

Assessment: Course Four Column

Spring/Summer 2018



El Camino: Course SLOs (FA) - Theatre

ECC: THEA 103:Theatre Appreciation

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Occupations - Upon successful completion of this course students will be able to identify and describe various theater occupations including the actor, director, designer, and playwright.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Exam/Test/Quiz - STATEMENT</p> <p>This assessment was conducted during the midterm examination for the Theater 103: Theater Appreciation sections. 10 questions were assessed from the midterm examination. These questions assess the students' ability to distinguish the different skills and attributes for various theater occupations. The theater occupations included: 1:actor, 2: director, 3: producer, 4: house manager, 5: technical director, 6: theater designer, 7: stage manager, 8: building crew, 9: running crew, and 10: playwright. The test was provided in the form of multiple-choice questions.</p> <p>Rubric</p> <p>Traits</p> <p>Identification for the different skills and attributes of various theater occupations: 1:actor, 2: director, 3: producer, 4: house manager, 5: technical director, 6: theater designer, 7: stage manager, 8:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Identification for the different skills and attributes of various theater occupations: 1:actor, 2: director, 3: producer, 4: house manager, 5: technical director, 6: theater designer, 7: stage manager, 8: building crew, 9: running crew, and 10: playwright.</p> <p>Does not meet expectations: 18% of students</p> <p>Meets expectations: 60% of students</p> <p>Exceeds expectations: 22% of students</p> <p>Students' were assessed on the midterm and needed to identify the 10 different job occupations the Theater 103 class covers in the curriculum. These occupations are covered in lecture during the first half of the semester. The capstone project for this class is for students to create their own scene writing, directing, acting, designing, and crewing. In looking at the findings students had the easiest time identifying the skills associated with: actors, directors, playwright, and theater designers. Students seem to confuse running crew, stage managing, and building crew most frequently in this assessment. The question regarding house management was also frequently missed.</p> <p>(05/07/2018)</p> <p>% of Success for this SLO: 81</p>	<p>Action: Embedding questions in the midterm examination seems to be an appropriate way to assess this particular SLO. In the future instructors commented maybe more time should be spent in the areas of production to assist the students in understanding full the scope of theater occupations.</p> <p>(03/08/2021)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>building crew, 9: running crew, and 10: playwright.</p> <p>Does not meet expectation: Students only correctly identified 1-4 of the 10 questions relating to theater occupations.</p> <p>Meets expectation: Students correctly identified 5-7 of the 10 questions relating to theater occupations.</p> <p>Exceeds expectation: : Students correctly identified 8-10 of the 10 questions relating to theater occupations.</p> <p>Standard and Target for Success: STANDARD AND TARGET FOR SUCCESS Identification for the different skills and attributes of various theater occupations: 1:actor, 2: director, 3: producer, 4: house manager, 5: technical director, 6: theater designer, 7: stage manager, 8: building crew, 9: running crew, and 10: playwright. Standard of expectation: 70% of the students in this class will achieve “meets expectations” or “exceeds expectations” level</p>	<p>Faculty Assessment Leader: William Georges Faculty Contributing to Assessment: William Georges</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>DATA</p> <p>Identification for the different skills and attributes of various theater occupations: 1:actor, 2: director, 3: producer, 4: house manager, 5: technical director, 6: theater designer, 7: stage manager, 8: building crew, 9: running crew, and 10: playwright.</p> <p>Does not meet expectations: 18% of students Meets expectations: 60% of students Exceeds expectations: 22% of students</p> <p>OBSERVED PATTERNS AND FINDINGS FROM DATA Students’ were assessed on the midterm and needed to identify the 10 different job occupations the Theater 103 class covers in the curriculum. These occupations are covered in lecture during the first half of the semester. The capstone project for this class is for students to create their own scene writing, directing, acting, designing, and crewing. In looking at the findings students had the easiest time identifying the skills associated with: actors, directors, playwright, and theater designers. Students seem to confuse running crew, stage managing, and building crew most frequently in this assessment. The question regarding house management was also frequently missed. (10/20/2014) Faculty Assessment Leader: William Georges</p>	<p>Action: Teaching Strategies: This is the first time this type of assessment was implemented in the Theater 103 class. Previous assessments had centered around students’ ability to identify Aristotle’s poetics in our theater productions. Although students did meet the standard of expectation the instructors noted that students who received A’s and B’s on the midterm tended to be better at identifying theater occupations. Embedding questions in the midterm examination seems to be an appropriate way to assess this particular SLO. In the future instructors commented maybe more time should be spent in the areas of production to assist the students in understanding full the scope of theater occupations. (03/08/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Instructors have spent more time preparing theater 103 classes (09/19/2018)</p> <p>Follow-Up: Theater instructors are spending more time (09/19/2018)</p> <p>Follow-Up: Instructors teaching the theater 103 class met informally during one of our theater productions and discussed spending more time in the area of theater occupations. .</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Essay/Written Assignment - This assessment was conducted during the midterm examination for the Theater 103: Theater Appreciation sections. 10 questions were assessed from the midterm examination. These questions assess the students' ability to distinguish the different skills and attributes for various theater occupations. The theater occupations included: 1:actor, 2: director, 3: producer, 4: house manager, 5: technical director, 6: theater designer, 7: stage manager, 8: building crew, 9: running crew, and 10: playwright. The test was provided in the form of multiple-choice questions.</p> <p>Standard and Target for Success: Identification for the different skills and attributes of various theater occupations: 1:actor, 2: director, 3: producer, 4: house manager, 5: technical director, 6: theater designer, 7: stage manager, 8: building crew, 9: running crew, and 10: playwright. Standard of expectation: 70% of the students in this class will achieve "meets expectations" or "exceeds expectations" level Rubric Traits Identification for the different skills and attributes of various theater occupations: 1:actor, 2: director, 3: producer, 4: house manager, 5:</p>		<p>It was decided that more time would be allocated for these topics (10/20/2015)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>technical director, 6: theater designer, 7: stage manager, 8: building crew, 9: running crew, and 10: playwright.</p> <p>Does not meet expectation: Students only correctly identified 1-4 of the 10 questions relating to theater occupations.</p> <p>Meets expectation: Students correctly identified 5-7 of the 10 questions relating to theater occupations.</p> <p>Exceeds expectation: : Students correctly identified 8-10 of the 10 questions relating to theater occupations.</p>		

