**Major Assessment Report**

|  |
| --- |
| 1. **What learning outcome(s) did you assess this year?**   SLO: Goal 1.1 Exam in Drama 10 and 186  SLO: Goal 1.2 Essay in Drama 10 and 186  Postponed: Alumni Survey and Focus Group |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?**   Goal 1.1 is assessed through an exam administered during the first week of Drama 10, the first course in the history/literature sequence and then again in the final week of Drama 186, the final course in the sequence. The exam tests knowledge of theatre genres, architecture/technology, and historical knowledge. We expect the upper division students in Drama 186 to score a 75% or better on the exam. (Freshmen in Drama 10 have typically scored around 10-20%.)  Goal 1.2 is assessed through use of a final essay which is assigned in Drama 10 and a different essay assigned in Drama 186. The essay in Drama 10 is a director pitch, which requires research, dramaturgical analysis and persuasion in pitching a show for production. The essay in Drama 186 requires reading and responding to several essays focused on current and future trends in the theatre industry; students must bring to bear knowledge acquired throughout the semester and in production experiences to analyze and assess the arguments of the essay authors.  We expect the students in Drama 10 to average a score of at least a 1.5 in the four categories on the scoring rubric and Drama 186 student to score a 3.0. |
| **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).  **Goal 1.1 Exam Results**  Drama 10 (Fall 2016): average score was 30%  Drama 186 (Spring 2017): average score was 70%  The average score for Drama 10 was much higher than normal. This particular section (there is only ever one section) was populated by a higher than typical number of upper classmen—mostly transfer students who did not fulfill this requirement at the junior college level. They brought more knowledge to the exam than typical freshmen. Possibly in the future we will only grade the exams of true freshmen to give us a better picture of our students’ preparedness when they enter the university. The score of 70% for the upper division students was disappointing but it was a smaller than average section so the sample size might have distorted the numbers. Students scored higher on questions about material that they had recently studied in Drama 186, probably because it was fresh in their minds.  **Goal 1.2 Essay**  In Drama 10, students scored a 3.0 on Content, 2.5 on Research, 2.0 on Clarity/Support, and a 1.0 on Grammar/Mechanics. A 3.0 on content is higher than expected but, again, the large number of transfer students meant that they were already familiar with analyzing scripts with an eye towards production, which is what the essay measures. But even the transfer students did miserably on Grammar.  In Drama 186, students scored a 3.5 on Content, a 3.0 on Clarity/Support, and a 2.0 on Grammar/Mechanics. (This essay does not require significant research, so that area was not scored.) Students have clearly improved and even more so since this essay involves reading and responding to several rather challenging essays rather than analyzing a script, which is not that difficult. Grammar/Mechanics remain the weak spot for our students. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   The assessment data was reviewed by faculty teaching in the drama/history area. No changes were made as a result of the data; while the results were not as good as we would have wished, we do not feel it is significant enough to make any major changes.  In Drama 10, the essay final was new that semester (Fall 2016) and so there were some things on that assignment that will be tweaked for Fall 2017, as is always the case with a new assignment. However, the faculty feel, despite the disappointing numbers, that the new essay better reflects the professional development goals for our majors than the previous essay. |
| 1. **What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   Senior focus group/panel discussion  Alumni Survey  Goal 3.1 Employ Scoring Rubric for Auditions |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   Two new essays were added to Drama 10 (the scored essay is discussed above).    More emphasis was put on behavioral issues in the crew meetings because that was the one weakness we detected; however, this is the kind of thing that fluctuates given the different collective temperament of each crew and the very different demands of particular plays. Overall, we feel our students do behave acceptably as a group and the crewing assignments do prepare them for professional protocols in the theatre industry. |