

# Assessment of Student Learning Plan (ASLP): Theatre Program

2017-18 Academic Year

University of Southern Maine

## A. College, Department, Date

<i>College</i>	<b>CAHS</b>
<i>Department</i>	<b>Department of Theatre</b>
<i>Date</i>	<b>05/29/18</b>

## B. Contact Person for the Assessment Plan

*Name and title:* **Andrew Harris, Chair of Theatre**

## C. Degree Program

*Name of Degree Program:* **B.A. in Theatre**

## D. Assessment of Student Learning: Program Assessment

### Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? **No**

i. If yes, please indicate the url: \_\_\_\_\_

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

1. Acquire critical thinking, written and oral communication skills necessary to pursue a career in Theatre as well as a broad range of related fields.
2. Gain a working knowledge and practical experience in Acting/Directing, Design/Tech, and History/Literature
3. Receive professional training to pursue apprenticeships, internships or graduate school placement.

4. Be familiar with some of the traditions and cultures that expand beyond their USM student experience.

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

**# 1 & 2 through class work, written assignments, practicums, and end of year portfolio reviews and auditions.**

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **No**

i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

### **Step 2: Assessment Methods Selected and Implemented**

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree. **Individual portfolio reviews are at the end of the spring semester, along with 'cattle call' auditions, which are reviewed and graded by a faculty group. Individual personal projects, through Capstone Class are publically presented and reviewed by faculty, stage productions (acting and design/tech) reviewed by faculty under production assignment grading.**
- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

**Rubrics are used for both 'cattle call' auditions and portfolio reviews.**

### **Step 3: Using the Assessment results to Improve Student Learning**

- a. Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).

**We review through faculty committee, the detail and process is due to be reviewed with the publication of the new department handbook.**

- b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

**The department has created and implemented an entire new curriculum.**

- c. *Date of most recent program review/self-study?*

**Since 2016 - through to current.**

**E. Course Assessment Activities:** *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects*

**With the implementation of the new curriculum and the *Tracks in Acting/Directing, Design/Tech. and History/Literature* each ‘faculty group’ will be working on the progression and assessment related activity in the coming year.**

**F. Community Engagement Activities in your departmental curriculum:**

- a. *Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.*

**The department stages at least two major performances each semester where community engagement is at the core of the activity. The learning outcome is dependent on the students selected involvement.**

- b. *Please indicate if any of the community engagement activities listed below are included in your program’s curriculum, by noting which activities are required or optional for students in your major.*

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	<u>O*</u>
Student-Faculty Community Research Project	R	<u>O*</u>
Internship, or a Field Experience	<b><u>R*</u></b>	O an External Experience
Independent Study (community-related project)	R	<u>O*</u>
Capstone Course (community-related project)	<b><u>R*</u></b>	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	<b><u>R*</u></b>	O an External Experience
Interdisciplinary Collaborative Project (community related)	R	<u>O*</u>
Student Leadership Activities (related to a team project)	R	<u>O*</u>
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	<u>O*</u>

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: \_\_\_\_\_ Mid-level courses: \_\_\_\_\_ Upper-level courses: \_\_\_\_\_

**We are currently reviewing some of our electives, at the mid-level which will have a direct community engagement, Creative Drama is one example. In our public performance schedule we offer a Public Showcase which reflects work undertaken in the course of a semester.**