



FALL 2014 Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (FA) - Theatre

Course SLOs 1 and ctu.unitid = 558	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>ECC: THEA 103 - Theatre Appreciation - 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 Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: STATEMENT 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 Traits 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 expectation: Students only correctly identified 1- 4 of the 10 questions relating to theater occupations. Meets expectation: Students correctly identified 5-7 of the 10 questions relating to theater occupations. Exceeds expectation: : Students correctly identified 8-10 of the 10 questions relating to theater occupations.</p> <p>Assessment Method: Exam/Test/Quiz</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>10/20/2014 - DATA 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. 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.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: William Georges</p>	<p>03/08/2016 - 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.</p> <p>Action Category: Teaching Strategies</p>

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<p>ECC: THEA 104 - Dramatic Literature - SLO #1 Classic Plays - Upon successful completion of this course, students will be able to examine and analyze classical plays.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Statement In this assignment the student will write a scene utilizing a Greek Chorus. The student will demonstrate knowledge of the Chorus' function in classical plays as a provider of exposition, an explorer of theme, and a moral conscience with a stake in what happens in the play. The student will also demonstrate a knowledge of the correct format for playwriting and a knowledge of how a story is communicated via live theatre.</p> <p>Rubric Traits 1. Inclusion of a Greek Chorus in a scene of dialogue between characters</p> <p>Does Not Meet Expectation Student includes no Choral ode, or a lack of understanding of the function of the Chorus Meets Expectation Student exhibits some knowledge of the function of a Chorus Exceeds Expectation Student exhibits excellent understanding of the function of a Chorus that provides a moral voice, addresses theme, provides exposition and has a stake in the outcome of the play.</p> <p>2. Knowledge of correct play format & use of live theatrical conventions</p> <p>Does Not Meet Expectation Student's writing exhibits serious deficit in understanding the format of dialogue, stage direction and/or how to tell a story using the conventions of live theatre. Meets expectation Student exhibits some ability, and some deficits, in formatting dialogue and stage directions. Student demonstrates knowledge of how to tell a story using the conventions of live theatre. Exceeds Expectation Student demonstrates a mastery both of technical format, and of how live theatrical conventions can be used to tell a story in a compelling or theatrical manner.</p> <p>Assessment Method: Project</p> <p>Standard and Target for Success:</p>	<p>11/17/2014 - Data 1. Inclusion of a Greek Chorus in a scene of dialogue between characters</p> <p>Does Not Meet Expectation – 6% of students Meets Expectation – 50% of students Exceeds Expectation -44% of students</p> <p>2. Knowledge of correct play format & use of live theatrical conventions</p> <p>Does Not Meet Expectation – 15% of students Meets Expectation – 60% Exceeds Expectation – 25%</p> <p>Observed Patterns and Findings from Data</p> <p>Inclusion of a Greek Chorus in a scene of dialogue between characters (students met expectations) For this part of the assessment students were prepared by having read and discussed Sophocles' Oedipus the King. The scenes were written in class, so I was there to consult throughout the writing process about the role of the Chorus. The most common misunderstanding was in choosing an identity for the Chorus who had a stake in the outcome of the scene. Also, since the assignment is given early in the semester, there is a learning curve for some students in understanding the concept of 'theme' which the Chorus must address. With consultation and frequent check-ins, most students were able to develop and execute a good understanding of the role of the Chorus.</p> <p>Knowledge of correct play format & use of live theatrical conventions (students met expectation) The students benefitted from having read a play in class, and so had seen how stage directions and dialogue function. It is fairly common for students to want to use storytelling techniques more appropriate to film or novels, such as frequent changing of location, or a character's thoughts expressed in stage direction, as opposed to demonstrated through dialogue and behavior.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: C. Almos</p>	<p>11/01/2016 - Teaching Strategies Because many of the students have not seen much live theatre, more time at the beginning of the semester and syllabus in which the conventions of theatrical storytelling are discussed might be useful. At the end of the semester, students who volunteer to have their scenes read aloud hear them, and that really illustrates for them whether or not they are telling a story with clarity in live performance. I find spending an entire class period to write the scenes, with me there as a resource, is extremely helpful. One time, the students did a writing assignment as homework, and there were much greater unmet expectations. So my dramaturgical presence, even though I'm just helping to refine and focus their own ideas, is key to the success of the assignment.</p> <p>Action Category: Teaching Strategies</p> <p>09/21/2015 - Program/College The room I teach in only has a television monitor and VCR/DVD player. A projector and projection screen that could connect to a computer in the classroom (as well as the VCR and DVD players) would be most helpful. There are days when I have to take the class to another classroom on campus, as there are some forms of theatre (for example, kabuki) that need to be seen and heard, and can't be completely understood merely from a written text.</p> <p>Action Category: Program/College Support</p>

