



Theatre | 2014-2015 Assessment Report

1. Please give a brief overview of the assessment data you collected this year. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. You will, however, likely want to submit results for each learning outcome you assessed this year individually.

Learning objective #1 is largely covered by the Program's three Theatre History Courses, but is also deeply incorporated into multiple courses across our curriculum as well as the required reading list. Theatre students are required to pass these history courses in order to graduate from the program. Our assessment analysis consisted of:

- Examining a range of literature and assignments from the two Theatre history courses offered this year.
- Examining our courses in the curriculum that require a literature component for:
 - a. The number of literature components required.
 - b. How key aspects of theatrical literature were incorporated into course assignments.
 - c. Evaluation methods of assignments in these courses.
- Reviewing the required and recommended reading lists for the program.

As an interpretive art form, Theatre is dependent not only on the theatrical artist's familiarity with relevant literature but also on their ability to analyze, understand and interpret the playwright's intent. Our Assessment analysis showed that learning outcome one is completely embedded in our curriculum throughout multiple courses, not only by careful and thorough design on the part of the faculty but by the nature of the art form itself.

However, we did discover that our courses could benefit from the inclusion of more 21st century literature, which would include new and diverse styles of theatrical performance, such as devised theatre.

Theatre History courses have clear outcomes with regards to literature and historical competency and defined rubrics for evaluation. Other courses may benefit from the development of similar rubrics for this learning outcome.

2. How will you use what you've learned from the data that was collected? Some examples are: particular improvements to the curriculum, incorporation of a different pedagogy, a change in assessment plan for the following year in order to obtain more specific feedback, better information or a better response rate, a determined need for faculty development in a particular area, better career alignment, a faculty retreat to discuss the data and how best to use it, etc.

Goals from this assessment period include:

- Revision of the required and recommended readings lists, incorporating more current theatrical literature to reflect modern playwrights and theatrical styles.
- The inclusion of more 21st century theatrical literature into theatre courses where appropriate.
- The development of assignments in courses other than Theatre History I, II and III that specifically address this learning outcome.
- The creation of a rubric within each of these courses for the evaluation of student competency with regard to this learning outcome.