

# Assessment: Assessment Unit Four Column

Fall 2016



## El Camino: PLOs (FA) - Dance

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>PLO #6 Core Based Exercises -</b> Students will possess a mastery of the terminology for core based exercises using a variety of equipment. <b>PLO Status:</b> Active <b>PLO Assessment Cycle:</b> 2016-17 (Fall 2016), 2020-21 (Fall 2020) <b>Input Date:</b> 10/04/2013</p>	<p><b>Presentation/Skill Demonstration -</b> Students were engaged in several core exercises as directed including isolations on the Pilates reformer. Students were assessed on the technical execution of the various exercises and the appropriate terminology in both individual and group settings. <b>Standard and Rubric:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students. <b>Related Documents:</b> <a href="#">PLO #6 assessment form Fall 16.docx</a></p>	<p><b>Semester of Current Assessment:</b> 2016-17 (Fall 2016) <b>Standard Met:</b> Standard Met 13 students participated in this assessment. Eight of the students responded with 90% or a complete understanding of this statement. Although this group was not 90% of the target for success, when combined with the remainder of the students, 100% of the students has at least a proficient understanding of this PLO statement exceeding the standard target mean for success of this PLO assessment statement. (12/29/2016) <b>Faculty Assessment Leader:</b> Jessica Kondrath <b>Faculty Contributing to Assessment:</b> Daniel Berney <b>Courses Associated with PLO Assessment:</b> Dance 250</p>	<p><b>Action:</b> Although the Pilates Reformer was incorporated into this PLO assessment a more effective and "true" assessment of the terminology would include "separating" the mat and reformer core exercises and resulting terminology applicable to each of these individual core exercise Pilates class components. This can be realized by the separating of the reformer and mat Pilates components into their individual classes that would allow for a deeper immersion and specialization in each of these components. This would also be a critical part of developing the Pilates certification program as proposed by the El Camino College Dance Department. (12/29/2016) <b>Action Category:</b> Curriculum Changes</p>

# Assessment: Assessment Unit Four Column

Fall 2016



## El Camino: PLOs (FA) - Theatre

PLOs	Assessment Method Description	Results	Actions
<p><b>PLO #5 Crew Positions</b> - Students will possess the knowledge and be able to perform the tasks for various crew positions in a live Theatre Department Production.</p> <p><b>PLO Status:</b> Active</p> <p><b>PLO Assessment Cycle:</b> 2016-17 (Fall 2016), 2020-21 (Fall 2020)</p> <p><b>Input Date:</b> 03/10/2014</p>	<p><b>Performance</b> - This assessment was conducted during the production run of the Theater Departments musical, Into the Woods. The Theater Department presents 4 productions a year with one production being a musical and each of the productions technical theatrical crewing requirements are provided by our Theater Department students enrolled in theater sections 197 Technical Theater Production and 297 Advanced Technical Theatre Production. These courses are repeatable and many of our theater students take advantage of the repeatability to build their skills and resume for transfer or to enter the profession. Students are assigned to various crews by the Theater Departments technical director. These crews include the lighting crew, sound crew, stage crew, property crew, and costume/makeup crew. For the purposes of this assessment students were observed during the technical rehearsals and theatrical production run.</p>	<p><b>Semester of Current Assessment:</b> 2016-17 (Fall 2016)</p> <p><b>Standard Met:</b> Standard Met</p> <p>DATA</p> <ol style="list-style-type: none"> <li>Demonstrating and applying safe theater practices in the areas of the lighting crew and sound crew and successfully executing their queuing sequences for the production. Does not meet expectations: 0% of students Meets expectations: 20% of students Exceeds expectations: 80% of students</li> <li>Demonstrating and applying safe theater practices in the areas of the stage crew and property crew while fulfilling the duties of the stage crew and property crew for the production. Does not meet expectations: 5% of students Meets expectations: 25% of students Exceeds expectations: 70% of students</li> <li>Demonstrating and applying safe theater practices in the areas of the makeup and wardrobe crew while fulfilling the duties of the makeup and wardrobe crew for the production. Does not meet expectations: 10% of students Meets expectations: 30% of students Exceeds expectations: 60% of students</li> </ol> <p>OBSERVED PATTERNS AND FINDINGS FROM DATA</p>	<p><b>Action:</b> For this class to maintain its integrity the institution needs to continue to support the theater production program. In the performing arts there is only so much that can be learned in the classroom. Performance is a very important part of the educational process in all theater departments. During production students work in a community in a very focused manner to produce a production that is then viewed by an audience of other students and community members. Theater production, producing theatrical plays, is an extremely important part of undergraduate theater training programs. Without scenery, lighting, and costumes it would be very difficult for us to continue training students and technical theater. (08/01/2018)</p> <p><b>Action Category:</b> Program/College Support</p>