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	<p>Standard and Target for Success</p> <p>Inclusion of a Greek Chorus in a scene of dialogue between characters</p> <p>Standard of expectation: 75% of students will achieve “meets expectations” or “exceeds expectations” level.</p> <p>Knowledge of correct play format & use of live theatrical conventions</p> <p>Standard of expectation: 80% of students will achieve “meets expectations” or “exceeds expectations” level.</p>		
<p>ECC: THEA 113 - Introduction to Acting - 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 Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: 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 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>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</p>	<p>11/27/2014 - DATA</p> <p>1. Written character analysis: Does not meet expectations: 42% of students Meets expectations: 40% of students Exceeds expectations: 18% 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: 57% of students Exceeds expectations: 33% 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):</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</p>	<p>10/06/2016 -</p> <p>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 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</p>

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	<p>Meets expectation: Student demonstrates incorporation of feedback or criticism, improving the quality of scene work and life of the character during rehearsal process</p> <p>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).</p> <p>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.</p> <p>Meets expectation: Student demonstrates a basic understanding of and ability to fulfill character within the "given circumstances". Work is physically and vocally committed and concentrated. Good connection to scene partner(s)</p> <p>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>Assessment Method: Project</p> <p>Standard and Target for Success: STANDARD AND TARGET FOR SUCCESS Brief written analysis of character's "given circumstances"</p> <p>Standard of expectation: 60% of the students in this class will achieve "meets expectations" or "exceeds expectations" level</p> <p>Adjustments made in rehearsal in response to instructor criticism and student feedback</p> <p>Standard of expectation: 80% of students in this class will achieve "meets expectations" or "exceeds expectations level</p> <p>Performance that demonstrates understanding of "given circumstances", physical and vocal energy and connection to scene partner(s)</p> <p>Standard of expectation: 85% of students in this class will achieve "meets expectations" or "exceeds expectations"</p>	<p>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.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: L. Thompson</p>	<p>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 imperative that instructors receive pertinent information about any potential difficulty due to learning or behavioral problems.</p> <p>Action Category: Teaching Strategies</p>

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<p>ECC: THEA 185 - Introduction to Stage Lighting - SLO #1 Types of Stage Lighting Instruments - Upon successful completion of this course students will be able to distinguish and categorize the various types of stage lighting instruments.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: STATEMENT For the purposes of this assessment students were given various types of theatrical fixtures to identify. Students were asked to identify hard edge fixtures or ellipsoidal reflectors lights and give the varying degree spreads for the focal options with the plano- convex lenses. The students were also asked to identify soft edge lights, Fresnel spotlights, parabolic aluminized reflectors and broad type wash lights by their use. On a written test the students were asked to identify various type of fixtures and their parts. Students were also asked to identify ellipsoidal reflector spotlight as they related to the light plot by identifying them on fixture key.</p> <p>Rubric Traits</p> <p>1. Identification of (hard edge) ellipsoidal reflector spotlights and their parts as well as degree spreads as related to a lighting key for the light plot. Does not meet expectation: Students were not able to correctly identify at least 29% of the questions related to the identification of elliptical reflector spotlights and their degree spreads. Students were not able to identify 29% of the fixtures as related to the lighting key for the light plot. Meets expectation Students were able to correctly identify at least 30% - 79% of the questions related to the identification of elliptical reflector spotlights and their degree spreads. Students were able to identify 30% - 79% of the fixtures as related to the lighting key for the light plot. Exceeds expectation: Students were able to correctly identify at least 80% - 100% of the questions related to the identification of elliptical reflector spotlights and their degree spreads. Students were able to identify 80% - 100% of the fixtures as related to the lighting key for the light plot.</p> <p>2. Identification of (soft edge) and their associated parts: Fresnel spotlights, parabolic aluminized reflector fixtures, and broad wash lights. Does not meet expectation: Students were not able to correctly identify at least 29% of the questions related to the identification of (soft edge) and their associated parts: Fresnel</p>	<p>10/23/2014 - DATA</p> <p>1. Identification of (hard edge) ellipsoidal reflector spotlights and their parts as well as degree spreads as related to a lighting key for the light plot. Does not meet expectations: 22% of students Meets expectations: 61% of students Exceeds expectations: 17% of students</p> <p>2. Identification of (soft edge) and their associated parts: Fresnel spotlights, parabolic aluminized reflector fixtures, and broad wash lights. Does not meet expectations: 8% of students Meets expectations: 42% of students Exceeds expectations: 50% of students</p> <p>OBSERVED PATTERNS AND FINDINGS FROM DATA</p> <p>1. Identification of (hard edge) ellipsoidal reflector spotlights and their parts as well as degree spreads as related to a lighting key for the light plot. Identifying hard edged, elliptical reflector spotlight is more complex due to the nature of their multiple parts and degree spreads. Students were asked to identify the different markings on multiple types of elliptical reflector spotlights to distinguish their beam spread. During the class students worked with these fixtures for light hangs. These light hangs were to serve for the theater departments One Act program. Students were then asked on a written test to identify which color code was attributed to each of the degree spreads. The instructor found the students seem to confuse the color code for the individual fixtures. This assessment was completed on week eight of the semester. As the students continue to work with the fixtures it became apparent that they had an easier time identifying the different ellipsoid reflector spotlights according to their color code. Students were also asked to identify fixtures on a light key for a light plot. Again as the semester continued students had an easier time working with and identifying the appropriate fixtures.</p> <p>2. Identification of (soft edge) and their associated parts: Fresnel spotlights, parabolic aluminized reflector fixtures, and broad wash lights. Soft edge fixtures tend to be less complex and students had an easier time recognizing the different types of fixtures. These fixtures look very different from each other so the students had an easier time with the identification process. For instance Fresnel spotlights are categorized by the diameter of their lens. Students have an easy time identifying the difference between a</p>	<p>10/05/2015 - Teaching Strategies: After this assessment was completed the instructor noticed the lighting carts had the color code for all of the fixtures posted. The instructor believed it may be a good solution to post the color code in the classroom and then remove it before the assessment so that the students have an idea from the beginning of the semester what the different color codes are.</p> <p>Action Category: Teaching Strategies</p>

