# Annual Report on Program Student Learning Outcomes Assessment

(*Due October 15, 2013: Please answer as many questions below as you can.* ***All*** *programs must submit #1.)*

*From 2014 on, this form is due annually by November 15 to the Provost's Office.*

Program: Master of Fine Arts in Theatre
Program Contact and Title: Roger Meeker, Assistant Professor
College/School Contact and Title: Jim Petosa, Director

1. List the learning outcomes for the program (if you are new to program assessment, you might want to begin with 3-5 primary outcomes):

    - Develop an in-depth understanding of the professional theatre process through course work and participation in productions. In general, students can expect their training regimen to mix both ongoing studio classes with short-term exercises and long-term projects
    - As an introduction to the profession, selected students participate in an internship with an outside theatre or producing group
    - Demonstrate an advanced knowledge of theatre skills in all areas including collaboration and creative problem solving
    - Become proficient in a specific concentration within our School
    - Explore in depth the Art world, its history, and its place in society
    - Preparation for entry into the individual's chosen level of the professional theatre world

2. Where are these outcomes published? (All outcomes will be published on the University assessment website [url TBA]; if you publish your outcomes on your website, which is recommended, please provide the url)
3. How do you determine whether learning outcomes have been achieved?
    a. What evidence do/will you gather? (e.g., sample of final papers in a capstone course; portfolio; licensure exams; comprehensive exams for graduate students; capstone defense evaluation)
        i. What evidence do you currently have available to begin assessment, or what do your currently use? (Usually, grades are inadequate for gaining specific information on *program* outcomes.)

- Production participation – Each quarter all students either perform in or are part of the design or technical side of the production of plays, musicals, and operas. Their work is observed by faculty who coach and advise them on their work
- Thesis – During their third year, culminating projects are developed and presented, with a faculty committee review and approval

- Successful completion of the a Program of Study tailored to each individual
- Semester evaluation by committee of School of Theatre faculty – At the end of each semester, a faculty committee meets with individual students to review their work from the preceding term

        ii. What tools might you like to implement and/or what materials would you like to gather in the future to improve program assessment?
    b. Who interprets the evidence? (e.g., annually by the curriculum committee; biannually by a jury of faculty)
4. Program Learning Outcomes Assessment can be useful for strategic planning and for a variety of program reviews. Please list the dates of the most recent program reviews and indicate other venues in which you've discussed program learning outcomes:
    a. External accreditation review, if applicable:
    b. Internal (department, school/college, or overseer), if applicable:
    c. Internal (provost's academic program review, a.k.a. APR):
    d. Other discussions
5. Have you made curricular changes as a result of the information gleaned? If so, what?
6. All programs must have assessed all outcomes and acted upon their assessments by May 2017. Please project a schedule, by year, for an annual cycle of assessment for your program.

**Example** of #1 and #3 above from new Middle East and North African Studies BA

**Learning Objectives and Evaluation**
Students graduating with a major in MENA Studies are expected to:

1. Demonstrate advanced knowledge of Middle Eastern history, politics, religions, arts, and regional and some local cultural issues.
2. Demonstrate proficiency (ACTFL intermediate-high) in reading, writing, speaking, and orally comprehending at least one MENA language, or basic proficiency (ACTFL intermediate-low) in two MENA languages.
3. Demonstrate cultural competence sufficient to function in the MENA region, either through coursework or (preferably) through study abroad in the region.

**Evaluation:** Students will begin keeping a MENA Studies portfolio while enrolled in CAS ME 101. Each student's portfolio will collect and reflect on important classwork in courses for the major as well as track language learning milestones (mock-OPI oral proficiency scores, study-abroad fellowships won, etc.). While primarily designed for the student's current learning and later use (e.g., for a graduate school or job application), the portfolios will also be saved. Analyzed in the aggregate, they will help the MENA Studies Program Faculty to evaluate and track students' fulfillment of the content objectives across the whole program, and to fine-tune the major as necessary.