ECC: THEA 113:Introduction to Acting

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Monologues and Short Scenes - Upon successful completion of this course students will demonstrate the beginning elements of the acting through monologues and short scenes while applying basic professional demeanor.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Project - In this project students will rehearse and perform short contemporary scenes in class. They will be assessed through the evaluation of their preparation (including written character analysis), adjustments made in response to instructor critiques and student feedback during rehearsals, and quality of their energy and collaboration with scene partners in performance.</p> <p>RUBRIC</p> <p>Traits</p> <p>1. Brief written analysis of character's "given circumstances" which affect character behavior and motivation</p> <p>Does not meet expectation: Student does not submit written work or submits answers not based on the "given circumstances" of the character within the scene.</p> <p>Meets expectation: Student submits work that exhibits basic understanding of the "given circumstances" and motivation of the character within scene.</p> <p>Exceeds expectation: Student submits written work which exhibits above average interest, Curiosity and creativity in understanding and applying character's "given circumstances".</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>DATA</p> <p>WRITTEN BREAKDOWN OF CHARACTER'S INTENTIONS</p> <p>DOES NOT MEET EXPECTATION: 20% of students</p> <p>MEETS EXPECTATION: 50% of students</p> <p>EXCEEDS EXPECTATION: 30% of students</p> <p>ADJUSTMENTS MADE IN RESPONSE TO INSTRUCTOR'S COACHING/CRITIQUES AND STUDENT FEEDBACK DURING CLASS REHEARSALS</p> <p>DOES NOT MEET EXPECTATION: 15% of students</p> <p>MEETS EXPECTATION: 45% of students</p> <p>EXCEEDS EXPECTATION: 40% of students</p> <p>PERFORMANCE THAT DEMONSTRATES THE PLAYING OF THE CHARACTER'S INTENTIONS AS EXHIBITED PHYSICALLY AND VOCALLY AND THROUGH THE PERSONAL/EMOTIONAL INVESTMENT IN THE CHARACTER</p> <p>DOES NOT MEET EXPECTATION: 20% of students</p> <p>MEETS EXPECTATION: 45% of students</p> <p>EXCEEDS EXPECTATION: 35% of students</p> <p>OBSERVED PATTERNS AND FINDINGS FROM DATA</p> <p>WRITTEN: Students were required to submit a written/typed copy of their monologue with beats and intentions. This is the frame work of the character, what the character is trying to achieve, moment to moment throughout the monologue. Without it, the actor is wandering without direction or purpose, grasping for "generalizations."</p> <p>Since a majority, if not all, of the students had no idea what the concept of an intention was and since this was the first scripted text that they would be performing in class, I found it essential that I allocate a definite amount of class time walking them through the process - even handing out intention sheets by which to use as examples. It was an "eye opening" experience for them. They began to realize that this "acting" business did require work, thought and</p>	<p>Action: Teaching Strategies: This past semester I spent much more concentrated time in working with the students on intentions - working through the process of analyzing the</p> <p>script to uncover the objectives of a character and the psychological motives behind a character's actions. Motivating them to observe people in real life, to see deeper than the surface layer of things and to uncover the connection of the character to oneself - all proved to be invaluable tools in unmasking the "mystery" of intentions and making them assessable and "actable" choices for the character. This strategy made a definite difference in their work. The fact, however, that Theatre 113 is not a major course, that some students are taking the class because "they have to," while others are taking it because they have an earnest interest in acting becomes a complex dilemma. I discovered that the more I connected the elements of acting to their own lives, the more they began to see that acting was a reflection of life and the class relevant to their growth as a confident and strong individual. As one student wrote to me, "I used</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>2. Adjustments made in response to instructor critiques and student feedback during rehearsals Does not meet expectation: Student does not demonstrate incorporation of feedback or criticism given in order to improve scene work either due to lack of understanding or disinterest. Minimal improvement in work over rehearsal period Meets expectation: Student demonstrates incorporation of feedback or criticism, improving the quality of scene work and life of the character during rehearsal process Exceeds expectation: Student demonstrates exceptional evidence of understanding and incorporation of feedback, vastly improving the quality and life of the scene during the rehearsal process</p> <p>3. Performance that demonstrates student's understanding of "given circumstances" and character motivation as exhibited by physical and vocal energy, concentration and connection to scene partner(s). Does not meet expectation: Student does not evidence concentrated or committed work. Has not memorized work, vocal and physical work is not motivated. There is little connection to "given circumstances" or to scene partner. Meets expectation: Student demonstrates a basic understanding of and ability to fulfill character within the "given circumstances".</p>	<p>analysis. An actor cannot play "to be sad or to be happy," but based on the circumstances of the play and the life of the character within that world, an actor can play "to encourage or to threaten." Though the process was frustrating for them at times, taking that concentrated time to work with them did make a definite difference in the choices they ultimately made. Only one student never did hand in his work and only one handed it in late. The majority of students demonstrated a basic knowledge and understanding of</p> <p>what an intention is and is not. There were several, however, who exhibited an exceptional knowledge and understanding of the concept of intentions and their importance in creating a character. These results revealed a far more positive outcome than in previous semesters. REHEARSAL ADJUSTMENTS/PROCESS: Students had three weeks in which to prepare their monologues. They were required to rehearse them not only outside of class, but individually in class as well. In the beginning only a few beats at a time would be worked on in class. Then as the playing of the intentions became stronger and the transitions more defined, the entire monologue would be rehearsed - linking one beat to the next, building to the climax.</p> <p>The instructor worked with the students individually, giving suggestions, using exercises and finding examples in the student's own life that could correlate to the situation of the character, thus making the character more familiar, more relatable. Fellow students would then discuss what they observed, giving constructive comments and suggestions - the emphasis and aim being "to help the student improve." What was fascinating was that by observing their fellow students work, the students in the class began to see themselves and to understand more clearly what they themselves were doing and the elements they needed to work on. A majority of the students took in what was said, absorbed it and implemented the suggestions into their work, while a few, continued to regurgitate lines. There</p>	<p>to think that being open and vulnerable was a weakness, but now I know that it is strength. 'Being in the moment' means 'being in the moment now,' being aware of who you are and what you feel. Not being afraid to express what you feel! Wow! That's so freeing! I learned all that from your class." (03/15/2021) Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Work is physically and vocally committed and concentrated. Good connection to scene partner(s) Exceeds expectation: Student's work demonstrates strong evidence of deep understanding of "given circumstances" and character motivation. Physical and vocal work is committed and consistent. Connection to scene partner(s) is strong.</p> <p>Standard and Target for Success: STANDARD AND TARGET FOR SUCCESS Brief written analysis of character's "given circumstances" Standard of expectation: 60% of the students in this class will achieve "meets expectations" or "exceeds expectations" level Adjustments made in rehearsal in response to instructor criticism and student feedback Standard of expectation: 80% of students in this class will achieve "meets expectations" or "exceeds expectations level Performance that demonstrates understanding of "given circumstances", physical and vocal energy and connection to scene partner(s) Standard of expectation: 85% of students in this class will achieve "meets expectations" or "exceeds expectations"</p>	<p>were, however, several students who exceeded expectations and demonstrated an understanding and knowledge that exhibited an emotional depth and commitment to playing an intention with honesty and truth. It is for these reasons why I don't have the students go off in different corners of the classroom and simultaneously rehearse their scenes. From my experiences, they gain far more when they observe others and become participants, as a collective, in everyone's work. For other instructors, the reverse may be true. Each instructor makes choices based on what works best with their students and their methodology in working with them.</p> <p>PERFORMANCE: Students were required to demonstrate the playing of their intentions, with strong physical and vocal skills and an honest personal/emotional connection to the character. Most students were far more confident in their physical and vocal skills and more real in playing their intentions, while demonstrating a concentrated personal connection to the character. A few remained uncommitted, with minor growth from where they started, while several exceeded expectations exhibiting extremely strong intentions and a deep emotional depth. (05/07/2018) % of Success for this SLO: 80 Faculty Assessment Leader: Nieto</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met DATA 1. Written character analysis: Does not meet expectations: 42% of students Meets expectations: 40% of students Exceeds expectations: 18% of students 2. Adjustments made in response to instructor critiques and student feedback during rehearsals: Does not meet expectations: 10% of students Meets expectations: 57% of students Exceeds expectations: 33% of students</p>	<p>Action: Teaching Strategies: I observed that the students' understanding of the impact of "given circumstances" grew over the rehearsal period. While their interest in the written analysis was minimal, their understanding grew throughout the process. Observing rehearsals and participating in group discussions had a beneficial impact on their own scene work. Actors create their performance not only from individual research, memorization</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>3. Performance that demonstrates student's understanding of "given circumstances" and character motivation as exhibited by physical and vocal energy, concentration and connection to scene partner(s):</p> <p>Does not meet expectations: 10% of students Meets expectations: 52% of students Exceeds expectations: 38% of students OBSERVED PATTERNS AND FINDINGS FROM DATA</p> <p>Written: For this section of the assessment students were asked to submit a character questionnaire after reading and analyzing contemporary scene. They were asked to consider and circumstances of the scene and how those circumstances affect the character. A significant portion of students either did not submit written work on time, or submitted work that was barely literate. Most students had a basic understanding of how to understand and articulate how the character is influenced by the circumstances of the play.</p> <p>Rehearsal Adjustments/Process: Students were asked to consider and implement adjustments based on critique of instructor and constructive suggestions from students. Most students understood and implemented these suggestions, with a portion demonstrating a deep understanding of character. There were a very few who resisted any criticism and who did not make adjustments to their work.</p> <p>Performance: Students were asked to demonstrate understanding of impact of "given circumstances" on character with performance exhibiting by physical and vocal energy, concentration and connection to scene partner(s). After several in-class rehearsals with notes, and rehearsals outside of class, most students were able to focus their work and bring vocal and physical commitment and strong evidence of good collaboration with scene partners. A small</p>	<p>and intellectual exploration of the "given circumstances", but from their connection to and collaboration with the other actors. I will continue to utilize exercises in class that emphasize connection and "reaching out" energetically and vocally. I intend to add more class conversations about the craft of acting. In order to show the students some examples of professional Theater productions, a Media Cart for Music 6 would be greatly appreciated!</p> <p>Comments: Many of the students in this particular class had difficulty with focus and commitment. Good work habits were lacking. While not all of the students with "learning disabilities" disclosed their situations to me, my observations lead me to believe there was a significant number of students with learning problems. I have also noted over time that reading writing and general English vocabulary needs remedial work. This was particularly true this semester. It seems to me that basic language and reading skills and a "public speaking" class would be helpful prior to taking an acting class. I would also recommend for the good of all students, and for the safety, security and effectiveness of the classroom environment, that it is</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>number remained unfocused and uncommitted, while a few exceeded expectations with performances of above average work.</p> <p>(11/27/2014)</p> <p>Faculty Assessment Leader: L. Thompson</p>	<p>imperative that instructors receive pertinent information about any potential difficulty due to learning or behavioral problems.</p> <p>(10/06/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Instructors for this class added more conversations about the craft of acting. Also a media cart was purchased for music 6. (10/20/2015)</p>

