

Assessment Process Template: Undergraduate Degree Programs

The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. An overview of the five steps to complete this process is listed directly below, and the following pages include the template.

Five steps to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).
2. **List** the intended student learning outcomes for the degree program (page 3).
 - What should students know or be able to do if they complete the degree program?
3. **Map** the curriculum onto the student learning outcomes (page 4).
 - Where are the students learning the intended program outcomes?
 - What shared experiences do the students have outside of the curriculum?
4. **Explain** what assessment activity has taken place (page 5).
 - What did you learn from past assessment activities?
 - How did you use what you learned to affirm or improve the student experience?
5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
 - Are the students learning what you want them to learn?
 - How will you know that your students are learning the program outcomes?
 - What information will you collect to better understand student learning?

For resources, please see the Learning Outcomes Assessment [website](#), attend a workshop (see website for workshop details), or contact Staci Provezis, Assistant Provost for Assessment, at sprovez2@illinois.edu or learningoutcomes@illinois.edu.

DUE: May 1, 2017

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Identifying Information

School/College: College of Fine and Applied Arts

Undergraduate Degree/Major Program Name: BFA in Theatre (Theatre Studies)

Faculty Director Contact/Title: J. W. Morrisette, Assistant Head of Academic Programs

Contact Information: jwmorris@illinois.edu

Step 1: Assessment administration in the department

1. **Who will lead the assessment work?**
(identify an individual or team who will coordinate the implementation of the plan)
Assessment will be led by the Head of the Theatre Studies program supported by the Coordinator of the BFA in Theatre Studies.
2. **How will assessment information be shared within the department/program?**
(typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning)
Assessment information will be distributed to departmental leadership teams via electronic delivery and evaluated at the annual departmental retreat.
3. **What is the plan for production of an annual summary report?**
(the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information)
Production of the annual summary report will use the guidelines and templates provided herein and will be compiled by the Head of Theatre Studies and the Coordinator of the BFA in Theatre Studies.

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Step 2: Student Learning Outcomes

In this section, please **list** the program's student learning outcomes.

- Look to the campus student learning outcomes as a resource for program-level outcomes. Not all campus learning outcomes need to be present in the program outcomes, and a program may have more than one outcome under a campus outcome.
- The learning outcomes should represent what students are able to do or know as a result of the program.
- Most programs have 3 to 5 learning goals. Space to list the program learning outcomes is available below; add rows as necessary.

Student Learning Outcomes

1. Demonstrates a mature, effective ability to analyze, interpret, write critically and creatively, and discuss thoughtfully in the field of theatre and performance.
2. Demonstrates ability to actively engage in the collaborative process in preparation, construction, and performance of works for the stage.
3. Demonstrates comprehension of theory and application of practices in areas of emphasis through production related activities.
4. Demonstrates necessary skills and knowledge to acquire an entry-level position in the theatre showing the capacity to work and solve problems independently and with initiative (demonstrated through participation in a professional internship.)
5. Demonstrates practical application of learned methodologies including the ability to communicate ideas, concepts, and outcomes of creative research (demonstrated in public presentation of a senior thesis project.)

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Step 3: Undergraduate Degree Program Curriculum Mapping

This worksheet, or similar document, **must be included** with the submission of the program's assessment plan.

- **Learning Outcomes** – Enter the academic degree program learning outcomes identified in the assessment plan on the top row of the following chart. Feel free to add columns if the academic degree/major program has more than five learning goals.
- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included if required by every student). Feel free to add rows as needed.
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
 - May indicate with an X
 - Or, A= Attained; R= Reinforced; M= Mastered, (F) = Formal Feedback w Graded work and rubric

Curriculum Map					
<u>Degree Program Courses or Experiences</u>	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4	Learning Outcome #5
THEA 102- Text to Stage	X	X			
THEA 103- Survey of Theatre Production	X	X			
THEA 170- Fundamentals of Acting I	X	X			
THEA 125- Graphic Skills OR THEA 175- Fundamentals of Acting II	X	X			
THEA 208- Dramatic Analysis	X				
THEA 262- Literature of Modern Theatre	X				
THEA 360- History of Theatre I	X	X			
THEA 361- History of Theatre II	X	X			
THEA 211- Introduction to Playwriting	X	X	X		
THEA 212- Introduction to Directing	X	X	X		
THEA 218- Intro to Social Issues Theatre OR THEA 270- Relationships in Acting I	X	X	X		
THEA 220- Survey of Theatrical Design	X	X	X		

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THEA 391- Individual Topics	X		X		X
THEA 392- Individual Topics	X		X		X
Advanced Theatre courses: any 300 or 400 level Theatre course	X	X	X		
Supporting Professional Electives: any theatre, dance or music course	X	X	X		
THEA 100- Practicum I		X			
THEA 400- Practicum II		X	X		
THEA 490- Professional Internship				X	

**Add additional rows as needed to capture all requirements.*

Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.

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Step 4: Previous Assessment Activities

What use has your program made of assessment evidence (formally or informally collected) in the last 5 years? Please outline what actions (if any) that your program has taken in the last five years that responded to assessment evidence. The actions may include: any changes that impact the degree program, such as changes to curriculum, instruction strategies, or co-curricular activities (such as internships, study abroad) **and** any decision to continue a current practice that evidence shows is effective. Please also explain what evidence was used to inform your department's practice.

In 2015, the department developed outcomes documents for each major area listing three to five outcome goals for each year of the undergraduate curricula. Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.

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Step 5: Assessment Planning

What questions, issues, or concerns about student learning in the degree program do you want to address? Looking at your program's student learning outcomes write at **least three questions** you would like to pursue to learn more about student learning at the program level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, all need to be assessed over a 5-8 year period. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes. Add more rows if needed.

Question 1:	What influence over professional development would formal semester evaluations have if developed for the Junior and Senior years?	
	Student Learning Outcome:	#2, #3
	Sources/Methods for acquiring evidence:	Student feedback, professional practices then evaluated through advanced practicum feedback
	Timeline:	2018/19
Question 2:	Evaluate the effectiveness of Senior Thesis Projects in developing profession-ready endeavors to be offered to prospective employers.	
	Student Learning Outcome:	#2, #3, #4
	Sources/Methods for acquiring evidence:	Survey of Theatre Studies alums
	Timeline:	2019/20
Question 3:	Evaluate the process of developing specific areas of emphasis for those students not admitted having already defined an area.	
	Student Learning Outcome:	#2, #3
	Sources/Methods for acquiring evidence:	Faculty advisor survey and student survey across Freshman, Sophomore, Junior, Senior levels
	Timeline:	2017/18