

Department:	ECTA	Date:	5/10/19
Members involved with analysis of artifacts:	B. Moore, L. Ashby, P. Koprince, L. ZumHofe		
See #1 Undergraduate Program Assessment Plan: Student Outcomes for:	a) <i>Student Outcome</i> ; b) <i>Background</i> ; c) <i>Question(s)</i> ; d) <i>Methodology</i>		
Analysis of artifacts:	1). PERFORMANCE CRITERIA * - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Response papers from CTA 153 were scored using a standard rubric (see next page)		
Summary of RESULTS*:	<p>1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Does the student correctly analyze the play and/or theatre with its society using clear, supporting evidence from the text or script?</p> <p>2). <i>Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)</i> The scores indicate that 89% of the papers received a score of 4 or higher on the rubric.</p> <p>3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Our results indicate that 89% of the papers demonstrated understanding of the analysis question and provided adequate to clear and substantial evidence to support the analysis. 56% scored 5. 33% scored 4. 5.5% scored 3. 5.5% scored 1. The aimed for outcome was that at least 70% of the papers would reflect a score of 4 or higher on the rubric. Therefore, the assessment indicates that our aimed-for outcome was achieved.</p> <p>4). <i>Observations made that were not directly related to the question(s).</i></p>		
Sharing of Results:	<i>When were results shared? Date:</i> 5/10/19	<i>How were the results shared? (i.e. met as a department)</i> The results were shared in a department meeting	<i>Who were results shared with? (List names):</i> L Zumhofe, P Koprince, E Lamm, B Moore, T Beck, L Ashby, G Haley
Discussion of Results –Summarize your conclusions including:	<p>1. ACTION*- <i>How will what the department learned from the assessment impact:</i></p> <p>a. <i>Teaching:</i> We will continue to teach analysis skills and citation of evidence in a similar manner.</p> <p>b. <i>Assignment/course:</i> The assignment provides us with good data about the learning of students. We will continue to assign the play analysis in this course.</p> <p>c. <i>Program:</i> CTA 153 helps us achieve the goal of having students accurately comprehend a play and share their conclusions and interpretations. We will continue to offer the course in our programs.</p> <p>d. <i>Assessment:</i> We would like to choose a different class and outcome for future assessment so that we can measure student learning in a more broad cross section of our program.</p> <p>2. IMPACT*- <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> Student learning of understanding a text and using evidence for analysis will continue.</p> <p>3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION*</i> None</p>		
If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.			
What assessment questions related to the learning outcome would the program like to investigate in the future?	We haven't settled on new assessment questions at this time, but we do know we'd like to investigate a different learning outcome next year.		
Submitted by: Zum Hofe	Reviewed by the Assessment Committee (date): 5/10/19		
Approved: 6/11/19			

Does the response correctly analyze the play and/or theatre with its society using clear, supporting evidence from the text or script?

(5) Demonstrates clear and accurate analysis/argumentation of the question and clear incorporation of supporting evidence from the script and/or text.

(4) Demonstrates understanding of the question, but lacks either clear, complete analysis or supporting evidence.

(3) Demonstrates understanding of the question, but lacks both clear, complete analysis and supporting evidence.

(2) Attempts to answer the question, though lacks accuracy in/understanding of the topic and question presented.

(1) Does not attempt to answer the question presented.