Assessment of Student Learning Plan (ASLP): Theatre

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College CAHS

Department THEATRE

Date 5/21/19

B. Contact Person for the Assessment Plan
Name and title Andrew Harris, Department Chair

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. *Are your student learning outcomes published on your department's website?* ☑ *Yes* ☐ *No*

   i. *If yes, please provide the url:* https://usm.maine.edu/theatre
   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?**

b. Please identify **which of your student learning outcome(s) were assessed this past academic year**.

• Be able to analyze a dramatic text in terms of form, structure, content, design concept and stagecraft: assessed through class work & written assignments.
• Be able to express through performance and/or production (written, verbal, aural and visual) the results of research and critical analysis: assessed through class work, practicums, and main stage productions and individual Capstone projects
• Be able to effectively communicate to an audience through at least one of the components of theatrical craft: assessed through class work, practicums, and main stage productions
• Be able to demonstrate the ability to problem solve and create collaboratively: assessed 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? ☐ Yes ☑ No

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

Step 2: Assessment Methods Selected and Implemented

a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.**
{NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

Individual portfolio reviews and "cattle call auditions" were conducted at the end of the spring 2019 semester and were reviewed by the faculty group of each track. Individual Capstone personal projects were publicly presented and reviewed by faculty at the end of the fall 2018 semester. Students participating in our public main stage productions (acting and design/tech) received individual coaching and mentoring on a daily basis and received a performance critique by faculty as part of their production assignment grading.

Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.

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

> Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the   course. Case studies were graded on a rubric by two faculty members.
> Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

Step 3: Using the Assessment results to Improve Student Learning

    a. Briefly describe your unit's process of reviewing the program assessment results {for example, annual discussion by faculty committee, etc.).

Through faculty committee; the detail and process is due to be reviewed with the publication of the new department handbook for fall 2019.

    b. Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. {For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)

The department has created and implemented an entire new curriculum that went into effect in fall 2018

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

Since 2016 - through to current.

E. Other Assessment Activities:

Briefly describe any additional assessment-related activities your program is using at the course level {for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).

With the implementation of the new curriculum and the Tracks in Acting/Directing, Design/Technology and History/Literature each 'faculty group' will be working on the progression of curricula and assessment related activity for each track 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.

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

Other activities:

The Internship, Field Experience, Study Abroad or International Program "requirement" is one of the options of our "External Experience" requirement, a Theatre curriculum core.

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

Entry-level courses:

Mid-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 as well as special performances for area middle and high school students with a follow up Q&A with out students.

Upper-level courses: