

## BA in Theatre (Accredited)

### 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. Demonstrate an understanding of the historical, theoretical, and practical aspects of theatre as an art form.
2. Demonstrate a 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. Articulate informed responses to theatre using written and verbal communication skills conducive to lifelong learning.
5. Demonstrate a practical application of classroom knowledge in the production process through participation in departmental theatre, ACTF, professional internships, and/or study abroad.

#### Overview of Measures/Instruments

<i>SLO(s)</i>	<i>ULG</i> *	<i>Measures/Instruments</i> <i>Please include a clear description of the instrument including when and where it is administered</i>	<i>How is the information Used?</i> (include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)
#1	C, W, S	Theatre Students are assessed in the eight core courses within the BA in Theatre sequence. The instructor of record completes the assessment of each theatre student that is enrolled upon the completion of the semester. Each student is assessed on all 5 criteria, using a five-point scale, including NA as an option. This is done through a Machform, which sends a report directly to the assessment committee.	<p>The results are compared as the students move through the curriculum sequence, from the 1000 level to 3000 level courses. Gauging their growth as they matriculate through the curriculum.</p> <p>Student assessments are considered by year of study, ie. Freshman vs Sophomore...</p> <p>Courses are assessed using this data to determine if the course is helping students meet their learning goals.</p> <p>Insufficient data has been collected.</p>
#2	C, W, S	Theatre Students are assessed in the eight core courses within the BA in Theatre sequence. The instructor of record completes the assessment of each theatre student that is enrolled upon the completion of the semester. Each student is assessed on all 5 criteria, using a five-point scale, including NA as an option. This is done through a Machform, which sends a report directly to the assessment committee.	<p>The results are compared as the students move through the curriculum sequence, from the 1000 level to 3000 level courses. Gauging their growth as they matriculate through the curriculum.</p> <p>Student assessments are considered by year of study, ie. Freshman vs Sophomore...</p> <p>Courses are assessed using this data to determine if the course is helping students meet their learning goals.</p> <p>Insufficient data has been collected.</p>

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#4	C, W, S, R	Theatre Students are assessed in the eight core courses within the BA in Theatre sequence. The instructor of record completes the assessment of each theatre student that is enrolled upon the completion of the semester. Each student is assessed on all 5 criteria, using a five-point scale, including NA as an option. This is done through a Machform, which sends a report directly to the assessment committee.	The results are compared as the students move through the curriculum sequence, from the 1000 level to 3000 level courses. Gauging their growth as they matriculate through the curriculum. Student assessments are considered by year of study, ie. Freshman vs Sophomore... Courses are assessed using this data to determine if the course is helping students meet their learning goals.  Insufficient data has been collected.
#5	C, S, W	Theatre Students are assessed in the eight core courses within the BA in Theatre sequence. The instructor of record completes the assessment of each theatre student that is enrolled upon the completion of the semester. Each student is assessed on all 5 criteria, using a five-point scale, including NA as an option. This is done through a Machform, which sends a report directly to the assessment committee.	The results are compared as the students move through the curriculum sequence, from the 1000 level to 3000 level courses. Gauging their growth as they matriculate through the curriculum. Student assessments are considered by year of study, ie. Freshman vs Sophomore... Courses are assessed using this data to determine if the course is helping students meet their learning goals.  Insufficient data has been collected.

\*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



**National Association of Schools of Theatre**  
11250 Roger Bacon Drive, Suite 21  
Reston, Virginia 20190-5248

**COMMISSION ACTION REPORT**

This document provides the official action of the Commission as indicated in the cover letter of the same date.

**April 22, 2015**

**EASTERN ILLINOIS UNIVERSITY**  
**Department of Theatre Arts**

**Action:**

The Commission voted to accept the Response and grant Membership with the degree listing indicated below.

**NAST Degree Listing:**

Bachelor of Arts-4 years: Theatre Arts (General, Performance, Technical Design).  
Bachelor of Arts-5 1/2 to 6 years: Theatre Arts (Teacher Licensure).

**Next Full Review:**

2016-2017 Academic Year

**Notes:**

1. The Commission notes the institution's withdrawal of the proposed Bachelor of Arts-4 years: Theatre Arts (Directing).
2. The Commission notes a discrepancy on Page 1 of the Response between the heading "Required Core = 27 credit hours" and the total of credits listed individually under subheadings below (26 hours).

**Completion of Process:**

This action brings to a close the comprehensive evaluation process that began in 2012. NAST appreciates the institution's extraordinary efforts clearly evident in its application. To assist with future planning, the institution may wish to note that its next comprehensive review is scheduled to be conducted during the 2016-2017 academic year.

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Karen P. Moynahan  
Executive Director

KPM:kd



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**COMMISSION ACTION REPORT**

This document provides the official action of the Commission as indicated in the cover letter of the same date.

**September 4, 2020**

**EASTERN ILLINOIS UNIVERSITY**  
**Department of Theatre Arts**

**Action:**

**Action 1 of 1: Postponement of Accreditation Review**

The Commission voted to grant a fourth- and fifth-year postponement of the next accreditation review until the 2021-2022 academic year.

The Commission requests a Progress Report addressing the issue cited below.

**Item for Progress Report:**

The Commission requests that the institution provide a draft current at the time of submission of the information required in the Instructional Programs Portfolio section of the NAST document *Procedures for the Self-Study Document* (Format A, B, or C). Documentation in support of the narrative, including but not limited to curricular tables, syllabi, examinations or examination requirements, institutional levels of study proficiency, graduation requirements, and any institutional catalogues or catalog descriptions, should be included.

**Due Date:**

February 1 for consideration at the Commission meetings of March 2021.

The procedures for submitting Responses and Progress Reports may be downloaded from the NAST website at <https://nast.arts-accredit.org> (see "Accreditation," beneath that "Accreditation Materials," and beneath that "Procedures").

**Notes:**

1. The Commission notes that no further postponements will be granted.
  2. The institution is also asked to review carefully the NAST Policy on Postponements, which may be found online at <https://nast.arts-accredit.org> (see "Accreditation," beneath that "Accreditation Materials," beneath that "Protocols," and beneath that "Policy on Postponements").
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**EASTERN ILLINOIS UNIVERSITY**  
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3. According to the NAST policy on postponements, the next subsequent visit is now scheduled to take place during the 2028-2029 academic year. One- and two-year postponements advance the subsequent cyclical review year by the length of the postponement. Postponements beyond two years do not advance the subsequent cyclical review beyond two years.

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Karen P. Moynahan  
Executive Director

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**ACCREDITATION VISIT OCCURRED IN NOVEMBER 2021, REPORT PENDING**

## CLAS Deans' comments on THA B.A. (accredited) report

### Reviewer: Christopher Mitchell

1. SLOs are generally clear and measurable, using language appropriate to the goals/the discipline and also language that utilizes middle levels (“demonstrate”) and mid-to-upper-levels (“articulate an informed response”) of Bloom’s Taxonomy. As the department is currently in the review year for NAST re-accreditation, comments accreditors make on SLO quality should be taken into account for any further refinement you do of these.
2. The collection methods are straightforward and seem like they will produce results that lend themselves to easy systematic analysis (numerical ratings by instructors of key courses via MachForm). Timing of collection is clear and logical. Maybe list the “8 core courses” in a quick footnote? – course numbers should suffice.

Overall, the plan seems comprehensive and ready for data collection. We look forward to seeing data analysis in fall of 2023.