UNIVERSITY OF SOUTHERN MAINE

Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College   CAHS

Department   THEATRE

Degree Program BA, Theatre

Contact Person for the Assessment Plan: Sara Valentine, Department Chair

Current Date: 6/3/2020

List the date of the most recent academic program review/self-study: June 2010

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?   **___Yes   __X__No**

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____. Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does <u>not</u> have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

 *(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

www.usm.maine.edu/theatre/overview

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

The Department of Theatre at USM is committed, through education, outreach, and production, to serve the Maine community. Our productions "foster critical inquiry and civic participation".

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

We are currently working on developing this statement and these goals. The statement we do have is outdated. The Department of Theatre is committed to producing plays and working on dramatic material that is inclusive and diverse. We select a theatre season based on current events, finding material from both historical and contemporary sources, from a wide spectrum of playwrights and topics.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

https://usm.maine.edu/theatre/overview

b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:
No map has yet been developed

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

Individual Capstone personal projects <u>were</u> publicly presented and reviewed by faculty at the end of the fall 2019 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.

Individual portfolio reviews and "cattle call auditions" were not conducted at the end of the spring 2020 semester due to the COVID -19 pandemic.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

Check Assessment Methods Used this Academic Year	*When Implemented*		
_x_Artistic Exhibition/Types of Performance	**Fall**	**Spring**	Summer
_x_Class assignments/Exams/Papers (completed in course)	**Fall**	**Spring**	Summer
_x_Capstone Project (written project, non-thesis paper)	**Fall**	Spring	Summer
__Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
__Exit Exam (created by department or program)	Fall	Spring	Summer
__Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
_X_Employer meetings/discussions on student outcomes	**Fall**	**Spring**	**Summer**
__Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
X_Internship/Fieldwork (evaluations of performance)	**Fall**	**Spring**	**Summer**
__Oral Performance/conference presentation	Fall	Spring	Summer
X_Portfolio of student work	**Fall**	Spring	Summer
XReflection Essays (self-report of outcome achievement)	**Fall**	**Spring**	Summer
XResearch Papers (used for course & program assessment)	**Fall**	**Spring**	Summer

X Supervisor/Employer Evaluation (performance outside of class)	**Fall**	**Spring**	Summer
_x_ Student Survey information (student self-reports on outcomes)	Fall	**Spring**	Summer
__ Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer

__Other: please explain

b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).
Students are assessed in all courses. Much of theatre is product oriented. Students are assessed on the satisfactory completion of their projects. For courses that are academic, they are assessed by exams and written essays.

c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)
We do not have this data

d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)
We do not have this data

Step 3: Using the Assessment results to Improve Student Learning

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)
We have not collected data formally. Our interpretations and analyses is done after the completion of productions and in faculty meetings.

_x_ Program instructors/faculty
__Faculty committee
__Ad hoc faculty group

x__Dept Chair/Program Director/Dean
X_Faculty advisor
__Students (assistants, interns)
__Other: please explain

b. How did they evaluate, analyze, or interpret those results? (check all that apply)

_X_ Used a rubric or scoring guide(s) for an assignment, paper, etc.
_X_ Scored exams/tests/quizzes
_X_Used professional judgments (no rubric or scoring guide)
__Compiled or reviewed survey results
__Reviewed qualitative methods (interviews, focus groups, open-ended responses)
__External organization scored/analyzed data (licensure, comp exams)
__Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

_X_Assessment procedure change (student outcomes, curriculum map, rubric,
evidence collected, sampling procedure, communications with faculty, etc.)
_X_Course changes (course content, courses offered, new course, pre-requisites,
course requirements, etc.)
_X_Course pedagogy changes (teaching)
_X_Personnel or resource allocation changes
_X_Program policy changes (admission requirements, student probation policies,
course feedback forms, etc.)
_X_Student's out-of-course experiences (co-curricular requirements, program
website, program handbook, student workshops, etc.)
_X_Student Advising experiences (advisor-advisee relationship, communication of
changes or expectations, etc.)
__Results indicated no action needed, students met expectations
__Other: please explain

d. Briefly explain each of the program changes/improvements indicated above.
The changes/improvements noted above have been ongoing conversations for in the 2019-2020
year as we grow the department. The department has not had consistent leadership or faculty

involvement since I have joined the department in 2016. We are only now feeling a sense of stability with the hiring of a second full time faculty position and more consistent leadership and communication this 2019-2020 year.

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).
We had begun to implement some program improvements in Spring of 2020, but were unable to assess the success of these improvements due to the COVID crisis. We do not know what we will be able to implement for fall 2020 given the uncertainty of how the semester will be instructor due to the continuing COVID situation.

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

No assessment activities: If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

The 2019-2020 year has been an extraordinary year within our department. There was an emergency replacement of leadership as Chair, as well as welcoming the second of only two full time faculty in the department. This new faculty hire has been instrumental in helping the department assess its needs and develop a stronger curriculum and build better student outcomes.