

## Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/19/25)

Program Type: Accredited Program

Program Name:

BA in Theatre

Submitted By:

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Email:

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Submission Date:

1/12/26

Review Cycle:

EVEN YEAR CYCLE

ODD YEAR CYCLE

Review Round and Instructions

- **Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
  - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
  - annual (or periodic) accreditation report submitted to agency
  - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data\*
  - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

*\*If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report. To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.*

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: October 15<sup>th</sup> to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program. While this is a biennial report, a program's assessment should be ongoing, throughout every academic year.

Program Name:

BA in Theatre

#### PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
1. Demonstrated understanding of the historical, theoretical, and practical aspects of theatre as an art form.	<p>Data Incomplete. Will have complete data by SP27.</p> <p>Data will be collected from the CORE THA courses, all required:</p> <p><u>1000-2000 Level</u></p> <p>THA 1134</p> <p>THA 2140</p> <p>THA 2210</p> <p>THA 2211</p> <p>THA 2244</p> <p>THA 2258</p>	<p>Core course outcomes will be evaluated upon completed data gathering in SP27 Planned outcomes:</p> <p>By the end of the sophomore year, we expect 70% to achieve "directly evident" and 80% to achieve "somewhat evident" or "directly evident."</p> <p>By the final semester of the program, we expect 80% to achieve "directly evident" and 90% to</p>	<p>CT-2, 3, 4</p> <p>WR-1, 3, 4, 5, 6, 7</p> <p>SL-1, 2, 3, 4, 5, 6, 7</p> <p>RC-1, 2, 3, 4</p>

	<u>3000+ Level</u> THA 3751 THA 3752 THA 4220	achieve "somewhat evident" or "directly evident."	
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.	<p>Data Incomplete. Will have Complete Data by SP27.</p> <p>Data will be collected from the CORE THA courses, all required:</p> <p><u>1000-2000 Level</u>          THA 1134          THA 2140          THA 2210          THA 2211          THA 2244          THA 2258</p> <p><u>3000+ Level</u>          THA 3751          THA 3752          THA 4220</p>	<p>Core course outcomes will be evaluated upon completed data gathering in SP27.</p> <p>Planned outcomes:</p> <p>By the end of the sophomore year, we expect 70% to achieve "directly evident" and 80% to achieve "somewhat evident" or "directly evident."</p> <p>By the final semester of the program, we expect 80% to achieve "directly evident" and 90% to achieve "somewhat evident" or "directly evident."</p>	CT-2, 3, 4  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.	<p>Data Incomplete. Will have Complete Data by SP27.</p> <p>Data will be collected from the CORE THA courses, all required:</p> <p><u>1000-2000 Level</u>          THA 1134</p>	<p>Core course outcomes will be evaluated upon completed data gathering in SP27.</p> <p>Planned outcomes:</p> <p>By the end of the sophomore year, we expect 70% to achieve "directly evident" and 80% to achieve</p>	CT-2, 3, 4  WR-1, 3, 4, 5, 6, 7  SL-1, 2, 3, 4, 5, 6, 7  RC-1, 2, 3, 4

	<p>THA 2140 THA 2210 THA 2211 THA 2244 THA 2258</p> <p><u>3000+ Level</u></p> <p>THA 3751 THA 3752 THA 4220</p>	<p>"somewhat evident" or "directly evident."</p> <p>By the final semester of the program, we expect 80% to achieve "directly evident" and 90% to achieve "somewhat evident" or "directly evident."</p>	
4. Articulated informed responses to theatre using written and verbal communication skills conducive to lifelong learning.	<p>Data Incomplete. Will have Complete Data by SP27.</p> <p>Data will be collected from the CORE THA courses, all required:</p> <p><u>1000-2000 Level</u></p> <p>THA 1134 THA 2140 THA 2210 THA 2211 THA 2244 THA 2258</p> <p><u>3000+ Level</u></p> <p>THA 3751 THA 3752 THA 4220</p>	<p>Core course outcomes will be evaluated upon completed data gathering in SP27.</p> <p>Planned outcomes:</p> <p>By the end of the sophomore year, we expect 70% to achieve "directly evident" and 80% to achieve "somewhat evident" or "directly evident."</p> <p>By the final semester of the program, we expect 80% to achieve "directly evident" and 90% to achieve "somewhat evident" or "directly evident."</p>	<p>CT-2, 3, 4 WR-1, 3, 4, 5, 6, 7 SL-1, 2, 3, 4, 5, 6, 7 RC-1, 2, 3, 4</p>
5. Demonstrated practical application of classroom knowledge in the production process through	<p>Data Incomplete. Will have Complete Data by SP27.</p>	<p>Core course outcomes will be evaluated upon completed data gathering in SP27.</p>	<p>CT-2, 3, 4 WR-1, 3, 4, 5, 6, 7</p>

<p>participation in departmental theatre, ACTF, professional internships, and/or study abroad.</p>	<p>Data will be collected from the CORE THA courses, all required:</p> <p><u>1000-2000 Level</u></p> <p>THA 1134 THA 2140 THA 2210 THA 2211 THA 2244 THA 2258</p> <p><u>3000+ Level</u></p> <p>THA 3751 THA 3752 THA 4220</p>	<p>Planned outcomes:</p> <p>By the end of the sophomore year, we expect 70% to achieve "directly evident" and 80% to achieve "somewhat evident" or "directly evident."</p> <p>By the final semester of the program, we expect 80% to achieve "directly evident" and 90% to achieve "somewhat evident" or "directly evident."</p>	<p>SL-1, 2, 3, 4, 5, 6, 7</p> <p>RC-1, 2, 3, 4</p>

## PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two 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?

N/A.

- B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

N/A.

**C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS**

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).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)

Dean Review and Feedback

Dean or Designee Signature and Date:

 1/20/26

Chair anticipates sufficient data for analysis by spring of 2027. As noted last time, SLOs are clear, measurable, and appropriate, and reach a wide range of undergraduate learning goals. Collection points are defined in terms of lower-division and upper-division courses; chair indicates that identification of precise assessment measures within them will come from further discussion with faculty. Target scores by level are clearly identified here, showing growth expected between lower-division and upper-division. We look forward to the dataset to come in the next report cycle.