

Form E-1-A for Boston College Core Curriculum: 2023-2024

Department/Program: Theatre Department

Acting Chair: Luke Jorgensen

NEW PRACTICES- After a discussion regarding best practices of data collection with Dean Kalscheur and Associate Dean Brian Gareau, I have met with Jessica Greene to plan our next area of data collection and self-study. As it pertains to the CORE the department has met and will commence the following self-study.

We will begin a three-year study of learning outcome A

AY24-25

Learning outcome: (A) Analyze dramatic texts, theatrical events, and experimental forms with critical intelligence, as it relates to the core.

Data collection population: Student who take the core course: DRAMATIC STRUCTURES AND THEATRICAL PRACTICE.

Data collection tool: Faculty will use a rubric to assess students in key areas.

Summer 2025

Data will be reviewed and analyzed in preparation for fall 2025 discussion

AY25-26

Fall 2025, faculty will meet and review results -- potential changes to curriculum will be identified and, depending on scope, implemented.

RUBRIC

Rubric for evaluation

1. Understands the analytical principles essential for the study of plays as performed events. -- BARELY ADEQUATELY EXCELLENTLY
2. Develops a basic vocabulary pertaining to theater practice, stage conventions, theater architecture and personnel, and the rehearsal-and-production process. -- BARELY ADEQUATELY EXCELLENTLY
3. Demonstrates an understanding of how a play's plot, characters, and setting combine to create a meaningful dramatic event. -- BARELY ADEQUATELY EXCELLENTLY
4. Engages in the processes of theatrical collaboration and creation. -- BARELY ADEQUATELY EXCELLENTLY

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.

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.

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?)

Our new faculty member, Courtney Mohler has a added a great deal to our department.

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.

(Same as above.)

This year we conducted a self-study on our History, Literature and Criticism classes. The result of this study was a change in what classes are expected to be taken for the major and minor in these categories. In the past

students were required to take a semester or two of a class called HISTORY of THEATRE. In an effort to decolonize our curriculum (the course was very Eurocentric as taught) and to give students a more in-depth exposure to theatre- we eliminated that course and restructured so that students have a choice of periods to study. Our students will still be taking the same total amount of courses in History, Literature and Criticism.