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	<p>spotlights, parabolic aluminized reflector fixtures, and broad wash lights. Meets expectation Students were able to correctly identify at least 30% - 79% of the questions related to the identification of (soft edge) and their associated parts: Fresnel spotlights, parabolic aluminized reflector fixtures, and broad wash lights. Exceeds expectation: Students were able to correctly identify at least 80% - 100% of the questions related to the identification of (soft edge) and their associated parts: Fresnel spotlights, parabolic aluminized reflector fixtures, and broad wash lights.</p> <p>Assessment Method: Exam/Test/Quiz Standard and Target for Success: STANDARD AND TARGET FOR SUCCESS 1. Identification of (hard edge) ellipsoidal reflector spotlights and their parts as well as degree spreads as related to a lighting key for the light plot. Standard of expectation: 70% of the students in this class will achieve “meets expectations” or “exceeds expectations” level 2. Identification of (soft edge) and their associated parts: Fresnel spotlights, parabolic aluminized reflector fixtures, and broad wash lights. Standard of expectation: 70% of the students in this class will achieve “meets expectations” or “exceeds expectations” level</p>	<p>6 inch, 10 inch, and a 12 inch lens. Broad wash light fixtures have a totally separate type of construction and are therefore very easily identified. I found that students also seem to from the beginning of class identify with the look of a fresnel . This is the oldest of theatrical fixtures and students seem to have seen them in all kinds of media.</p> <p>Standard Met? : Yes Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: William Georges</p>	
<p>ECC: THEA 189 - Costuming for the Stage - SLO #1 Safe Costume Shop Tool Usage - Upon successful completion of this course students will be able to discuss and employ safe costume shop tool usage.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: This project was used in order to assess students’ ability to identify and safely use tools in the Campus Theater Costume Shop. Students were given a Vocabulary List of tools and procedures that we discussed in class. Then they completed a written quiz as well as a practical sewing project. The students were then assessed on their ability to use the tools appropriately. This was done in the Fall 2014 semester in the Costume Shop, room TH154.</p> <p>Traits Identification of tools and their properties Does Not Meet Expectations Students show very limited ability to identify standard tools and their properties. Meets Expectation Students show ability to identify standard tools and their qualifying properties.</p>	<p>12/12/2014 - DATA Twenty One Students were assessed Identification of Tools and their Properties Does Not Meet Expectations: 10% did not meet expectations Meets Expectation: 50% met expectations Exceeds Expectation: 40% exceeded expectations Tool Usage Does Not Meet Expectations: 10% did not meet expectations Meets Expectation: 50% met expectations Exceeds Expectation: 40% exceeded expectations OBSERVED PATTERNS AND FINDINGS FROM DATA Identification of Tools and their Properties The students start the first class being very excited and eager to start learning to sew. As they realize that proper construction techniques and the many steps</p>	<p>10/06/2017 - Because of the nature of the method of costume construction, the college needs to insure that there are enough sewing machines for each student to have access to a machine to be able to develop skills. At present there are twelve machines; this is approximately 60% of needed number. Also the Repairs and Maintenance Budgets need to be maintained, as the learning curve does indicate that some students will not handle the sewing machines properly and thus the equipment may have excessive wear and tear.</p> <p>Action Category: Program/College Support</p>

