

Form E-1-A for Boston College Core Curriculum: 2021

Department/Program: Theatre Department

Chair: Luke Jorgensen

In summation I think we see a slight increase in student's perception of learning more in our core courses last semester as opposed to the previous two semesters. The average for the two semesters before last semesters students reported an 83% in how valuable they felt the core courses in Theatre were as opposed to the 90% of last semester. I have met with core teachers and observed classes this year and we shared approaches and "great moments vs things we could better." Although the prior semester only has 30 responses vs the total of the 261 recorded for *the three semesters prior to that, I find the results positive.*

- 1) **Have formal learning outcomes for the department's Core courses been developed? What are they?** (What specific sets of skills and knowledge does the department expect students completing its Core courses to have acquired?)
 - a. To serve the University as a Fine Arts Core requirement:
 - i. Description of University Arts Core: (<http://www.bc.edu/sites/core/requirements/arts.html>)

"The need to make, experience, and comprehend art has been one of the essential, defining human activities since history began. The arts are thus integral to human experience and expression, the development of critical interpretive skills, an understanding of creative processes, and the fostering of imagination and empathy. The critically engaged practice of the arts, arrived at through rigorous training, uniquely nurtures creativity and innovation. Anchored in experimentation and creative problem-solving, the arts challenge students to make connections across traditional disciplinary boundaries.

Three credits of coursework in art history, studio art, film, music or theater are required and will address some combination of the following criteria: students will acquire a greater understanding of the technical skills required to create works of art; students will gain knowledge of the aesthetic questions raised by works of art; and students will understand the historical contexts in which such works were created. As a result, students will be able to engage meaningfully with art through creative work and/or to articulate their understanding of art in oral and written expression."
 - b. Departmental goals for Theatre Core courses:
 - i. To inform students about the value and nature of theatre in and of itself in the hope that they will be able to enjoy theatre in the future; it is also to encourage them as playgoers and future supporters of the arts in general.
 - ii. To learn to approach variety of types of plays from a theatre perspective analytically, introduce students to the fundamentals of theatre practice, all with an eye toward providing a foundation upon which more advanced theatre classes can be built.
 - iii. To build an audience for our own Theatre Department productions via Intro student attendance at our productions.
 - iv. To encourage non-theatre students to take additional theatre courses here, perhaps even consider pursuing theatre as a major or minor.

- 2) **Where are these learning outcomes published? Be specific.** (Where are the department's expected learning outcomes for its Core courses accessible: on the web, in the catalog, or in your department handouts?)

www.bc.edu/core for university goals

These Core Theatre Department outcomes are not published but the overall learning outcomes are published at <https://www.bc.edu/bc-web/schools/mcas/departments/theatre/about/learning-outcomes.html>

Learning Outcomes:

A graduating Boston College Theatre major will be able to:

- analyze dramatic texts, theatrical events, and experimental forms with critical intelligence;
- articulate an understanding of the role of theater in culture and society and how each shapes the other over time;
- collaborate with others and solve problems in the planning and production of theatrical events;
- exhibit creativity and imagination in making theater—in attitude, process, and ability;
- demonstrate proficiency in one or more of the following disciplines: acting, directing, design, playwriting, stage management, and technical production.

- 3) **Other than GPA, what data/evidence is used to determine whether students have achieved the stated outcomes for the Core requirement?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes have been achieved more or less well?)

Course evaluations from this this academic year were used to as insight into students learning. Taking their comments verbatim from the forms, it demonstrates that they are achieving the learning outcomes we intended. Here are some selected comments from the course evaluations spanning all sections.

Here is the raw data

last semester: [Theatre Core Survey Spring 2021](#)

all of last year: [Theatre Core survey year](#)

- 4) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

The Chairperson will evaluate the data at the end of the academic year. If changes are warranted, they will be discussed with all of the teachers of the core courses at the beginning of the academic year or earlier if necessary.

It is the consensus of the Chair, that these are positive results. We are not recommending changes at the current time.

Four out of our eight full-time faculty have all taught core pilot courses in the past but there are no plans at this time to apply to teach another one. Megan Stahl, one of our part time teachers, taught a course that was developed as a Core course within the new initiative, Difference, Justice, and the Common Good. Her course is called "*Performing the Immigrant Experience*" and was rolled out in the Spring, 2020, with great reviews.

These results will be shared with all teachers of the core in Theater and their feedback will be encouraged.

- 5) **What were the assessment results and what changes have been made as a result of using this data/evidence?** (What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?)

Megan Stahl created Performing the Immigrant Experience through the DJCG initiative to add a diversity component to the Theatre Department. The course went very well and we have it on the schedule for next year. Now that we have heard the very positive reviews, we will likely add more sections in the future.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

2013 was the most recent date for the Theatre Department comprehensive self-study and external review. We will review our program at the departmental level on an annual basis.