

**Year 2**

**BA Theatre**

**Student Learning Outcomes (SLOs) for Academic Programs**

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Demonstrated understanding of the historical, theoretical, and practical aspects of theatre as an art form.
2. Demonstrated proficiency at analyzing how the structural elements of a script combine to create the world of a play and how it interacts in dialogue with the culture around it and the artistic traditions behind it.
3. Demonstrated critical thinking about text and the process of theatre.
4. Articulated informed responses to theatre using written and verbal communication skills conducive to lifelong learning.
5. Demonstrated practical application of classroom knowledge in the production process through participation in departmental theatre, ACTF, professional internships, and/or study abroad.

Each student in the major is assessed with a rating of:

Directly Evident – Somewhat Evident – Marginally Evident – Not Evident – Does Not Apply

**Overview of Measures/Instruments**

<b>SLO(s)</b> <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b> <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b> <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
1. Demonstrated understanding of the historical, theoretical, and practical aspects of theatre as an art form.	CT-2, 3, 4, WR-1, 3, 4,5, 6, 7 SL-1, 2, 3, 4, 5, 6, 7 RC-1, 2, 3, 4	Data Incomplete Will have Complete Data by SP25	Core course outcomes will be evaluated upon completed data gathering in SP25
2. Demonstrated proficiency at analyzing how the structural	CT-2, 3, 4,	Data Incomplete Will have Complete Data by SP25	Core course outcomes will be evaluated upon completed data gathering in SP25

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
elements of a script combine to create the world of a play and how it interacts in dialogue with the culture around it and the artistic traditions behind it.	WR-1, 3, 4,5, 6, 7  SL-1, 2, 3, 4, 5, 6, 7  RC-1, 2, 3, 4		
3. Demonstrated critical thinking about text and the process of theatre.	CT-2, 3, 4,  WR-1, 3, 4,5, 6, 7  SL-1, 2, 3, 4, 5, 6, 7  RC-1, 2, 3, 4	Data Incomplete  Will have Complete Data by SP25	Core course outcomes will be evaluated upon completed data gathering in SP25
4. Articulated informed responses to theatre using written and verbal communication skills conducive to lifelong learning.	CT-2, 3, 4,  WR-1, 3, 4,5, 6, 7  SL-1, 2, 3, 4, 5, 6, 7  RC-1, 2, 3, 4	Data Incomplete  Will have Complete Data by SP25	Core course outcomes will be evaluated upon completed data gathering in SP25
5. Demonstrated practical application of classroom knowledge in the production	CT-2, 3, 4,  WR-1, 3, 4,5, 6, 7	Data Incomplete  Will have Complete Data by SP25	Core course outcomes will be evaluated upon completed data gathering in SP25

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
process through participation in departmental theatre, ACTF, professional internships, and/or study abroad.	SL-1, 2, 3, 4, 5, 6, 7  RC-1, 2, 3, 4		

*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

### Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?
2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).
3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)

#### Dean Review & Feedback

SLOs are unchanged from previous report. At that time, we noted that they were clear, measurable, and used appropriate language that employed middle and mid-upper levels of Bloom’s Taxonomy. Furthermore, we noted that the collection methods outlined then were “straightforward and seem[ed] like they will produce results that [would] lend themselves to easy systematic analysis,” with collection timing that is “clear and logical.” **We will revisit and further comment when data is received in spring 25.**



Dean or designee

11/15/2023

Date

#### Academic Affairs – Review & Feedback

##### B.A. in Theatre

The B.A. in Theatre program identifies student learning outcomes, and notes that ratings range from “directly evident” to “does not apply.” Without identifying the instruments (or the “sites” for data gathering), however, the report does not indicate how and where the outcomes will be measured. Presumably, an introductory course and a more advanced course (perhaps with a performance component) will serve as anchor points for gathering data, of which a full sample will be collected by Spring 2025. We assume, too, that data will be gathered through the Spring of 2025.

VPAA Office: Dr. Suzie Park, Interim Asst VPAA



2/28/24

Date