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p><b>Standard and Rubric:</b> STANDARD AND TARGET FOR SUCCESS</p> <p>1. Demonstrating and applying safe theater practices in the areas of the lighting crew and sound crew and successfully executing their queuing sequences for the production.</p> <p>Standard of expectation: 90% of the students in this class will achieve “meets expectations” or “exceeds expectations” level</p> <p>2. Demonstrating and applying safe theater practices in the areas of the stage crew and property crew while fulfilling the duties of the stage crew and property crew for the production.</p> <p>Standard of expectation: 90% of the students in this class will achieve “meets expectations” or “exceeds expectations” level</p> <p>3. Demonstrating and applying safe theater practices in the areas of the makeup and wardrobe crew while fulfilling the duties of the makeup and wardrobe crew for the production.</p> <p>Standard of expectation: 90% of the students in this class will achieve “meets expectations” or “exceeds expectations” level</p> <p>Rubric Traits</p> <p>1. Demonstrating and applying safe theater practices in the areas of the lighting crew and sound crew and successfully executing their queuing sequences for the</p>	<p>1. Demonstrating and applying safe theater practices in the areas of the lighting crew and sound crew and successfully executing their queuing sequences for the production.</p> <p>Our theater crews typically perform above expectation due to the nature of their duties. The lighting and sound crew for the Into the Woods comprised of theater students who were trained in the areas of lighting programming and cue execution. The students work with a professional lighting designer who was assigned by the production manager to design the lighting for the production. Also, professional sound designer was brought in and a student sound operator was assigned to assist the designer with implementing the sound design. The student light and sound operators also trained extensively with the instructor. Due to the nature of theatrical production a high level of performance is expected of the students. The theater students on this crew performed at a very high level.</p> <p>2. Demonstrating and applying safe theater practices in the areas of the stage crew and property crew while fulfilling the duties of the stage crew and property crew for the production.</p> <p>The stage and property crew for Into the Woods also performed at a very high level. The students are responsible for setting up the individual sets and properties for the Production. A student was assigned as a deck crew chief in another student as a fly crew chief. The students assigned as the deck crew chief and fly crew chief were given leadership responsibility and coordinated with the instructor for the section to assure that all of the responsibilities perform safely while applying a professional demeanor. The training program at El Camino stresses the need for students on the crew to always maintain a level of professionalism. This is an important aspect of how we train students to work so that they can take their skills into the professional theater. There was also a student assigned as the prop crew lead. The student had responsibility for setting all of the properties for the productions both</p>	

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	<p>production.</p> <p>Does not meet expectation: Students were not able to demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of stage lighting and sound crew.</p> <p>Meets expectation: Students were able to demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of stage lighting and sound crew.</p> <p>Exceeds expectation: Students exceeded in the ability to demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of stage lighting and sound crew.</p> <p>2. Demonstrating and applying safe theater practices in the areas of the stage crew and property crew while fulfilling the duties of the stage crew and property crew for the production.</p> <p>Does not meet expectation: Students were not able to demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of stage crew and sound crew.</p> <p>Meets expectation: Students were able to demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of stage crew and sound crew.</p> <p>Exceeds expectation: Students exceeded in the ability to</p>	<p>onstage and off stage. Both the student deck crew chief and student prop crew chief were chosen for their leadership ability and their ability to work collaboratively with the other students. The instructor uses this technique to give students the opportunity to build leadership skills. Students who are assigned in leadership roles have worked on several crews before they are given this opportunity. The Instructor believes that this is a wonderful opportunity for students to build skills in a theater community.</p> <p>3. Demonstrating and applying safe theater practices in the areas of the makeup and wardrobe crew while fulfilling the duties of the makeup and wardrobe crew for the production.</p> <p>For the production of Into the Woods a large costume/makeup wardrobe crew was needed. This production has a high level of complexity in both the areas of makeup and wardrobe running crew. For the most part the crew performed well. The instructor noticed that there was some incidences where quick changes were having some difficulty. The instructor worked with the costume designer and cast members to assure that these quick changes were properly executed. On one occasion the director of the production needed to be brought in due to the nature of the relationship between one of the actors who had a quick change in the quickchange crew. Working in a professional manner is very important to our training program here at El Camino college. During this incident the cast member did not feel comfortable with the way your quickchange was happening. The technical director, director, and costume designer met and discovered that the cast member was simply nervous about making the entrance. To assist with this the crew approached the quickchange with a focus on trying to keep the performer at ease. This worked very well and the performer never missed their entrance.</p> <p>(11/24/2016)</p> <p><b>Faculty Assessment Leader:</b> W. Georges</p> <p><b>Courses Associated with PLO Assessment:</b> Theatre 197 and 297</p>	

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of stage crew and sound crew.</p> <p>3. Demonstrating and applying safe theater practices in the areas of the makeup and wardrobe crew while fulfilling the duties of the makeup and wardrobe crew for the production.</p> <p>Does not meet expectation: Students were not able to demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of the makeup and wardrobe crew while fulfilling the duties of the makeup and wardrobe crew for the production.</p> <p>.</p> <p>Meets expectation: Students were able to demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of the makeup and wardrobe crew while fulfilling the duties of the makeup and wardrobe crew for the production.</p> <p>Exceeds expectation: Students exceeded in the ability to demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of the makeup and wardrobe crew while fulfilling the duties of the makeup and wardrobe crew for the production.</p>		