ECC: THEA 184:Stagecraft

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Safe Tool Usage - Upon successful completion of this course students will be able to discuss and employ safe scene shop tool usage.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Project - Statement This project was used in order to assess student's ability to identify and safely use tools in the Campus Theater Scene Shop. Students were given a list of tools and asked to identify each tool by name and category. Students were then assessed on their ability to use the tool appropriately. The project was conducted in the campus theater scene shop fall 2014.</p> <p>Rubric</p> <p>Traits</p> <p>1. Identification of Tool and Its Category</p> <p>Does Not Meet Expectation Student shows little or no ability to identify individual tools and their categories.</p> <p>Meets Expectation to identify individual tools and their categories Student exhibits some evidence of the ability to identify individual tools and their categories.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability identify individual tools and their categories.</p> <p>2. Tool Usage</p> <p>Does Not Meet Expectation Student shows little or no ability to use scene shop tools in an appropriate and safe manner for the purposes of constructing stage</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Identification of Tool and Its Category Most students were able to successfully identify the various tools. Students were asked to identify a tool as it appeared on a worksheet and then to identify the tool and its location in the scene shop. Some students exhibited a small amount of confusion in locating where the tools were stored due to their unfamiliarity with scene shop practices. This SLO was completed early on in the semester so as students become more familiar with the scene shop and the location of tools they will have less problems finding and identifying the various scene shop tools. Some students had difficulty in identifying the real tool as opposed to the tool on the worksheet. For the most part students were able to identify tools and explain their function.</p> <p>Tool Usage All students must be able to safely and correctly use scene shop tools. After performing several demonstrations students are then asked to use a scene shop tool to complete a task. This class tends to draw students from two distinct backgrounds. Some students are very familiar with tools and have worked with them before and they immediately exceed our expectation and are able to correctly use tools. Other students have never used or rarely used any kind of scene shop tool. We notice with some students there can be a little apprehension especially when using power tools. The instructor and the scene shop staff are very aware that some students seem to be incapable of safely using tools. When we identify students who are unable to safely use tools the instructor or the staff will use the tool with the student or for the student so they can complete the project. Students are not penalized if they are unable to safely use a tool.</p> <p>(02/26/2018)</p> <p>% of Success for this SLO: 92</p> <p>Faculty Assessment Leader: Willian Georges</p>	<p>Action: The college needs to continue to provide tools for the students to be able to complete this class. As tools age and break the college will need to continue to replace various scene shop tools. As new tools become available to technology it would be appropriate at the college provide these new tools for our students. (09/11/2018)</p> <p>Action Category: Program/College Support</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>scenery. Meets Expectation Student exhibits some evidence of the ability to use scene shop tools in an appropriate and safe manner for the purposes of constructing stage scenery. Exceeds Expectation Student demonstrates considerable evidence of the ability to use scene shop tools in an appropriate and safe manner for the purposes of constructing stage scenery.</p> <p>Standard and Target for Success: Standard and Target for Success Identification of Tool and Its Category Standard of expectation: 85% of students will achieve “meets expectations” or “exceeds expectations” level Tool Usage Standard of expectation: 90% of students will achieve “meets expectations” or “exceeds expectations” level</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met</p> <p>1. Identification of Tool and Its Category</p> <p>Does Not Meet Expectation: 10% of students Meets Expectation: 25% of students Exceeds Expectation: 65% of students</p> <p>2. Tool Usage Does Not Meet Expectation: 5% of students Meets Expectation: 35% of students Exceeds Expectation: 60% of students</p> <p>Observed Patterns and Findings from Data</p> <p>Identification of Tool and Its Category (students met expectation) Most students were able to successfully identify the various tools. Students were asked to identify a tool as it appeared on a worksheet and then to identify the tool and its location in the scene shop. Some students exhibited a small amount of confusion in locating where the tools were stored due to their unfamiliarity with scene shop practices. This SLO was completed early on in the semester so as students become more familiar with the scene shop and the location of tools they will have less problems finding and identifying the various scene shop tools. Some students had difficulty in identifying the real tool as opposed to the tool on the worksheet. For the most part students were able to identify tools and explain their function. Tool Usage (students met expectation) All students must be able to safely and correctly use scene shop tools. After performing several demonstrations students are then asked to use a scene shop tool to complete a task. This class tends to draw students from two distinct backgrounds. Some students are very familiar with tools and have worked with them before and they immediately exceed our expectation and are able to correctly use tools. Other students have never used or</p>	<p>Action: Program/College The college needs to continue to provide tools for the students to be able to complete this class. As tools age and break the college will need to continue to replace various scene shop tools. As new tools become available to technology it would be appropriate at the college provide these new tools for our students. (09/01/2016) Action Category: Program/College Support Follow-Up: The theater Department in consultation with the scene shop foreman are presently creating a list of tools to be purchased which will then be entered into our plan builder (10/20/2015)</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Laboratory Project/Report - This project was used in order to assess student's ability to identify and safely use tools in the Campus Theater Scene Shop. Students were given a list of tools and asked to identify each tool by name and category. Students were then assessed on their ability to use the tool appropriately. The project was conducted in the campus theater scene shop Spring 2018.</p> <p>Standard and Target for Success: Standard and Target for Success: Identification of Tool and Its Category Standard of expectation: 85% of students will achieve "meets expectations" or "exceeds expectations" level Tool Usage Standard of expectation: 90% of students will achieve "meets expectations" or "exceeds expectations" level</p> <p>1. Identification of Tool and Its Category</p>	<p>rarely used any kind of scene shop tool. We notice with some students there can be a little apprehension especially when using power tools. The instructor and the scene shop staff are very aware that some students seem to be incapable of safely using tools. When we identify students who are unable to safely use tools the instructor or the staff will use the tool with the student or for the student so they can complete the project. Students are not penalized if they are unable to safely use a tool. (03/12/2014) Faculty Assessment Leader: William Georges</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	Does Not Meet Expectation: 5% of students Meets Expectation: 25% of students Exceeds Expectation: 70% of students		
	2. Tool Usage Does Not Meet Expectation: 5% of students Meets Expectation: 30% of students Exceeds Expectation: 55% of students Rubric Traits 1. Identification of Tool and Its Category Does Not Meet Expectation Student shows little or no ability to identify individual tools and their categories. Meets Expectation to identify individual tools and their categories Student exhibits some evidence of the ability to identify individual tools and their categories. Exceeds Expectation Student demonstrates considerable evidence of the ability identify individual tools and their categories. 2. Tool Usage Does Not Meet Expectation Student shows little or no ability to use scene shop tools in an appropriate and safe manner for the purposes of constructing stage scenery. Meets Expectation Student exhibits some evidence of the ability to use scene shop tools in an appropriate and safe manner for		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

the purposes of constructing stage scenery.

Exceeds Expectation

Student demonstrates considerable evidence of the ability to use scene shop tools in an appropriate and safe manner for the purposes of constructing stage scenery.