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	<p>Exceeds Expectation Students show strong ability to identify standard tools and their exact properties.</p> <p>Tool Usage Does Not Meet Expectations Students show very limited ability to put to use standard tools for their appropriate purposes. Meets Expectation Students show ability to use standard tools for their functional properties of use in a safe manner. Exceeds Expectation Students show strong ability to employ standard tools to take advantage of their properties safely.</p> <p>Assessment Method: Project Standard and Target for Success: Identification of tools and their properties Standard of expectation: 85% of students will achieve “Meets Expectations” or better level. Tool Usage Standard of expectation: 85% of students will achieve “Meets Expectations” or better level.</p>	<p>involved are not as easy to master (well) as they expected, they tend to migrate into a couple of different categories. Those that are able to formulate 3D plans in their heads do better at comprehending the Vocabulary lists. Practical usage helps the others wrap their minds around the procedures. The balance between starting in on usage of machines, needles and tools, and the requisite lecture explanations is the point that the Instructor needs to assess with each particular class.</p> <p>Tool Usage Most every tool in a Costume Shop has an aspect of being either pointed, sharp or hot. I try to start the semester with everyone working in pairs, to mitigate confusion and error. Also the physical project they complete first, and for this assessment, is small and fairly contained. While not really feasible to require the less focused students to remain on hand stitching projects, I do try and steer the proceeding construction to smaller or more complicated patterns, as each student seems capable. I ask that each student show me for approval the next step in construction as they get to it throughout the semester, to head off any injury or backtracking. There is a large First Aid kit at the ready, as well. Pin pricks cannot be 100% avoided in any Costume Shop.</p> <p>Standard Met? : Yes Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: K. Wilkinson</p>	
<p>ECC: THEA 191 - Repair and Maintenance of Intelligent Lighting Fixtures - SLO #1 Intelligent Lighting Fixtures - Upon successful completion of this course students will be able to test and set up different types of intelligent lighting fixtures.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: This project was used for the purposes of assessing the students’ ability to test and set up various types of intelligent lighting fixtures. Students work by themselves in the lighting lab and were evaluated by the faculty. Each student had to test, and set up 4 intelligent lighting fixtures from various manufacturers.</p> <p>Assessment Method: Project Standard and Target for Success: Setup Fixtures Standard of expectation: 75% of students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Test Fixtures Standard of expectation: 75% of students will</p>	<p>03/04/2014 - 1. Setup Fixtures Does Not Meet Expectation: 12% of students Meets Expectation: 16% of students Exceeds Expectation: 72% of students</p> <p>2. Test Fixtures Does Not Meet Expectation: 12% of students Meets Expectation: 18% of students Exceeds Expectation: 76% of students</p> <p>Set up of fixtures (students met expectation) For this part of the assessment students were asked to set up a series of fixtures using a daisychain style addressing system. Most students understood the concept of how a daisychain addressing style system works as opposed to a star system. Students needed to set the fixtures into various modes and then assessed</p>	<p>12/18/2014 - Teaching Strategies One of the things that I noticed was that students who were able to understand the setup portion of this assessment performed exceptionally well on the testing section. Although overall students met expectations I think for future classes I will create an additional exercise for students to understand how DMX modes and address channels correlate.</p> <p>Action Category: Teaching Strategies</p>

