Program (Major, Minor, Core): Theatre Major and Minor  
Department: Fine and Performing Arts  
College/School: College of Arts and Sciences  
Person(s) Responsible for Implementing the Plan: Lou Bird and Mark Wilson  
Date Submitted: Nov 12, 2015

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| Development and demonstration of a disciplined work ethic, collaborative spirit, and leadership skills. | All courses, performance, production, internships, independent studies, and professional work experiences. | Direct: SLU theatre students demonstrate and apply this important learning outcome in all classes and in production work.  
We need to create an assessment tool to define and measure these important qualities.  
Indirect: Practicum forms – student self-evaluation and faculty mentor comments  
End of Semester survey form responses. | The program director will review practicum forms, end of semester surveys, and any direct measures and make recommendations to the faculty to implement required adjustments or curriculum revisions. |
| Knowledge and appreciation of theatre, dramatic literature, and performance in a cultural, historical, social, and interdisciplinary context. | All courses, performance, production, internships, independent studies, and professional work experiences. | **Direct:** SLU theatre students demonstrate and apply this important learning outcome in all classes and in production work.  
*A writing sample as part of the end of semester interview portfolio with a program area rubric?*  
**Indirect:** Before and after classroom survey? | The program director will review practicum forms, end of semester surveys, and any direct measures and make recommendations to the faculty to implement required adjustments or curriculum revisions. |
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| Development and demonstration of a special proficiency in at least one theatrical endeavor. (performance, directing, playwriting, management, design, technical production.) | All courses, performance, production, internships, independent studies, and professional work experiences. | **Direct:** SLU theatre students demonstrate and apply this important learning outcome in all classes and in production work.  
*We need to create an assessment tool to define and measure these important qualities.*  
**Indirect:** Practicum forms – student self-evaluation and faculty mentor comments  
End of Semester survey form responses. | The program director will review practicum forms, end of semester surveys, and any direct measures and make recommendations to the faculty to implement required adjustments or curriculum revisions. |
| Personal initiative to develop independent thinking through a wide flexibility of curricular choice and the pursuit of double majors and minors in other fields. | Mentoring process. End of Semester interviews. | **Direct:** This might not be a learning objective that can be measured — we might need to use this a survey for examples of the individual programs - e.g. contract majors, double major trends, etc.  
**Indirect:**  
End of Semester survey form responses. | The program director will review practicum forms, end of semester surveys, and any direct measures and make recommendations to the faculty to implement required adjustments or curriculum revisions. |
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| Exposure and awareness of professional career possibilities, contemporary developments, trends, and the social impact of theatre. | All courses, performance, production, internships, independent studies, and professional work experiences. | **Direct:** SLU theatre students demonstrate and apply this important learning outcome in all classes and in production work.  
**Written artistic statement?** Writing samples?  
**Indirect:** Practicum forms – student self-evaluation and faculty mentor comments  
End of Semester survey form responses | The program director will review practicum forms, end of semester surveys, and any direct measures and make recommendations to the faculty to implement required adjustments or curriculum revisions. |
| Ability to articulate theatre terminology, the production process, styles, concepts, and critical analysis of productions and work. | All courses, performance, production, internships, independent studies, and professional work experiences. | **Direct:** SLU theatre students demonstrate and apply this important learning outcome in all classes and in production work.  
**Writing sample – a critical analysis of a production?** Similar to core assessment assignment.  
**Indirect:** | The program director will review practicum forms, end of semester surveys, and any direct measures and make recommendations to the faculty to implement required adjustments or curriculum revisions. |
It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

We are developing a new plan in conjunction with a review of our mission, identity, and future aspirations as a department. The following is my current recommendation:

1- Schedule a meeting with the Reinert Center to talk to us about syllabus format so we are consistent with providing student learning objectives and outcomes for each class. Most of our syllabi only have general classroom goals and this makes it difficult to pull shared learning objectives and compile program area learning objectives. We can start with the baby step of carefully looking at our own syllabi and also the practicum syllabus expectations.
2- Plan a program area meeting with the goal of defining our learning objectives. What do we want our students to learn? Can we assess these objectives? I think we should utilize a facilitator from the Reinert Center to guide us in this process.

3- Once we have collectively agreed on four or five learning objectives and updated syllabi, then Lou and I can work with the Reinert Center to create the curriculum mapping - where is the outcome learned and assessed?

4 - The next step would be to meet again to review the learning objectives and the curriculum mapping documentation and use our facilitator to brainstorm on assessment methods and how we can use this information to guide our program decisions.

Due: Dec 14, 2015

The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit’s departmental review schedule.) Since we are building a new plan, we need to review our approach at the end of each semester.

b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan. The students in our career prep and management class contributed mission and program identity statements.

c. What external sources were consulted in the development of this assessment plan? Reinert Center, Kathleen Thatcher, NAST Standards.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel. We somehow need to involve all of the theatre faculty in the assessment process rather than relying on one individual to create and implement plans and reports. The assessment committee member should have the task of reporting the assessment plan and not be solely responsible for all aspects of this important task. (Of course this is an editorial comment written by the theatre assessment committee representative)

Assessment Results
What were the results of the most recent measures of student achievement for each program learning outcome?

We learned from prior assessment plans that we need to revise our student learning objectives and create direct assessment rubrics that are meaningful and manageable. This is the motivation for the theatre program area to take the step to overhaul our existing plans.