ECC: THEA 188: Fundamentals of Stage Makeup

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Makeup and Makeup Tools - Upon successful completion of this course students will be able to identify and distinguish the various types of theatrical makeup and makeup tools.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Project - Assessment Method Description: Various projects are used to assess students' ability to use different types of makeup with certain tools as well as using the tools correctly to create certain effects. There is no single project that assesses the student's ability to use, apply, blend and set makeup using appropriate tools.</p> <p>PROJECT 1 The Beauty Makeup: Rubric Traits Does not meet Expectation: student shows little or no ability to select the appropriate colors, mix or apply using the proper tools to create a corrective or beauty makeup. Meets Expectation: Student exhibits some evidence of the ability to select the appropriate colors and products and uses them in the correct order. Exceeds expectation: Student demonstrates considerable evidence of the ability to select the appropriate colors mixes them correctly, applies them in a proper fashion using the correct tools creating a stunning beauty makeup.</p> <p>Traits: 1 proper use of tools 2 correct use of makeup product for each assignment. 3 student ability to create hard and soft edges using brushes and</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met</p> <p>PROJECT 1 The Beauty Makeup: Does Not Meet Expectation: 10% of students Meets Expectation: 25% of students Exceeds Expectation: 65% of students</p> <p>PROJECT 2 Fantasy Makeups: Does Not Meet Expectation: 5% of students Meets Expectation: 35% of students Exceeds Expectation: 60% of students The majority of students understood the concept of using specific sponges and brushes to create a variety of textures, hard and soft edges, bruising and scrapes. They were able to discern the difference between cream and water base makeups to create a variety of looks. On the 1st day of class the tools and products are demonstrated and discussed. With each look or assignment that is demonstrated the instructor discusses the correct sponges, brushes and makeup products to use and the best way to use them in order to create the assignment. (09/13/2018) % of Success for this SLO: 90 Faculty Assessment Leader: Stahl</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met</p> <p>PROJECT 1 The Beauty Makeup: Does Not Meet Expectation: 10% of students Meets Expectation: 25% of students Exceeds Expectation: 65% of students</p> <p>PROJECT 2 Fantasy Makeups: Does Not Meet Expectation: 5% of students</p>	<p>Action: I think for future classes I will create a quiz to determine which students need more help in discerning the proper tools and types of makeup. (12/21/2020) Action Category: Teaching Strategies</p> <hr/> <p>Action: I think for future classes I will create a quiz to determine which students need more help in discerning the proper tools and types of makeup. (02/01/2017) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>sponges.</p> <p>4 Creating texture 3 projects test students' knowledge of creating texture: Beard stubble, old age texture and bruising and scrapes tests students ability to use the appropriate sponge (in this case a "Stipple" sponge which they are trained to cut and trim in order to create the illusion of a beard stubble, age texture, bruises and scrapes. If the sponge is not cut and rounded and the makeup is not deposited on the face correctly they will have squares of makeup on their face.</p> <p>5 to blend colors appropriately to create a natural undertone for different types of skin tones for a 5 o'clock shadow.</p> <p>6 Creating bruising requires the stipple sponge be cut and trimmed to deposit a variety of colors in a specific order.</p> <p>7 old age assignment requires the stipple sponge to be cut and trimmed to deposit highlight and shadow colors to the skin to create texture. Students should know what colors are deposited and in what order to create the desired effect. I expect 80% of the class to meet expectation or exceed expectation.</p> <p>Does not meet Expectation:</p> <p style="padding-left: 40px;">Student shows little or no ability to use correct tools (stipple sponge) to create assigned task, or (student does not have correct brushes)</p> <p>Meets Expectation:</p>	<p>Meets Expectation: 35% of students</p> <p>Exceeds Expectation: 60% of students</p> <p>The majority of students understood the concept of using specific sponges and brushes to create a variety of textures, hard and soft edges, bruising and scrapes. They were able to discern the difference between cream and water base makeups to create a variety of looks. On the 1st day of class the tools and products are demonstrated and discussed. With each look or assignment that is demonstrated the instructor discusses the correct sponges, brushes and makeup products to use and the best way to use them in order to create the assignment.</p> <p>(05/02/2014)</p> <p>Faculty Assessment Leader: Christine Stahl</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Student exhibits some ability to use proper tools (stipple sponge), correctly cut and trimmed to create texture and has developed an eye for blending their colors appropriately.</p> <p>Exceeds Expectation:</p> <p>Student demonstrates considerable evidence of the ability to discern which tools/sponges used and properly prepared (cut/trimmed) to create a variety of effects from aging and beard stubble to special effects.</p> <p>Standard and Target for Success: Standard of Expectation: 90% of students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Laboratory Project/Report - Project Assessment Method Description: Various projects are used to assess students’ ability to use different types of makeup with certain tools as well as using the tools correctly to create certain effects. There is no single project that assesses the student’s ability to use, apply, blend and set makeup using appropriate tools.</p> <p>Standard and Target for Success: Standard of Expectation: 90% of students will achieve “meets expectations” or “exceeds expectations”</p> <p>Rubric Traits Does not meet Expectation: student shows little or no ability to select the</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>appropriate colors, mix or apply using the proper tools to create a corrective or beauty makeup.</p> <p>Meets Expectation: Student exhibits some evidence of the ability to select the appropriate colors and products and uses them in the correct order.</p> <p>Exceeds expectation: Student demonstrates considerable evidence of the ability to select the appropriate colors mixes them correctly, applies them in a proper fashion using the correct tools creating a stunning beauty makeup.</p> <p>Traits:</p> <p>1 proper use of tools</p> <p>2 correct use of makeup product for each assignment.</p> <p>3 student ability to create hard and soft edges using brushes and sponges.</p> <p>4 Creating texture 3 projects test students' knowledge of creating texture: Beard stubble, old age texture and bruising and scrapes tests students ability to use the appropriate sponge (in this case a "Stipple" sponge which they are trained to cut and trim in order to create the illusion of a beard stubble, age texture, bruises and scrapes. If the sponge is not cut and rounded and the makeup is not deposited on the face correctly they will have squares of makeup on their face.</p> <p>5 to blend colors appropriately to create a natural undertone for</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>different types of skin tones for a 5 o'clock shadow.</p> <p>6 Creating bruising requires the stipple sponge be cut and trimmed to deposit a variety of colors in a specific order.</p> <p>7 old age assignment requires the stipple sponge to be cut and trimmed to deposit highlight and shadow colors to the skin to create texture. Students should know what colors are deposited and in what order to create the desired effect. I expect 80% of the class to meet expectation or exceed expectation.</p> <p>Does not meet Expectation: Student shows little or no ability to use correct tools (stipple sponge) to create assigned task, or (student does not have correct brushes)</p> <p>Meets Expectation: Student exhibits some ability to use proper tools (stipple sponge), correctly cut and trimmed to create texture and has developed an eye for blending their colors appropriately.</p> <p>Exceeds Expectation: Student demonstrates considerable evidence of the ability to discern which tools/sponges used and properly prepared (cut/trimmed) to create a variety of effects from aging and beard stubble to special effects.</p>		

ECC: THEA 197abcd:Technical Theatre Production

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Safe Theater Practices - Upon successful completion of this course, students will be able to demonstrate and apply safe technical theater practices in the areas of theatrical rigging, properties, lighting, sound, costuming, makeup, and stagecraft.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Performance - STATEMENT</p> <p>This assessment was conducted during the production run of the theater departments One Acts. The Theater Department presents 4 productions a year and each of the productions technical theatrical crewing requirements are provided by our Theater Department students. 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>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 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</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>DATA</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>Does not meet expectations: 0% of students</p> <p>Meets expectations: 25% of students</p> <p>Exceeds expectations: 85% of students</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 expectations: 5% of students</p> <p>Meets expectations: 30% of students</p> <p>Exceeds expectations: 65% of students</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 expectations: 5% of students</p> <p>Meets expectations: 35% of students</p> <p>Exceeds expectations: 60% of students</p> <p>OBSERVED PATTERNS AND FINDINGS FROM DATA</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 one acts comprised of theater students who were working as designers and theater students who are working as operators for the lighting. A professional sound designer was brought in and a student sound operator was assigned</p>	<p>Action: 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. (09/13/2018)</p> <p>Action Category:</p> <p>Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>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 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>to assist the designer with implementing the sound design. The instructor noticed students who were working as lighting designers for the most part had successful designs for their productions. The students spent many hours in rehearsals and with the instructor preparing for the design process. 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 the one act production also performed at a very high level. The students are responsible for setting up the individual sets and properties for the 4 plays that were part of the One Acts. A student was assigned as a deck crew chief for this production. The student assigned as the deck crew chief was given leadership responsibility and coordinated with the instructor for the section. For the most part the students on the stage crew performed their duties to a high level. 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 onstage and off stage. Both the student deck crew chief and student prop crew chief were chosen for their leadership ability. 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>(09/13/2018)</p> <p>% of Success for this SLO: 80</p> <p>Faculty Assessment Leader: William Georges</p> <p>Faculty Contributing to Assessment: Jang</p>	
		Semester and Year Assessment Conducted: 2014-15 (Fall	Action: For this class to maintain