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	<p>achieve “meets expectations” or “exceeds expectations” level</p> <p>Rubric Traits 1. Setup Fixtures</p> <p>Does Not Meet Expectation Student shows little or no ability to set up intelligent lighting fixture for normal operation. Meets Expectation Student exhibits some evidence of the ability to set up intelligent lighting fixture for normal operation. Exceeds Expectation Student demonstrates considerable evidence of the ability to set up intelligent lighting fixture for normal operation.</p> <p>2. Test Fixtures</p> <p>Does Not Meet Expectation Student shows little or no ability to test intelligent lighting fixture for the purposes of demonstrating normal operational modes. Meets Expectation Student exhibits some evidence of the ability to test intelligent lighting fixture for the purposes of demonstrating normal operational modes. Exceeds Expectation Student demonstrates considerable evidence of the ability to test intelligent lighting fixture for the purposes of demonstrating normal operational modes.</p>	<p>how many DMX channels were needed for each mode. Students seem to have little difficulty with this although some students were not able to finish the assignment. These students typically got confused with the different modes in the various DMX channels associated with those modes.</p> <p>Testing the fixtures (students met expectation) For this section of the assessment students needed to patch the different moving light consoles. Most students understood this concept and were able to select the appropriate fixture, mode and then provide the appropriate DMX address for the control console. After the students were able to make the intelligent lighting fixtures operate they were then asked to go through all of the attributes. For the most part, students who had the fixtures addressed were able to complete the assessment. Students who were not able to address the fixtures appropriately did not pass this section of the assessment.</p> <p>Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Faculty Assessment Leader: William Georges</p>	<p>03/04/2014 - New SLO statements have been retooled and 2 others have been added. As the course is assessed with the new SLO statements changes may or may not be found to the assessment process.</p> <p>Action Category: SLO Assessment Process</p> <hr/> <p>03/04/2014 - At this time the instructor has no recommendations for program or college support. This is a newly reinstated program and as other SLO’s are assessed this may change.</p> <p>Action Category: Program/College Support</p> <hr/> <p>03/04/2014 - At this time I believe there needs to be no curriculum changes</p> <p>Action Category: Curriculum Changes</p> <hr/>
<p>ECC: THEA 197abcd - Technical Theatre Production - 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 Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: 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. Rubric</p>	<p>10/24/2014 - DATA 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. 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. Does not meet expectations: 5% of students Meets expectations: 25% of students Exceeds expectations: 70% of students</p>	<p>10/01/2015 - 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</p>

Course SLOs 1 and ctu.unitid = 558	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	<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. 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. 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. 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. 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. 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.</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. 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</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. 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. 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 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. 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</p>	<p>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>Action Category: Program/College Support</p>

Course SLOs 1 and ctu.unitid = 558	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	<p>while fulfilling the 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.</p> <p>Assessment Method: Performance</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. 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 production. Standard of expectation: 90% of the students in this class will achieve “meets expectations” or “exceeds expectations” level</p>	<p>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>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: William Georges</p>	
<p>ECC: THEA 216 - Acting: Auditioning and Cold Reading - SLO #1 Cold Readings Contrasting Monologues - Upon successful completion of this course students will be able to perform cold readings and contrasting monologues while applying a professional demeanor.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: STATEMENT</p> <p>In this acting project students will rehearse and perform two contrasting monologues. 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. In addition, the two contrasting pieces will be evaluated on the basis of the student’s success in performing both pieces back-to-back within a mandatory five minute time period with professional-level introductions and transitions.</p> <p>RUBRIC</p>	<p>11/13/2014 - DATA</p> <p>1. Written character analysis: Does not meet expectations: 18% of students Meets expectations: 60% of students Exceeds expectations: 22% of students</p> <p>2. Adjustments made in response to instructor critiques and student feedback during rehearsals: Does not meet expectations: 20% of students Meets expectations: 60% of students Exceeds expectations: 20% of students</p> <p>3. Performance that demonstrates student’s understanding of “given circumstances” and character motivation as exhibited by physical and</p>	<p>10/01/2016 - ACTION PLAN</p> <p>Teaching Strategies: I have had a great deal of success in helping students select material and in coaching the actor’s so they can achieve a richer performance. Several of the exercises I have employed, especially the “monologue/dialogue” exercise are reaping rewards. Student feed- back to the work-in-progress is appreciated and often helpful. However, I am still struggling to keep student comments short and succinct. Also, I keep striving to gain wider</p>

Course SLOs 1 and ctu.unitid = 558	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	<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>2. Adjustments made in response to instructor critiques and student feedback during rehearsals</p> <p>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</p> <p>Meets expectation: Student demonstrates incorporation of feedback or criticism, improving the quality of scene work and life of the character during rehearsal process</p> <p>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).</p> <p>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.</p> <p>Meets expectation: Student demonstrates a basic understanding of and ability to fulfill character within the "given circumstances". Work is physically and vocally committed and concentrated. Good connection to scene partner(s)</p> <p>Exceeds expectation: Student's work demonstrates strong evidence of deep</p>	<p>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 paper after reading and analyzing each monologue. They were asked to consider and circumstances of the monologue 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 their imaginary "receiver". 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 to their monologues. A small number remained unfocused and uncommitted, while a few exceeded expectations with performances of above average work.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: R. Scarlata</p>	<p>participation in class critiques.</p> <p>Comments:</p> <p>This was a strong class this year! Most students were very committed and professional in their work ethic. A few students gave stronger performances when we worked extensively on their pieces for the first performance. There was evidence that some did not review notes and put enough effort in the preparation for the final "combined monologue final." However, the majority of students exited the course with two viable audition pieces that should be helpful to their academic progress and professional goals.</p> <p>Action Category: Teaching Strategies</p>

