

Annual Departmental Assessment Report
Department or Program: Theatre Arts
Academic Years of Report: 2019-2020 &
2020-2021
Department Contact Person for Assessment: Dorothee Ostmeier

Section 1: Learning Objectives Assessed for this Report

The Department of Theatre Arts has completed three years in its four-year process of assessment focused on the department's four Learning Outcomes.

The AY 2016-17 report summarized the department's assessment of Learning Outcome 1, which states that students in specified TA courses should:

Demonstrate knowledge, research, and analysis of theatre history, dramatic literature and critical theory across time and cultures, employing effective written and oral communication.

The AY 2017-18 report summarized the department's assessment of Learning Outcome 2, which states that students in specified TA courses should:

Demonstrate the comprehension of form and content in theatre through production-related practice, applying skill sets of design, technology, management, and performance.

This AY 2018-19 report summarizes the department's assessment of Learning Outcome 3, which states that students in specified TA courses should:

Demonstrate personal, theatrical, aesthetic, and artistic vision through script analysis and interpretation, integrating the visual and material/physical in collaborative practice.

This report covers assessment of learning outcome #4 in 2019-2020 and learning outcome #1 in 2020-21.

Learning **Outcome 4** states that students should:

Demonstrate understanding of degree requirements and production expectations for the major, and chart prospective internship and other educational or professional opportunities in current theater and related fields and especially after college.

The department's assessment of Learning **Outcome 1** states that students in specified TA courses should:

Demonstrate knowledge, research, and analysis of theatre history, dramatic literature and critical theory across time and cultures, employing effective written and oral communication

Section 2: Assessment Activities

LO # 4 Related Courses 2019-2020 academic year:

Fall 2019 TA 271: Introduction to Theater Arts.

Assessment Methods: Syllabus, Outcome and Samples of feedback by instructors

Syllabus Highlight: Development of theatre specific vocabulary, critical examination of theatre's community aspects, theatrical practice.

Outcome: Grades for Critical Play Responses ranged between 60% and 93%

Grades for Critical Performance Responses ranged between 27% and 100%

Grades for Final Project ranged between 90% and 100%

Feedback from instructors was detailed, encouraging, and suggested ways to improve.

Winter 2020 TA 470: Majors Seminar/Theatre Futures

Assessment Methods: Syllabus, Questionnaire

Syllabus Highlight: Exploration of current trends in theater production. Research and discussion of post-graduation opportunities.

Questionnaire asks students to estimate progress towards learning objective.

Most students strongly agree or agree that they increased their knowledge about educational, and professional opportunities in theatre. They also agree that they became more effective in written and oral communication.

LO # 1 Related courses for the 2020-21 academic year:

Winter 2021:

TA 368: History of Theater II (Fairchild)

TA 471: History of Stage Design (Rose)

TA 472/572: Native Theater. (May)

Spring 2021 (on next learning outcome report)

TA 271: Introduction to Theatre (May)

TA 369: History of Theatre III (Najjar)

TA 410/510: Site Specific Theatre

TA 490: Play Direction

Italics=courses not previously assessed during 2017 Learning outcome #1 assessment.

Assessment Methods:

1. Targeted sample of graded projects from three randomly selected students per course.
2. Data collected from anonymous Qualtrics surveys (conducted at the end of the term) pertaining to Learning Outcome 1

The results of the Qualtrics questionnaires showed overwhelmingly positive results.

TA 368, History of Theater:

Syllabus Highlights: In addition to introduction to theatre history (western and non-western traditions), and dramaturgy, students are asked to take ideas "from theory to practice by performing scenes, creating a design, or offering a directorial concepts based on careful analysis."

Graded Projects: Papers placed various theatrical plays into their cultural and social contexts and analyzed their ideological critique. Syllabus and sample essays were submitted by instructor. No instructor feedback was accessible for this review.

Qualtrics results: Students strongly agree/agree on the course's delivery of in-depth knowledge of theatre history, literature and theory, they strongly agree/agree with their improving of research skills, and most students agree that the activities in class increased their written communication skills.

