

## Annual Assessment Report of Student Learning Outcomes- May 2021 Theatre

### 1. Program Assessment Meetings

- a. August 24, 2020- 12:00-1:00pm- Siouxsie Easter and Patti Goebel
  - i. Topics Discussed
    - a. Productions/classroom assignments during the pandemic
    - b. Pros and cons to remote teaching
    - c. Mental health in the field of Theatre/Academia
- b. May 17, 2021- 8:00am-10:00am- Patti Goebel
  - i. Topics Considered
    - a. Change in faculty positions and curriculum
    - b. Production Schedule in the event of lost Faculty
    - c. Prepping for Program Review

### 2. Closing the Loop

- a. Changes from last submitted report as described in the 2019 Theatre Assessment Report
  - i. "We will add new courses to the curriculum to focus on current faculty expertise. Judging by the number of students working on technical theatre these past two years, there is a need for more technical theatre courses and opportunities. We are also adding new courses to refocus the curriculum on theatre due to the elimination of the dance position."
    - a. Technical courses could not be added due to their hands-on nature. Teaching remotely proved non-beneficial to these courses at this time.
    - b. Some editing will need to be made as Professor Goebel will take on additional courses, such as, THEA 128 and 315. This goal will be reevaluated in Fall 2022 when the replacement faculty position is filled.
  - ii. "We will change the catalogue to reflect a revised major in theatre. This is due to the elimination of the full-time dance position and the addition of a faculty member in theatre."
    - a. Since this last report, courses such as THEA 202, and 222 have been added to the catalogue.
    - b. We will continue to adjust specialized courses, over the course of several years, as faculty changes take place.
  - iii. "We will add non-Western courses in Dance. This is based on informal surveys of current dance students."
    - a. As this was suggested, and is still desired, this was not pursued due to remote learning. Will look into this further as the program readjusts between Performance Theatre and Dance.
    - b. More traditional courses, such as, Musical Dance, and Jazz were pursued due to our major's interests.

### 3. Examination of Data Collected for This Year's Targeted Learning Courses

- a. Increased production vocabulary at the end of the introductory courses.
  - i. Professor Goebel used a pre-test and post-test in THDA 222 and vocabulary quizzes in THEA 255. Professors Easter and Goebel gave vocabulary quizzes in THDA 100.
  - ii. Both groups gained knowledge, as expected. Actual percentages could not be obtained due to outside factors in if this goal was deemed successful.

- b. Students will gain knowledge of written and oral skills when presenting projects
  - i. This goal could only be evaluated in THEA 285 Fundamentals of Speech; this was the only course in the dept that allowed for all of the class to be present on campus for the entire semester.
  - ii. All Students were outside the Theatre major and 60% of the group had little to no stage experience.
  - iii. This course allowed four main speeches, plus the final, to be written and presented to the class. From the first speech to the final, the average student increased in their stage presence and vocal articulation by 30%.

**4. Program Changes for the Upcoming Year**

**a. Curriculum**

- i. As this program expands core courses, from just Performance Theatre to Public Speaking, courses like Fundamentals of Speech will be added to the catalogue. This department will continue to pursue Communications-type courses to help strengthen the entire campus community in the art of oral communication.
- ii. Theatre will return with a dance concert in the fall and a large theatrical production in the spring. With this branching back into other forms of performance art, we hope to attract a wider range of the student community. This will affect courses, such as, THEA 280 and 350 in the fall but will continue as normal for the spring.

**b. Course Changes**

- i. THEA 100 Introduction of the Performing Arts will reach out to more guest artists to interact through Zoom. This will allow a wider range of diverse artists to connect and speak with our students from the start of their college career.
- ii. Classes which would have been taught by Professor Easter will be making modifications in their core teaching to accommodate the new instructor who will be teaching this course. Foundational elements in our mission will be the same but some changes in textbook and basic acting theories may be adjusted.

**5. Action Plan for the Upcoming Year**

LEARNING OUTCOMES	DATA TO BE COLLECTED	WHEN	WHO
Increased performance and production vocabulary	Pre-tests and post-tests	Beginning and end of THDA 100, 202, and 255	Professor Goebel
Students will be exposed to global theatre and performing arts	Research assignments on global practitioners and practices; impact of pandemic to the Theatrical industry	Throughout Fall and Spring semesters in THEA 100, 202, and 255	Professor Goebel
Students will write research papers with college appropriate tools and skills	Research papers	Beginning and End of THDA 100, 315.	Professor Goebel