Course SLOs 1 and ctu.unitid = 558	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	<p>understanding of “given circumstances” and character motivation. Physical and vocal work is committed and consistent. Connection to scene partner(s) is strong.</p> <p>Assessment Method: Project</p> <p>Standard and Target for Success: STANDARD AND TARGET FOR SUCCESS Brief written analysis of character’s “given circumstances” Standard of expectation: 70% 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: 87% of students in this class will achieve “meets expectations” or “exceeds expectations”</p>		
<p>ECC: THEA 270abcd - Beginning Theatre Production - SLO #1 Memorizing Text and Staging - Upon successful completion of this course, students will be able to memorize the text and staging for a dramatic or comedic realized theater production.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Statement The project was used for the purposes of assessing the students’ ability to memorize the text and the blocking of a comedic theatre production. At the conclusion of the first phase of rehearsal, students will be required to do a run-through of their dialogue to assess their level of success in the learning the dialogue that they are required to master. At the conclusion of the staging section of the rehearsal period students will be asked to do a run-through of the entire play with both their dialogue and blocking in order to assess their mastery of this aspect of the production.</p> <p>Rubric</p> <p>Traits</p> <p>1. Memorization of Text Does Not Meet Expectation Student shows little or no ability to accurately recite and display ownership of their lines.</p> <p>Meets Expectation Student shows some ability to accurately recite and display ownership of their lines.</p>	<p>10/23/2014 - Data</p> <p>1. Memorization of Text</p> <p>Does Not Meet Expectation: 5% of students Meets Expectation: 85% of students Exceeds Expectation: 5% of students</p> <p>2. Mastery of Staging</p> <p>Does Not Meet Expectations: 5% of students Meets Expectations: 85% of students Exceeds Expectations: 5% of students</p> <p>Observed Patterns and Findings of Data</p> <p>Memorization of Text (students exceeded expectation) For this part of the assessment students were asked to do a run-through of the play to assess their success at learning all of their dialogue. Almost all of the students have succeeded in going through the play without their books in hand. Some at difficulty reciting their lines word for word and they needed additional review. Students have been asked to record and write out their lines. They have also been asked to run their lines with fellow company members. “Line notes,” were given by</p>	<p>03/01/2016 - Memorization of Text Teaching strategies It is critical that students learn their lines word for word. There should be several reviews before the assessment so that students can identify sections of the text they are having difficulty remembering. A specific off-book date should be given at the first rehearsal so that expectations are clearly defined.</p> <p>Mastery of Staging Teaching Strategies Because block for the stage requires constant readjustment, it is important to set the blocking at the conclusion of each teaching session. It is also crucial for the blocking to be written down by both the actors themselves and the stage manager.</p> <p>Action Category: Program/College Support</p>

