General Education Annual Course Assessment Form

Course Number/Title **TA10 Theatre Appreciation**  GE Area **C1**

Results reported for AY **Fall 2014**  # of sections **4**  # of instructors **3**

Course Coordinator: **Dr. Kathie Kratochvil**  E-mail: kathie.kratochvil@sjsu.edu

Department Chair:  **Dr. David Kahn**  College: **Humanities & The Arts**

**Instructions**: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be **electronically submitted to <curriculum@sjsu.edu>**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

**Part 1**

To be completed by the course coordinator:

1. What SLO(s) were assessed for the course during the AY?

   **SLO #3**: Arts courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

Students in all sections of TA10 are required to view one or two live theatrical performances and write a performance analysis of those performances. Though the required performances vary from class to class, all sections complete the performance analysis. The analysis is assessed for correctness, clarity and conciseness utilizing rubrics. Each student is given personal feedback on the performance analysis through Canvas. Rubrics are located on Canvas as well, and students have access to the rubrics before beginning the performance analysis. This has worked well.

Additionally, students in all sections respond to a variety of course materials in writing. This writing takes the form of on-line blogs for two instructors, and weekly journal writing for one instructor. Students respond to both visual materials (film, artworks, live theatre, internet presentations) and written materials (readings). Students are required to reflect on and analyze materials and respond clearly and effectively in writing. Responses are monitored weekly for each individual student, and feedback is given on Canvas. The course often uses Graduate level TA’s to assist with monitoring and providing feedback on writing as the course sections often have a large number of students, with many students who are remedial writers.
(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Although we did not track and gather the exact student scores on each assignment for Fall 2014, individual instructors reported a high degree of success on the play analysis assignment.

We have discovered that utilizing the rubric tool on Canvas, supplemented with strong samples of quality performance analyses has strengthened student writing. We intend to continue this practice.

On-going journal and blog writing (response to prompts) also allows for weekly writing by students. We have noticed over the course of the semester that the more blogging and journaling the students partake in, the stronger their writing becomes over the semester. This coupled with instructor/TA feedback on weekly writing allows students to progress in their writing abilities.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

We are planning to align the sections of TA10 more strongly and all instructors of TA10 are meeting with the Chair late this semester to plan for Fall 2015. Our goal is to better align course content and assessment strategies for the course between sections.

Part 2 To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Most sections are aligned. We have had a few new instructors over the last two semesters who courses are not completely aligned, but we plan to remedy that by Fall 2015.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

This is an Area C1 course. Question does not apply.