TA 471: History of Stage Design:

Syllabus Highlights: Survey of Western theater architecture, scenery and lighting techniques and innovations from 6th Century BC to early 21st Century.

Graded Papers: Historical focus specializing on designers, scene design and visual examples. Feedback from instructor was positively encouraging, but also offered alternative and/or additional ways of reviewing the materials.

Qualtrics: Students strongly agree/agree on the course's delivery of in-depth knowledge of theatre history, literature and theory, they strongly agree/agree with their improving of research skills, and most students agree that the activities in class increased their written communication skills. Some students request shorter lectures, more in-depth discussion and interaction.

TA 472/572:

Syllabus Highlights: Diverse teaching techniques encouraging student engagement.

Qualtrics results: Students strongly agree on the course's delivery of in-depth knowledge of theatre history, literature and theory, they agree with their improving of research skills, and that the activities in class increased their written communication skills. Students appreciated it to be introduced to native culture, and settler colonialism.

Sample Reflection papers, artist reports and dramaturgy digs: Challenge students to examine indigenizing and decolonizing methodologies in dramaturgical projects. No instructor feedback was available.

Section 3: Actions Taken Based on Assessment Analysis

Head will suggest to Interim head for 2021/2022 to continue pushing for adding theatrical praxis into theoretically organized syllabi in order to encourage students to take advantage of design and acting options.

Section 4: Other Efforts to Improve the Student Educational Experience

The Department of Theatre Arts has pursued a number of curricular improvements/discussions:

1. Two Faculty meetings with Tykeson Media, Arts and Expression advisors. Focus: Advising, TA Requirements, Communication between Tykeson and TA advisors, Career Readiness skills. Voluntary brainstorming sessions once a week during Winter Quarter.

Foci: Sustainability of TA: GenEd requirements for TA courses, Inserting Career

Readiness Competencies into syllabi, Outlining criteria for small class sizes in design courses. More courses for MFA students, for example, Computer Design Courses. Integration of MFA training and acting with SOMD and College of Design. Main question: How do we articulate TA's double assignment functioning as Traditional Department and Theater Company?

2. Program innovation for acting classes: Tricia Rodley submitted TA 250-252 course changes to Course Leaf in order to make course accessible to more students:

- i. --Changed course names for TA 250, 251, 252 to more accurately reflect the series format and create more transparency and clarity about content for majors, all undergraduate students, transfer students, and academic advisors.
- ii. --Updated prerequisites for TA 251, 252 to increase access by allowing students to self-register after completion of the prerequisite course (TA 250).

3. Head asked faculty to consider designing larger and more popular classes that would enroll at least 40 non-TA students or more and to apply for grants to develop new syllabi. Result:

--John Schmor developed: TA 199 Introduction to American Music Theater. We collaborated with Freshman Programs for advertising the event.

--Theresa May developed: TA 399: Stories of Now. Making Theatre for Turbulent Times. We advertised all over campus.

4. TA received two additional awards for honoring and encouraging students' productivity, professionalization and success:

--Gilg PlayWriting Scholarship

--Undergraduate Symposium Award

5. Acting and Design Faculty creatively collaborated and produced at least nine Zoom productions throughout the year in order to offer graduate and undergraduate student possibilities to act, to be engaged with the program, and to offer access to theater for the larger public. Of course, faculty and students were missing the possibilities for live theater productions. TA also organized two live performances.

6. Active outreach in the context of KCACTF. Three of our students received special awards.

Section 5: Plans for Next Year

—We need to continue overhauling our Minor and Major programs, in order to attract more students to TA courses.

—Theatrical Season: Faculty and students representatives engaged in many discussions to decide on a 2021/2022 season that demonstrates racial awareness, and adheres to the following categories: Well-known comedy or popular play, diversity play, period play or well-known classic, postmodern or devised play

—During AY 21-22 we need to assess student attainment of Learning Outcome #2 which states that students in designated TA courses should be able to:

Demonstrate the comprehension of form and content in theatre through production-related practice, applying skill sets of design, technology, management, and performance.

Annual Assessment Report: Graduate Curriculum