Course SLOs 1 and ctu.unitid = 558	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	<p>Exceeds Expectation Student displays considerable evidence of the ability to recite and display ownership of their lines.</p> <p>2. Mastery of Staging Does Not Meet Expectation Student shows little or no ability to execute the staging of the play in a compelling way.</p> <p>Meets Expectation Student shows some evidence of the ability to execute the staging of the play in a compelling way.</p>	<p>the stage manager and will continue to be given to further aid line accuracy.</p> <p>Mastery of Staging Most students were able to successfully execute their staging. The run through has revealed certain sections of the play that students are having difficulty performing so that sufficient review can be scheduled.</p> <p>Standard Met? : Yes Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: M. Talbott</p>	<p>02/05/2016 - Program/ College The college of fine arts department needs to be active in publicity and recruitment for the theatre program so that students with strong acting abilities and interests are encouraged to participate in our theatre productions.</p> <p>Action Category: Program/College Support</p>
	<p>Exceeds Expectation Student displays considerable evidence of the ability to execute the staging of the play in a compelling way.</p> <p>Assessment Method: Performance Standard and Target for Success: Standard and Target for Success Memorization of Text Standard of expectation: 90% of students will achieve “ meets expectations” or “exceeds expectations” level. Mastery of Staging Standard of expectation: 90% of students will achieve “meets expectations” or “exceeds expectations” level.</p>		
<p>ECC: THEA 294 - Computer Applications for the Entertainment Lighting Industry - SLO #1 Lighting Database - Upon successful completion of this course students will be able to organize and create a lighting database.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Statement This assignment was used in order to assess student's ability to organize drafting symbols, assign unique identifiers according to Technical Theatre conventions and Entertainment Lighting Industry standards. Following the completion of the previous assignment, which was to compose or create a standard Key and Fill Lighting Plot for the Campus Theatre using classroom lighting design software, students organized all instrument icons on the plot by using channel numbers, assigning appropriate circuit numbers, indicating color choice, and adding all pertinent architectural information like position height and nomenclature; this organization and input of data automatically propagates to the database</p>	<p>10/16/2014 - Data 1. Analyze instrument choices for a Lighting Plot.</p> <p>Does Not Meet Expectations: 17% of students Meets Expectation: 17% of students Exceeds Expectation: 66% of students</p> <p>2. Develop a nomenclature and numbering system for all instruments that will propagate to the database.</p> <p>Does Not Meet Expectations: 0% of students Meets Expectation: 33% of students Exceeds Expectation: 67% of students</p> <p>Observed Patterns and Findings from Data</p>	<p>03/01/2016 - Teaching Strategies After completing the SLO assessment the instructor came to the conclusion that showing more examples of typical theatrical lighting plots and reports generated from databases would have helped illustrate the numbering logic. A new strategy would be to spend more time in demonstration, explanation and sample illustrations would achieve a higher rate of student success in terms of exceeding expectations.</p> <p>Action Category: Teaching Strategies</p>

Course SLOs 1 and ctu.unitid = 558	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	<p>associated with the Lighting software. Using various export functions students generated organized lists which consisted of all the data represented on the Lighting Plot. These data sheets could be rearranged, and new reports generated with any changes to the database representation or the Light Plot.</p> <p>Rubric Traits 1. Analyze instrument choices for a Lighting Plot.</p> <p>Does Not Meet Expectation Student shows little or no ability in analyzing lighting positions, or identifying symbols in an organized manner.</p> <p>Meets Expectation Student shows some ability in analyzing lighting positions and identifying symbols in an organized manner.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to analyze lighting positions and identify symbols in an organized manner.</p> <p>2. Develop a nomenclature and numbering system for all instruments that will propagate to the database.</p> <p>Does Not Meet Expectation Student shows little or no ability to organize and number instruments according to Theatrical Lighting conventions.</p> <p>Meets Expectation Student shows some ability to organize and number instruments according to Theatrical Lighting conventions.</p> <p>Exceeds Expectation Student demonstrates considerable evidence in organizing and numbering instruments according to Theatrical Lighting conventions.</p> <p>Assessment Method: Project Standard and Target for Success: Standard and Target for Success Analyze instrument choices for a Lighting Plot Standard of expectation: 85% of students will achieve “meets expectations” or “exceeds</p>	<p>Analyze instrument choices for a Lighting Plot. To complete this portion of the assessment students had to identify the different typical positions for theatrical lighting in a proscenium style theatre. Students understood how to identify the symbols for the variations of lighting instruments, and their appropriate uses in theatrical productions. Students seemed well versed in fundamentals of theatrical design but were less familiar with standard drafting conventions in Theatrical Lighting Design such as creating a title block and key and working with scale. Students with drafting experience and computer software experience were able to navigate the software more easily, accessing more sophisticated controls and labeling features.</p> <p>Develop a nomenclature and numbering system for all instruments that will propagate to the database. After analyzing lighting positions and developing a standard lighting plot, students created the numbering structure: channel numbers, assignment of circuits, color choices, and entered all geometric data for lighting positions into the software. Students were then able to generate paperwork or lists of organized data from the internal database associated with each lighting plot. Some students did not enter the data properly which was reflected in incomplete or faulty data reports. Overall, most students were able to make modifications to number inputs in order to generate corrected reports. Some students demonstrated a clear understanding of the organizational strategies needed to assign channel numbers to instruments as part of a Lighting Designer's strategy, while other students simply assigned numbers without determining why or how the assigned numbers would be used by the Lighting Designer and Lighting Board Programmer during a technical rehearsal. Students were able to master the software's feature for generating reports from the database, but the attention to detail was only mastered by students who spent more time on the project.</p> <p>Standard Met? : Yes Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: S. Malone Faculty Contributing to Assessment: W. Georges</p>	