Course SLOs	Assessment Method Description	Results	Actions
	<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>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>	<p>2014)</p> <p>Standard Met? : Standard Met</p> <p>DATA</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>Does not meet expectations: 0% of students Meets expectations: 20% of students Exceeds expectations: 80% of students</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 expectations: 5% of students Meets expectations: 25% of students Exceeds expectations: 70% of students</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 expectations: 10% of students Meets expectations: 30% of students Exceeds expectations: 60% of students</p>	<p>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.</p> <p>(10/01/2015)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: The theater Department in the fine arts division have continue to support the theater program production program. This year the theater Department has offered the stagecraft and lighting class to gather in the fall semester 2015 to help support the department productions. (12/07/2020)</p>
	<p>Standard and Target for Success:</p> <p>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</p>	<p>OBSERVED PATTERNS AND FINDINGS FROM DATA</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 one acts comprised of theater students who were working as designers and theater students who are working as operators for the lighting. A professional sound designer</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>“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>was brought in and a student sound operator was assigned to assist the designer with implementing the sound design. The instructor noticed students who were working as lighting designers for the most part had successful designs for their productions. The students spent many hours in rehearsals and with the instructor preparing for the design process. 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 the one act production also performed at a very high level. The students are responsible for setting up the individual sets and properties for the 4 plays that were part of the One Acts. A student was assigned as a deck crew chief for this production. The student assigned as the deck crew chief was given leadership responsibility and coordinated with the instructor for the section. For the most part the students on the stage crew performed their duties to a high level. 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 onstage and off stage. Both the student deck crew chief and student prop crew chief were chosen for their leadership ability. 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>(10/24/2014)</p> <p>Faculty Assessment Leader: William Georges</p>	
	<p>Performance - This assessment was conducted during the production run</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>of the theater departments musical "American Idiot". The Theater Department presents 4 productions a year and each of the productions technical theatrical crewing requirements are provided by our Theater Department students. 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>Standard and Target for Success: 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. 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. 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</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>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</p> <p>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 production.</p> <p>Does not meet expectation:</p> <p>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:</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>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 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</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

duties of the makeup and wardrobe crew for the production.
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.

ECC: THEA 214A:Intermediate Acting

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Monologues and Short Scenes - Upon successful completion of this course students will be able to demonstrate the intermediate elements of acting through monologues and short scenes while applying professional demeanor.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Project - STATEMENT In this intermediate acting project students will rehearse and perform contemporary scenes in class. They will be assessed through the evaluation of their preparation (including written character analysis), adjustments made in response to instructor critiques and student feedback during rehearsals, and quality of their energy and collaboration with scene partners in performance.</p> <p>RUBRIC Traits</p> <p>1. Brief written analysis of character's "given circumstances" which affect character behavior and motivation</p> <p>Does not meet expectation: Student does not submit written work or submits answers not based on the "given circumstances" of the character within the scene.</p> <p>Meets expectation: Student submits work that exhibits basic understanding of the "given circumstances" and motivation of the character within scene.</p> <p>Exceeds expectation: Student submits written work which exhibits above average interest, Curiosity and creativity in understanding and applying character's "given circumstances".</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met Data</p> <p>1. Written scene analysis identifying the character's "wants" Does Not Meet Expectation: 25% of students Meets Expectation: 65% of students Exceeds Expectation: 10% of students</p> <p>2. Stage performance turning these "wants" into behavior and motivated speech Does Not Meet Expectation: 20% of students Meets Expectation: 65% of students Exceeds Expectation: 15% of students</p> <p>Observed Patterns and Findings from Data</p> <p>Written scene analysis identifying the character's "wants" (students met expectation) For this part of the assessment students were asked to read and study the script that was assigned to them and then to select active verbs that would identify the driving force that was motivating all speech and action in the scene. After several lectures and demonstrations, most students were able to identify appropriate active verbs that would assist them in bringing the scene to life. Some students were unable to distinguish verbs from adjectives or adverbs or made illogical choices of verbs.</p> <p>Stage performance turning "wants" into behavior and motivated speech (students met expectation) Most students were able to successfully bring the scene to life using motivated behavior and motivated interpretation of the dialogue. Some student's recite the scene and are not consistently able to activate the objectives or "wants"</p>	<p>Action: One of the things I noticed was the more sample scenes we analyzed together as a class, the better the students understood the process of selecting active verbs. Also, as the semester progressed and students heard many scene critiques, the more adept they became in identifying active verbs. Recently I have been distributing forms to the students who are viewing the scene performances and critiques which enables students to record the character objectives and to actively participate in the evaluation of scenes they are viewing. I have found that this process keeps all students actively involved throughout the process so they continue to learn even when they are not performing. (09/13/2018)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>2. Adjustments made in response to instructor critiques and student feedback during rehearsals Does not meet expectation: Student does not demonstrate incorporation of feedback or criticism given in order to improve scene work either due to lack of understanding or disinterest. Minimal improvement in work over rehearsal period Meets expectation: Student demonstrates incorporation of feedback or criticism, improving the quality of scene work and life of the character during rehearsal process Exceeds expectation: Student demonstrates exceptional evidence of understanding and incorporation of feedback, vastly improving the quality and life of the scene during the rehearsal process</p> <p>3. Performance that demonstrates student's understanding of "given circumstances" and character motivation as exhibited by physical and vocal energy, concentration and connection to scene partner(s). Does not meet expectation: Student does not evidence concentrated or committed work. Has not memorized work, vocal and physical work is not motivated. There is little connection to "given circumstances" or to scene partner. Meets expectation: Student demonstrates a basic understanding of and ability to fulfill character within the "given circumstances". Work is physically and vocally</p>	<p>of the character through an active and believable performance of the material provided. (04/09/2018) % of Success for this SLO: 80 Faculty Assessment Leader: Ron Scarlata</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met DATA</p> <p>1. Written character analysis: Does not meet expectations: 40% of students Meets expectations: 40% of students Exceeds expectations: 20% of students</p> <p>2. Adjustments made in response to instructor critiques and student feedback during rehearsals: Does not meet expectations: 10% of students Meets expectations: 60% of students Exceeds expectations: 30% of students</p> <p>3. Performance that demonstrates student's understanding of "given circumstances" and character motivation as exhibited by physical and vocal energy, concentration and connection to scene partner(s): Does not meet expectations: 10% of students Meets expectations: 50% of students Exceeds expectations: 40% of students OBSERVED PATTERNS AND FINDINGS FROM DATA Written: For this section of the assessment students were asked to submit a character paper after reading and analyzing contemporary scene. They were asked to consider and circumstances of the scene and how those circumstances affect the character. A significant portion of students either did not submit written work on time, or submitted work that was barely literate. Most students had a basic understanding of how to understand and articulate</p>	<p>Action: ACTION PLAN</p> <p>Teaching Strategies: Students have clearly benefited from "work-in-progress" open rehearsals where the teacher could give clear feed-back and dialogue with the actors on the specific challenges of the scene. I have also noted improved scene work when I have done a one-on-one conference with each group early in the process. The biggest problem I noted is that students have not scheduled sufficient working rehearsals in an adequate rehearsal studio. I have done everything I can do to make these facilities available to our students. I employed a new process in student critiques of scenes this semester and it seem to have worked. I listed several key elements of scene criticism on the board and asked the full class to sign their name next to one category before the start of the scene and then to focus on that element of performance in their comments. This lead to full class participation in the oral critiques.</p> <p>Comments: Scene work showed marked improvement this semester—lots of growth.</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>committed and concentrated. Good connection to scene partner(s) Exceeds expectation: Student's work demonstrates strong evidence of deep understanding of "given circumstances" and character motivation. Physical and vocal work is committed and consistent. Connection to scene partner(s) is strong.</p> <p>Standard and Target for Success: STANDARD AND TARGET FOR SUCCESS Brief written analysis of character's "given circumstances" Standard of expectation: 75% of the students in this class will achieve "meets expectations" or "exceeds expectations" level Adjustments made in rehearsal in response to instructor criticism and student feedback Standard of expectation: 85% of students in this class will achieve "meets expectations" or "exceeds expectations level Performance that demonstrates understanding of "given circumstances", physical and vocal energy and connection to scene partner(s) Standard of expectation: 85% of students in this class will achieve "meets expectations" or "exceeds expectations"</p> <p>Performance - In this project the</p>	<p>how the character is influenced by the circumstances of the play.</p> <p>Rehearsal Adjustments/Process: Students were asked to consider and implement adjustments based on critique of instructor and constructive suggestions from students. Most students understood and implemented these suggestions, with a portion demonstrating a deep understanding of character. There were a very few who resisted any criticism and who did not make adjustments to their work.</p> <p>Performance: Students were asked to demonstrate understanding of impact of "given circumstances" on character with performance exhibiting by physical and vocal energy, concentration and connection to scene partner(s). After several in-class rehearsals with notes, and rehearsals outside of class, most students were able to focus their work and bring vocal and physical commitment and strong evidence of good collaboration with scene partners. A small number remained unfocused and uncommitted, while a few exceeded expectations with performances of above average work. (11/13/2014) Faculty Assessment Leader: R. Scarlata</p>	<p>However, students need to obtain and read the full script in a timely manner. This is sometimes a problem. (01/22/2015) Action Category: Teaching Strategies Follow-Up: The instructor for this course is retooled their critique forms. The theater Department is still in need of a third adequate rehearsal studio. This is been discussed and Department meetings (10/20/2015)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>student will identify the basic “wants” of his character using active verbs. He will be assessed both through the evaluation of his “prep.” sheet where he labels the basic objectives or “wants” of the character in writing using active verbs and through the teacher’s oral critique of his performance focusing on the actor’s ability to turn his written choices into human behavior and motivated speech.</p> <p>Standard and Target for Success: Written scene analysis identifying the character’s “wants” Standard of expectation: 75% of students will achieve “meets expectations” or “exceeds expectations” level Stage performance turning these “wants” into behavior and motivated speech Standard of expectation: 80% of students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Rubric Traits 1. Written scene analysis identifying the character’s “wants”</p> <p>Does Not Meet Expectation Student shows little or no ability to select active verbs appropriate to the circumstances. Meets Expectation Student exhibits some evidence of the ability to select appropriate</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>verbs although he may occasionally use an adjective or adverb as he struggles to select active verbs.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to select active verbs that are appropriate to the given circumstances.</p> <p>2. Stage performance turning these “wants” into behavior and motivated speech</p> <p>Does Not Meet Expectation Student shows little or no ability to bring the character’s “wants” to life in performance as evidenced through motivated use of his voice and body.</p> <p>Meets Expectation Student exhibits some evidence of the ability to bring the character’s “wants” to life in performance as evidenced through motivated use of his voice and body.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to bring the character’s “wants” to life in performance as evidenced through motivated use of his voice and body.</p>		

