**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2018**

Department: Theatre Arts

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.A. Theatre Arts & minor | Objectives are specific, clear, and measurable. Undergraduate goals of speaking and listening, writing and critical reading, and critical thinking have been adopted by the program. There may be some responsible citizenship related to diversity, but you might want to clarify that. |
| **How, Where, and When Assessed** | Level 2, B.A. Theatre Arts & minor | You have direct assessment of student learning by assessing student artifacts from courses and their work in productions. As you continue fleshing out your assessment plan, include how and when you collect the artifacts. Are you using a portfolio system? Are you collecting papers from specific courses and assignments that all students complete? What are you using to assess those artifacts/student work? The form you include in the narrative section is a good start. I would suggest filling in the traits for each level of the outcomes you seek, so all faculty are on the same page about what “somewhat evident” and “marginally evident” mean.  |
| **Expectations** | Level 1, B.A. Theatre Arts & minor | Once you have measurements you can identify what you want students to learn and at what levels you would like to see them reach throughout the curriculum. |
| **Results** | Level 1, B.A. Theatre Arts & minor | When will you begin collecting data? You can start at any point and not wait to have a full complement of data for each objective. |
| **How Results Will be Used** | Level 1, B.A. Theatre Arts & minor | You appear to have a committee, so will the committee collect the data from faculty and external reviewers? Who will do the analysis and how will you share data? |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at [www.eiu.edu/~assess](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)