Course SLOs 1 and ctu.unitid = 558	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	<p>expectations” level.</p> <p>Develop a nomenclature and numbering system for all instruments that will propagate to the database.</p> <p>Standard of expectation: 95% of students will achieve “meets expectations” or “exceeds expectations” level.</p>		
<p>ECC: THEA 295 - Industry Analysis and Portfolio Planning for the Entertainment Lighting Industry - SLO #1 Careers in Intelligent Lighting Industry - Upon successful completion of this course students will be able to locate, interpret, and compare different types of careers in the intelligent lighting industry.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: STATEMENT</p> <p>For the purposes of this assessment students were asked to identify three different career paths in the entertainment lighting industry. After identifying three career paths that best met their skills and career goals students were asked to describe the skills and duties needed to work in that career. The students then created three individual resumes that targeted that particular career path. The students then work with the instructor to choose one of the career paths and prepare a cover letter for that particular job target.</p> <p>Rubric</p> <p>Traits</p> <p>1. Researching and selecting career path and creating a resume for that particular job target. Does not meet expectation: Students were not able to research and select an appropriate career path and create a resume for that job target. Meets expectation: Students were able to research and select an appropriate career path and create a resume for that job target. Exceeds expectation: Students exceeded in the ability to research and select an appropriate career path and create a resume for that job target.</p> <p>2. Researching and creating a cover letter for the chosen job target. Does not meet expectation: Students were not able to research and create a cover letter for the chosen job target. Meets expectation: Students were able to research and create a cover letter for the chosen job target. Exceeds expectation: Students exceeded in the ability to research and create a cover letter for the chosen job target.</p> <p>Assessment Method:</p>	<p>10/31/2014 - DATA</p> <p>1. Researching and selecting career path and creating a resume for that particular job target. Does not meet expectations: 24% of students Meets expectations: 63% of students Exceeds expectations: 13% of students</p> <p>2. Researching and creating a cover letter for the chosen job target. Does not meet expectations: 24% of students Meets expectations: 63% of students Exceeds expectations: 13% of students</p> <p>OBSERVED PATTERNS AND FINDINGS FROM DATA</p> <p>Although the rubric for this assessment list two different traits the instructor for this course assessed the traits together. This particular class is connected with our certificate in the entertainment lighting program. For the most part the instructor found that students seem to lack writing skills which prohibited them from succeeding in this project. After the assessment was completed the instructor reassigned and corrected resumes and cover letters giving the students specific examples of how they could improve on the process. The instructor concluded that conducting this assessment in the first eight weeks of the semester allowed for time for the students to retool and refine their resumes and cover letters. The instructor had to find various examples of other resumes and cover letters for the students to study before an appropriately crafted resume and cover letter could be created. It seems that a large percentage of the students in this particular class needed some additional writing skills.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: William Georges</p>	<p>02/01/2017 - ACTION PLAN</p> <p>Teaching Strategies</p> <p>Instructor found that students in this section as previously noted needed additional work on their writing skills. During the first weeks of lecture the instructor focused on job target and had an expectation that students would be able to craft a resume and cover letter. Many of the students in this section had never created a resume or cover letter. The text for the classes included a Darn Good Resume Guide, and Dynamic Cover Letters. The instructor assigned readings but it was apparent that the students need to be guided through these texts. In the future the instructor will spend more time in looking and comparing already completed resumes. Before the assessment the instructor is going to add a biography assignment to help the students focus on their skills.</p> <p>Action Category: Teaching Strategies</p>

Course SLOs 1 and ctu.unitid = 558	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	<p>Project</p> <p>Standard and Target for Success:</p> <p>STANDARD AND TARGET FOR SUCCESS</p> <p>1. Researching and selecting career path and creating a resume for that particular job target. Standard of expectation: 70% of the students in this class will achieve “meets expectations” or “exceeds expectations” level</p> <p>2. Researching and creating a cover letter for the chosen job target. Standard of expectation: 70% of the students in this class will achieve “meets expectations” or “exceeds expectations” leve</p>		
<p>ECC: THEA 297ab - Advanced Technical Theatre Production - 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 Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 12/12/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description:</p> <p>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</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. 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. 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. 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</p>	<p>10/17/2014 - 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. 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. 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. 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. Our theater crews typically perform above expectation due to the nature of their duties. The lighting and sound</p>	<p>10/01/2015 - 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.</p> <p>Action Category: Program/College Support</p>

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	<p>practices in the areas of the stage crew and property crew while fulfilling the duties of the stage crew and property crew for the production. Does not meet 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. 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>Assessment Method: Performance</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 students in this class will achieve “meets expectations” or</p>	<p>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 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>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: William Georges</p>	

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	<p>“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 production. Standard of expectation: 90% of the students in this class will achieve “meets expectations” or “exceeds expectations” level</p> <hr/>		