ECC: THEA 215 :Improvisation

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Impromptu Improvisational Scenes - Upon successful completion of this course students will have the ability to demonstrate impromptu improvisational scenes while applying a professional demeanor.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Performance - This project was used for the purposes of assessing the students' ability to act out basic given circumstances provided by the instructor without preparation. Each student is partnered with a classmate and asked to act out a scenario after the instructor provides the who, where, and what to the students. While the instructor provides the given circumstances, the class members set up a floor plan illustrating the location of the scene.</p> <p>Rubric Traits</p> <p>1. Character Objectives</p> <p>Does Not Meet Expectation Student shows little or no ability to follow and commit to the objectives of the character as described by the director in the pre-performance discussion.</p> <p>Meets Expectation Student exhibits some evidence of the ability to follow and commit to the objectives of the character as described by the director in the pre-performance discussion.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to follow and commit to the objectives of the character as described by the director in the pre-performance</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met Data</p> <p>1. Character Objectives Does Not Meet Expectation: 10% of students Meets Expectation: 80% of students Exceeds Expectation: 10% of students</p> <p>2. Stage Technique Does Not Meet Expectation: 18% of students Meets Expectation: 70% of students Exceeds Expectation: 12% of students</p> <p>Observed Patterns and Findings from Data</p> <p>Character Objectives (students met expectation) For this part of the assessment students were asked to act out a scenario provided by the instructor and bring the scene to life without rehearsal or preparation of any kind. Most students were able to connect with the character and support the character's objectives through the tactics they employed during the improvised scene. Some students would lose focus and become self-conscious and not fully commit to the character's "wants".</p> <p>Stage Technique (students met expectation) Most students were able to successfully share the improvised scene with the audience. Some lacked the vocal projection and diction essential to sharing the dialogue. Some were unable to stay "open" through most of the scene thus cutting themselves off from the audience. However, most of the actors had sufficient mastery of stage technique to share their faces and bodies with the audience.</p> <p>(09/13/2018)</p>	<p>Action: One of the things I noticed was the clearer and the more vividly I described the character's objectives, the better the actors performed. When I used vivid images and language and asked the actor to find connections to the scenario students were far more successful in committing to the character's objectives. When I was vague, the acting was "vague". (09/13/2018)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	discussion. 2. Stage Technique	% of Success for this SLO: 90 Faculty Assessment Leader: Ron Scarlata Faculty Contributing to Assessment: Scarlata	
	Does Not Meet Expectation Student shows little or no ability to share his voice and body with the audience. Meets Expectation Student exhibits some evidence of the ability to share his voice and body with the audience Exceeds Expectation Student demonstrates considerable evidence of the ability to share his voice and body with the audience	Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met 1. Character Objectives Does Not Meet Expectation: 10% of students Meets Expectation: 80% of students Exceeds Expectation: 10% of students 2. Stage Technique Does Not Meet Expectation: 18% of students Meets Expectation: 70% of students Exceeds Expectation: 12% of students Character Objectives (students met expectation) For this part of the assessment students were asked to act out a scenario provided by the instructor and bring the scene to life without rehearsal or preparation of any kind. Most students were able to connect with the character and support the character's objectives through the tactics they employed during the improvised scene. Some students would lose focus and become self-conscious and not fully commit to the character's "wants". Stage Technique (students met expectation) Most students were able to successfully share the improvised scene with the audience. Some lacked the vocal projection and diction essential to sharing the dialogue. Some were unable to stay "open" through most of the scene thus cutting themselves off from the audience. However, most of the actors had sufficient mastery of stage technique to share their faces and bodies with the audience. (04/15/2014) Faculty Assessment Leader: Ron Scarlata	Action: I recommend that completion of TH. 113 or TH. 114 become a re-requisite for this course. Currently, this only recommended. Students who have had a basic acting class prior to taking improvisation tend to have a great more success in the course. (05/17/2016) Action Category: Curriculum Changes Action: One of the things I noticed was the clearer and the more vividly I described the character's objectives, the better the actors performed. When I used vivid images and language and asked the actor to find connections to the scenario students were far more successful in committing to the character's objectives. When I was vague, the acting was "vague". I have recently added a handbook on key terms, including terms related to stage technique and have spent class time demonstrating correct stage technique. In addition, during scene critiques I comment on the technical aspects of the performance so that the students can continue to improve the use of their voices and bodies on stage. (02/17/2016)
	Standard and Target for Success: Character Objectives Standard of expectation: 80% of students will achieve "meets expectations" or "exceeds expectations" level Stage Technique Standard of expectation: 85% of students will achieve "meets expectations" or "exceeds expectations" level		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

Action Category: Teaching Strategies

Performance - This project was used for the purposes of assessing the students' ability to act out basic given circumstances provided by the instructor without preparation.

Each student is partnered with a classmate and asked to act out a scenario after the instructor provides the who, where, and what to the students. While the instructor provides the given circumstances, the class members set up a floor plan illustrating the location of the scene.

Standard and Target for Success:

Character Objectives

Standard of expectation: 80% of students will achieve "meets expectations" or "exceeds expectations" level

Stage Technique

Standard of expectation: 85% of students will achieve "meets expectations" or "exceeds expectations" level

Rubric

Traits

1. Character Objectives

Does Not Meet Expectation

Student shows little or no ability to follow and commit to the objectives of the character as described by the director in the pre-performance discussion.

