



SAINT LOUIS  
UNIVERSITY

Saint Louis University  
Program Assessment Plan

**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: Dan Giedeman and Mark Wilson**  
**Date Submitted: May 25, 2017**

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<p><i>What do you expect all students who complete the program to know, or be able to do?</i></p> <p><i>All SLU Theatre Majors/Minors will be able to:</i></p>	<p><i>Where is the outcome learned/assessed (courses, theatre practicum, internships, summer employment, etc.)?</i></p> <p><b>Please refer to the SLU Theatre required course curriculum map worksheet.</b></p>	<p><i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i></p> <p><b>Assessment suggestions provided</b></p>	<p><i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i></p>
<p><b>1.) Characterize the social and artistic movements that have transformed theatre.</b></p>	<p>Transformative movements are introduced in Intro to Theatre, Acting 1, and in Theatre Practicum. The exploration is developed in Playscript, The Theatre Histories, Directing 1 and of course in our varied productions produced as part of theatre practicum.</p>	<p><b>Direct:</b> The students share their personal interpretation or research examples of this learning objective in their e-portfolio or a specific written example/artifact assigned in Theatre History or other required classes.</p> <p><b>Indirect:</b> We could try a discussion blog in the practicum blackboard that would focus on this learning outcome.</p>	<p>We will create a rubric to guide faculty evaluation/ assessment of student e-portfolios, practicum aspects, classroom work, and advanced student produced work. Our assessment results will be discussed yearly and this will help determine the successful implementation of our assessment methods and our success in this and most of our program area Student Learning Outcomes.</p>

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<p>2.) <b>Analyze and interpret texts and performances through written and oral analysis or commentary.</b></p>	<p>This SLO is introduced in Intro to Theatre, Acting 1, and in Practicum. Playscript Analysis, Directing 1, and Theatre History provide the direct development and classroom assessment for this SLO.</p>	<p><b>Direct:</b> Core FPA assessment papers for THR 1500, and writing samples or presentations as part of the student e - portfolio.</p> <p><b>Indirect:</b> Online blackboard discussions or reflections. Maybe a suggested reading/ attendance list and an option for students to post responses to plays read or attended.</p>	<p>We will create a rubric to guide faculty evaluation/ assessment of student e-portfolios submissions. Our assessment results will be discussed yearly and this will help determine the successful implementation of our assessment methods and our success in this Student Learning Outcome.</p>
<p>3.) <b>Distinguish prominent developments, conventions, and genres of theatre history and dramatic literature in a social and historical context.</b></p>	<p>Intro to Theatre provides a basic survey but Theatre History and Playscript Analysis develop this SLO. Acting 1 and Directing 1 also introduce specific performance trends. Students experience this SLO through practicum and all performance/design classes.</p>	<p><b>Direct:</b> A rubric-based assessment of writing examples or other creative explorations of Theatre and Social History eg - a design for a historical play presented in student e portfolio. Pre and post questions in Theatre History.</p> <p><b>Indirect:</b></p>	<p>We will create a rubric to guide faculty evaluation/ assessment of student e-portfolios submissions. Our assessment results will be discussed yearly and this will help determine the successful implementation of our assessment methods and our success in this Student Learning Outcome.</p>
<p>4.) <b>Practice collaborative skills in various theatrical roles and assignments.</b></p>	<p>Predominately developed in practicum but an aspect of all performance/design/production classes.</p>	<p><b>Direct:</b> A faculty rubric-based assessment of students' collaborative work in practicum and advanced projects.</p> <p><b>Indirect:</b> Peer assessment and self-evaluation.</p>	<p>We will create a rubric to guide faculty evaluation/ assessment of practicum performance feedback and student e-portfolios submissions. Our assessment results will be discussed yearly and this will help determine the successful implementation of our assessment methods and our success in this Student Learning Outcome.</p>

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<p>5.) <b>Create a personal definition of theatre and statement of intent.</b></p>	<p>Introduced in Intro to Theatre and developed and refined as part of yearly end of semester interview submissions and in career prep.</p>	<p><b>Direct:</b> A faculty rubric-based assessment of students' definition and statement in yearly end of semester interviews and e portfolio.</p> <p><b>Indirect:</b> Self and peer review of statements.</p>	<p>We will create a rubric to guide faculty evaluation/ assessment of the student career plans and artistic vision and how we can prepare students for employment or advanced study/professional internships.</p>
<p>6.) <b>Formulate and apply process skills in rehearsal, production, and classroom settings.</b></p>	<p>Developed with feedback in all classes and productions.</p>	<p><b>Direct:</b> A faculty rubric-based assessment of students' process skills in practicum and advanced projects.</p> <p><b>Indirect:</b> Self-Evaluation as part of practicum.</p>	<p>We will create a rubric to guide faculty evaluation/ assessment of student process skills and how we can improve the practical delivery of skills in relation to theory.</p>
<p>7.) <b>Demonstrate proficiency in one or more area-specific skills: acting, directing, design, technical theatre, management, playwriting, or dramaturgy.</b></p>	<p>Developed with feedback in all classes and productions. The mastery aspect is exhibited in SLU Theatre productions/practicum, advanced projects, internships, and professional work.</p>	<p><b>Direct:</b> A faculty rubric-based assessment of students' proficiency in specific skills in practicum, e portfolio examples (video, photos, writings, research, etc.), advanced projects, internships, and professional work. Maybe implement an external professional assessment?</p> <p><b>Indirect:</b> Self and peer assessment</p>	

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<p><b>8.) Experience the impact of design and production on the theatrical experience.</b></p>	<p>Introduced in Intro to Theatre and Stagecraft but students will experience the design/production aspect of theatre in SLU Theatre productions via practicum, and potential electives such as Costume Construction, Make-up, Survey of Design, and advanced design classes. Survey of Design is being proposed as a required class.</p>	<p><b>Direct:</b> A faculty rubric-based assessment of students' experience with design/production.</p> <p><b>Indirect:</b> A personal reflection as part of practicum? Eg - survey a performer on the impact of design - lighting, costume/makeup design, scenic design.</p>	
<p><b>9.) Identify theatre career opportunities.</b></p>	<p>Introduced in Intro to Theatre but the primary focus of career prep and the annual end of semester interview.</p>	<p><b>Direct:</b> A faculty rubric-based assessment of students' ongoing career research and exploration via the e-portfolio.</p> <p><b>Indirect:</b> Student surveys, alumni surveys, etc.</p>	