faculty feel that some minor but important changes in how the assignment is structured might yield a broader and clearer expression of the outcome amongst the students

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.
- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Other, please explain: Assignment changes
- Other, please explain: 1. Faculty are still considering how best to support skill in text analysis at multiple benchmarks in the curriculum; 2. Faculty are reconsidering both of these SLO's in light of program redesign conversations stemming from our current program review process, and the mini-grant-funded work done over the summer to revise all of our SLO's

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.
- Program/department faculty as whole

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 2021-2022 so that others may learn from your experiences.
Our assessment plan called for certain SLO's to be assessed in LD courses. This was a red flag. In assessing an SLO at the "Developing" level, we found that (surprise, surprise), the students' skills were still developing. We identified the need for curricular changes through the assessment process, but the need for those changes were probably evident just from having formulated an assessment plan that showed no existing curricular opportunity for students to express the outcome at the mastery level

CPP's GI2025 goals What assessment-related efforts 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.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)
Our faculty frequently engage in conversations about our DFW rates, for example, and run into the problem that our program is so small that year-to-year disaggregated information isn't really meaningful. A more fruitful approach might be to create indirect assessment tools based on alumni feedback we received during our program review process in 2021. A revised exit survey, for example, could help to identify aspects of our program that affect students' feelings of belonging and any factors that contributed to their progress/successful completion of the program.

Does the program offer a certificate or credential (e.g., teaching credential)?
- No

The most current assessment plan and curriculum matrix we have on file for your program may be found <u>here</u>. 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: Assessment reports