Meets Expectation

Student exhibits some evidence of the ability to follow and commit to

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>the objectives of the character as described by the director in the pre-performance discussion.</p> <p>Exceeds Expectation</p> <p>Student demonstrates considerable evidence of the ability to follow and commit to the objectives of the character as described by the director in the pre-performance discussion.</p> <p>2. Stage Technique</p> <p>Does Not Meet Expectation</p> <p>Student shows little or no ability to share his voice and body with the audience.</p> <p>Meets Expectation</p> <p>Student exhibits some evidence of the ability to share his voice and body with the audience</p> <p>Exceeds Expectation</p> <p>Student demonstrates considerable evidence of the ability to share his voice and body with the audience.</p>		

ECC: THEA 240: Fundamentals of Stage Direction

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Production Concepts for Scripts - Upon successful completion of this course students will be able to construct and apply a production concept for a play script.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Project - These projects were used for the purposes of assessing the students' ability to stage and block a ten minute play. The first part of this assessment requires the student to create a viable ground plan that will facilitate the staging of the play. The second part of this project was to create a professional-level promptbook recording all blocking and staging. This promptbook includes a "Master Movement Plan" that allows the student director and instructor to visualize how fully the student director has used the stage to bring his script to life.</p> <p>Rubric Traits</p> <p>1. Creating a Viable Ground Plan</p> <p>Does Not Meet Expectation Student shows little or no ability to create a viable ground plan that follows the guidelines that are established by the instructor.</p> <p>Meets Expectation Student exhibits some evidence of the ability to create a viable ground plan that follows the guidelines that are established by the instructor.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to create a viable ground plan that follows the guidelines that are established by the instructor.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Data</p> <p>1. Creating a written analysis where he clearly outlines his concept. Does Not Meet Expectation: 10% of students Meets Expectation: 70% of students Exceeds Expectation: 20% of students</p> <p>2. Staging a physical production where he clearly realizing his concept on stage. Does Not Meet Expectation: 12% of students Meets Expectation: 70% of students Exceeds Expectation: 18% of students</p> <p>Observed Patterns and Findings from Data</p> <p>Creating a written analysis where he clearly outline his concept. (students met expectation) Most students were able to write a clear analysis following the outline I presented to them. outline</p> <p>Staging a physical production where he clearly realizing his concept on stage. (students met expectation) Most students were able to create to stage their production following the general concept outlined in their analysis. Some students lost control of the production and were not able to unify the production in a manner consistent with their written concept.</p> <p>(05/14/2018)</p> <p>% of Success for this SLO: 80</p> <p>Faculty Assessment Leader: Ron Scarlata</p> <p>Semester and Year Assessment Conducted: 2013-14</p>	<p>Action: One of the things I noticed was that the hand-out I distributed on script analysis was very clear and helpful. I found it very helpful to have the class read a short play and then to analyze the script together in a discussion where we followed the outline. This demonstration was very helpful. (09/13/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Action: I recommend that due to</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>2. Prompt Book & Master Movement Plan</p> <p>Does Not Meet Expectation Student shows little or no ability to create a professional caliber prompt book and master movement plan following the guidelines established by the instructor.</p> <p>Meets Expectation Student exhibits some evidence of the ability to create a professional caliber prompt book and master movement plan following the guidelines established by the instructor.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to create a professional caliber prompt book and master movement plan following the guidelines established by the instructor.</p> <p>Standard and Target for Success: Creating a Viable Ground Plan Standard of expectation: 85% of students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Prompt Book & Master Movement Plan Standard of expectation: 84% of students will achieve “meets expectations” or “exceeds expectations” level</p>	<p>(Spring 2014) Standard Met? : Standard Met Data</p> <p>1. Creating a Viable Ground Plan Does Not Meet Expectation: 10% of students Meets Expectation: 70% of students Exceeds Expectation: 20% of students</p> <p>2. Prompt Book & Master Movement Plan Does Not Meet Expectation: 12% of students Meets Expectation: 70% of students Exceeds Expectation: 18% of students</p> <p>Creating a Viable Ground Plan (students met expectation) Most students were able to create a viable ground plan that followed the guidelines that were established by the instructor. Most of the ground plans not only “looked” like the environment suggested by the author, but, more importantly, they were excellent playing spaces to bring the play alive through movement and picturization. Some students had difficulty with working in scale, thus some drawings were not fully accurate, but still were a clear indication of the placement of walls, doors, windows and furniture.</p> <p>Prompt Book & Master Movement Plan (students met expectation) Most students were able to create a strong documentation of their production by creating a professional caliber prompt book and master movement plan. Some of the students did not consistently record the blocking in the manner outlined by the instructor. Almost all of the master movement plans were well done and helpful. A few were too messy and cluttered to be of assistance.</p> <p>(04/24/2014) Faculty Assessment Leader: Ron Scarlata</p>	<p>the advanced level of this course, the pre-requisite for this course should include an audition/interview with the instructor. (09/01/2017) Action Category: Curriculum Changes</p> <hr/> <p>Action: Teaching Strategies One of the things I noticed was that the hand-out I distributed on ground plan guidelines was very clear and helpful. In the future I would like the class to create an improvised ground plan together out of the found items in the classroom as an exercise. This would be a dynamic way of visualizing these concepts in a very practical and fun manner. I have copied and distributed one of the best examples of the prompt book and master movement plan that a former student created. This example was a great supplement to the other hand-out I have distributed and seemed to clarify the correct format. (05/17/2016) Action Category: Teaching Strategies</p>

ECC: THEA 274abcd:Musical Theatre Production

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Music and Choreography - Upon successful completion of this course students will be able to memorize the music and choreography for a realized musical theater production.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Performance - This project was used for the purposes of assessing the students' ability to memorize both the music and choreography of a musical theater production. At the conclusion of the first phase of rehearsal, when students are taught the vocal score, students will be required to perform a "sing-through" of the full score to assess their level of success in learning the music and lyrics that they are required to master. At the conclusion of the choreography & staging section of the rehearsal period, students will be asked to perform all musical numbers they perform in, to assess their mastery of this aspect of the production.</p> <p>Rubric</p> <p>Traits</p> <p>1. Memorization of Musical Score</p> <p>Does Not Meet Expectation Student shows little or no ability to accurately sing the full score demonstrating full "ownership" of all lyrics and musical notes and mastery of the musicianship that has been taught.</p> <p>Meets Expectation Student exhibits some evidence of the ability to accurately sing the full score demonstrating full "ownership" of all lyrics and musical</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Traits</p> <p>1. Memorization of Musical Score</p> <p>Does Not Meet Expectation Student shows little or no ability to accurately sing the full score demonstrating full "ownership" of all lyrics and mastery of the musicianship that has been taught.</p> <p>Meets Expectation Student exhibits some evidence of the ability to accurately sing the full score demonstrating full "ownership" of all lyrics and mastery of the musicianship that has been taught.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to accurately sing the full score demonstrating full "ownership" of all lyrics and musical notes and mastery of the musicianship that has been taught.</p> <p>2. Mastery of Choreography & Musical Staging</p> <p>Does Not Meet Expectation Student shows little or no ability to share his voice and body with the audience.</p> <p>Meets Expectation Student exhibits some evidence of the ability to share his voice and body with the audience</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to share his voice and body with the audience.</p> <p>Standard and Target for Success: Memorization of Musical Score</p> <p>Standard of expectation: 90% of students will achieve "meets expectations" or "exceeds expectations" level</p> <p>Mastery of Choreography & Musical Staging</p> <p>Standard of expectation: 85% of students will achieve "meets expectations" or "exceeds expectations" level</p>	<p>Action: It is crucial that each number is clearly taught and parts are clearly assigned. There should be several reviews before the assessment so students are given enough opportunity to gain confidence with the material. Also, a specific date for the "sing-through" assessment needs to be announced early on so performers are clear about the date of the assessment. (03/08/2021)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>notes and mastery of the musicianship that has been taught.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to accurately sing the full score demonstrating full “ownership” of all lyrics and musical notes and mastery of the musicianship that has been taught.</p> <p>2. Mastery of Choreography & Musical Staging</p> <p>Does Not Meet Expectation Student shows little or no ability to share his voice and body with the audience.</p> <p>Meets Expectation Student exhibits some evidence of the ability to share his voice and body with the audience</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to share his voice and body with the audience.</p> <p>Standard and Target for Success: Memorization of Musical Score Standard of expectation: 90% of students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Mastery of Choreography & Musical Staging Standard of expectation: 85% of students will achieve “meets expectations” or “exceeds expectations” level</p>	<p>Data</p> <p>1. Memorization of Musical Score Does Not Meet Expectation: 10% of students Meets Expectation: 85% of students Exceeds Expectation: 5% of students</p> <p>2. Mastery of Choreography & Musical Staging Does Not Meet Expectation: 15% of students Meets Expectation: 75% of students Exceeds Expectation: 10% of students</p> <p>Observed Patterns and Findings from Data Memorization of Musical Score (students met expectation) For this part of the assessment students were asked to “sing-through” the full musical score to assess their success at learning all of the music and lyrics that have been taught and assigned. Most students have succeeded in singing through the score without the vocal books in hand. Some had clearly not learned the exact lyrics and music and needed additional review with the staff or on their own. Students have been asked to record the rehearsals, so they should be able to “clean up” many of the musical errors through more homework or review with other members of the company.</p> <p>Mastery of Choreography & Musical Staging (students met expectation) Most students were able to successfully perform the choreography and staging that has been taught. This session reveals students that are having difficulty with certain numbers so that sufficient adjustments and reviews can be scheduled.</p> <p>(05/07/2018) % of Success for this SLO: 90 Faculty Assessment Leader: William Georges</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met</p> <p>Data</p> <p>1. Memorization of Musical Score</p>	<p>Action: Program/College The college and the Fine Arts Dept. needs to assist in supporting and publicizing the musical theater program so that students with strong musical talents and interests are encouraged to</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Does Not Meet Expectation: 10% of students Meets Expectation: 85% of students Exceeds Expectation: 5% of students</p> <p>2. Mastery of Choreography & Musical Staging</p> <p>Does Not Meet Expectation: 15% of students Meets Expectation: 75% of students Exceeds Expectation: 10% of students</p> <p>Observed Patterns and Findings from Data</p> <p>Memorization of Musical Score (students met expectation) For this part of the assessment students were asked to “sing-through” the full musical score to assess their success at learning all of the music and lyrics that have been taught and assigned. Most students have succeeded in singing through the score without the vocal books in hand. Some had clearly not learned the exact lyrics and music and needed additional review with the staff or on their own. Students have been asked to record the rehearsals, so they should be able to “clean up” many of the musical errors through more homework or review with other members of the company.</p> <p>Mastery of Choreography & Musical Staging (students met expectation) Most students were able to successfully perform the choreography and staging that has been taught. This session reveals students that are having difficulty with certain numbers so that sufficient adjustments and reviews can be scheduled.</p> <p>(05/03/2014) Faculty Assessment Leader: Ron Scarlata</p>	<p>participate in our musical theater productions.</p> <p>Program/College The college and the Fine Arts Dept. needs to assist in supporting and publicizing the musical theater program so that students with strong musical talents and interests are encouraged to participate in our musical theater productions. (09/01/2016) Action Category: Program/College Support</p> <hr/> <p>Action: Teaching Strategies It is crucial that each number is clearly taught and parts are clearly assigned. There should be several reviews before the assessment so students are given enough opportunity to gain confidence with the material. Also, a specific date for the “sing-through” assessment needs to be announced early on so performers are clear about the date of the assessment.</p> <p>Mastery of Choreography & Musical Staging Teaching Strategies Since choreography and staging requires constant adjustment as the numbers are being taught, it is crucial that at the conclusion of each teaching session there is a “pattern set” during which each number is set so there is no confusion about the exact</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

choreography that has been taught.

(09/01/2016)

Action Category: Teaching Strategies

ECC: THEA 297ab:Advanced Technical Theatre Production

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Safe Technical Practices - Upon successful completion of this course students will demonstrate and apply safe technical theater practices in the areas of stage management, theatrical rigging, properties, lighting, sound, costuming, makeup, and stagecraft.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Spring 2018) Input Date: 12/12/2013</p>	<p>Performance - STATEMENT This assessment was conducted during the production run of the theater departments One Acts. The Theater Department presents 4 productions a year and each of the productions technical theatrical crewing requirements are provided by our Theater Department students. 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>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 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</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met</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>Does not meet expectations: 0% of students Meets expectations: 25% of students Exceeds expectations: 85% of students</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 expectations: 5% of students Meets expectations: 30% of students Exceeds expectations: 65% of students</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 expectations: 5% of students Meets expectations: 35% of students Exceeds expectations: 60% of students</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 one acts comprised of theater students who were working as designers and theater students who are working as operators for the lighting. A professional sound designer was brought in and a student sound operator was assigned to assist the designer with implementing the sound design. The instructor noticed students who were working as lighting designers for the most part had successful designs</p>	<p>Action: 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. (09/13/2018)</p> <p>Action Category: Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>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>for their productions. The students spent many hours in rehearsals and with the instructor preparing for the design process. 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>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 demonstrate and apply safe theater practices and successfully execute their queuing sequences in the areas of stage crew 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>The stage and property crew for the one act production also performed at a very high level. The students are responsible for setting up the individual sets and properties for the 4 plays that were part of the One Acts. A student was assigned as a deck crew chief for this production. The student assigned as the deck crew chief was given leadership responsibility and coordinated with the instructor for the section. For the most part the students on the stage crew performed their duties to a high level. 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 onstage and off stage. Both the student deck crew chief and student prop crew chief were chosen for their leadership ability. 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>(09/13/2018)</p> <p>% of Success for this SLO: 80</p> <p>Faculty Assessment Leader: Georges</p> <p>Faculty Contributing to Assessment: Jang</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>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p>	<p>Action: For this class to maintain its integrity the institution needs to continue to support the theater production program. In the</p>

Course SLOs	Assessment Method Description	Results	Actions
	<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>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> <p>Standard and Target for Success: 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</p>	<p>DATA</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>Does not meet expectations: 0% of students Meets expectations: 20% of students Exceeds expectations: 80% of students</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 expectations: 5% of students Meets expectations: 25% of students Exceeds expectations: 70% of students</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 expectations: 10% of students Meets expectations: 30% of students Exceeds expectations: 60% of students</p> <p>OBSERVED PATTERNS AND FINDINGS FROM DATA</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 one acts comprised of theater students who were working as designers and theater students who are working as operators for the lighting. A professional sound designer was brought in and a student sound operator was assigned to assist the designer with implementing the sound design.</p>	<p>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. (10/01/2015)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: The theater Department in the fine arts division have continue to support the theater program production program. This year the theater Department has offered the stagecraft and lighting class to gather in the fall semester 2015 to help support the department productions. (10/27/2015)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>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>The instructor noticed students who were working as lighting designers for the most part had successful designs for their productions. The students spent many hours in rehearsals and with the instructor preparing for the design process. 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 the one act production also performed at a very high level. The students are responsible for setting up the individual sets and properties for the 4 plays that were part of the One Acts. A student was assigned as a deck crew chief for this production. The student assigned as the deck crew chief was given leadership responsibility and coordinated with the instructor for the section. For the most part the students on the stage crew performed their duties to a high level. 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 onstage and off stage. Both the student deck crew chief and student prop crew chief were chosen for their leadership ability. 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>(10/17/2014)</p> <p>Faculty Assessment Leader: William Georges</p>	
	<p>Performance - This assessment was conducted during the production run of the theater departments of American Idiot. The Theater</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Department presents 4 productions a year and each of the productions technical theatrical crewing requirements are provided by our Theater Department students. 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>Standard and Target for Success: 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. 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. 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</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>production.</p> <p>Standard of expectation: 90% of the students in this class will achieve “meets expectations” or “exceeds expectations” level</p> <p>Rubric</p> <p>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 production.</p> <p>Does not meet expectation:</p> <p>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:</p> <p>Students were not able to demonstrate and apply safe theater</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	practices and successfully execute their queuing sequences in the areas of stage crew and sound crew. 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. 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 crew and sound crew.		
	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. 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.		
	. 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.		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

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.