

Assessment: Course Four Column

SPRING / SUMMER 2016



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)</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: building crew, 9: running crew, and</p>		

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	<p>10: playwright. 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>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>SLO #2 Applying Aristotle’s Poetics - Upon successful completion of this course students will be able to categorize and apply Aristotle’s poetics to plays. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p>	<p>Essay/Written Assignment - For the purposes of this SLO assessment theater students were required to attend the theater department’s production of the Laramie Project. Students were asked to analyze the Laramie project using Aristotle’s Poetics. Students were required to</p>		

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<p>Input Date: 12/12/2013</p>	<p>write this analysis in essay form. Students were asked to categorize the play into its specific parts. Rubric Traits 1. Plot: Mechanics of storytelling including the sequence of comings and goings of the characters; in either a linear or nonlinear form, the timetable of the play's events, discoveries, and actions. Does not meet expectation: Unable to identify the sequence of coming and goings of characters, the difference between a linear or nonlinear form, the timetable of events discoveries, and actions. Meets expectation: Some ability to identify the sequence of coming and goings of characters, between linear or nonlinear form and the timetable of events, discoveries, and actions. Exceeds expectation: Several coherent examples and the ability to identify the comings and goings of characters, between linear and nonlinear form including the timetable events, discoveries, and actions</p> <p>2. Character: the human figures-the impersonated presence-who undertake the actions of the plot. Does not meet expectation: Not able to identify the impersonated presence who undertakes the actions of the plot. Meets expectation: Some ability to identify the impersonated presence and their relationship to the story.</p>		

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	<p>Exceeds expectation: Several coheren</p> <p>Standard and Target for Success: Plot: Mechanics of storytelling: Standard of expectation: 70% of the students in this class will achieve “meets expectations” or “exceed expectations” level. Character: Standard of expectation: 75% of the students in this class will achieve “meets expectations” or “exceed expectations” level. Theme: Standard of expectation: 75% of the students in this class will achieve “meets expectations” or “exceed expectations” level. Diction: Standard of expectation: 75% of the students in this class will achieve “meets expectations” or “exceed expectations” level. Music: Standard of expectation: 75% of the students in this class will achieve “meets expectations” or “exceed expectations” level. Spectacle: Standard of expectation: 80% of the students in this class will achieve “meets expectations” or “exceed expectations” level.</p>		
<p>SLO #3 Historical Elements of Plays - Upon successful completion of this course students will be able to</p>	<p>Essay/Written Assignment - This assessment was completed with the Theater 103 class while covering</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met</p>	<p>Action: Teaching Strategies: The instructors for these sections agreed that there could be more</p>

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<p>recognize and describe historical elements of plays.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/12/2013</p>	<p>sections on Greek, Roman, Medieval, Elizabethan, Modern, and Postmodern Theatre. Students were asked to identify specific elements related to the genres and historical periods of theater.</p> <p>Identification of the very production methods spanning the history from Greek, Roman, Medieval, Elizabethan, Modern, and Postmodern Theatre.</p> <p>Rubric</p> <p>Does not meet expectation: Students were unable to identify the varying production methods from Greek, Roman, Medieval, Elizabethan, Modern, and Postmodern Theatre.</p> <p>Meets expectation: Students were able to identify several of the varying production methods from Greek, Roman, Medieval, Elizabethan, Modern, and Postmodern Theatre.</p> <p>Exceeds expectation: Students were able to identify all of the varying production methods from Greek, Roman, Medieval, Elizabethan, Modern, and Postmodern Theatre.</p> <p>Standard and Target for Success:</p> <p>Standard of expectation: 70% of the students in this class will achieve "meets expectations" or "exceeds expectations" level</p>	<p>Identification of varying production methods starting from the Greek Theater through the Postmodern Theatre.</p> <p>Students were asked a series of questions on this assessment and their answers were then tallied with various sections from Theater 103. The data is a sample from these varying sections.</p> <p>Does not meet expectations: 16% of students</p> <p>Meets expectations: 61% of students</p> <p>Exceeds expectations: 22% of students</p> <p>OBSERVED PATTERNS AND FINDINGS FROM DATA</p> <p>Students seem to have a firm grasp of the historical traditions of Greek theater. Since many of our theatrical traditions started with the Greeks this was no surprise. Students had a more difficult time analyzing Roman and Medieval Theater. The theatrical traditions although similar to the Greeks do have significant differences specifically medieval drama. Students did identify that medieval drama was related to the church in the 10th century. Students were able to identify many of the production elements Elizabethan theater. Shakespeare his contemporaries are thoroughly covered in our theater 103 classes. Students seem to have the firmest grasp on the modern theater. Although modern theater dates back to the late 19th century it is still the form most recognizable today. In looking at postmodern Theatre students seem to find this a little difficult to grasp since most postmodern Theatre deals with manifestoes that defined their genre.</p> <p>(03/21/2016)</p> <p>Faculty Assessment Leader: William Georges</p>	<p>emphasis placed on some of the genres and historical periods that students seem to have more problems identifying with specifically medieval and postmodern Theatre. There was a discussion that these periods were and are transient and so that students would normally have less experience due to the nature of theater productions not focusing on these time periods.</p> <p>(09/12/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: THEA 114 :Fundamentals of Acting

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<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 a professional demeanor.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 12/12/2013</p>	<p>Performance - In this project the 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>Rubric Traits</p> <p>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.</p> <p>Meets Expectation Student exhibits some evidence of the ability to select appropriate 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</p>		

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	<p>bring the character's "wants" to life in performance as evidenced through motivated use of his voice and body.</p> <p>Meets Expectation</p> <p>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</p> <p>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> <p>Standard and Target for Success:</p> <p>Written scene analysis identifying the character's "wants"</p> <p>Standard of expectation: 75% of students will achieve "meets expectations" or "exceeds expectations" level</p> <p>Stage performance turning these "wants" into behavior and motivated speech</p> <p>Standard of expectation: 80% of students will achieve "meets expectations" or "exceeds expectations" level</p>		
<p>SLO #2 Elements of Acting - Upon successful completion of this course students will be able to analyze and critique the elements of acting.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p>	<p>Project - In this project the student will identify the actor's vocal strength and weaknesses as he/she performs a duet scene for the class. Specifically, the student will identify the vocal communication of the actor in terms of projection and</p>		

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Input Date: 12/12/2013	<p>articulation both through participation in oral critiques and written evaluations of the scenes performed.</p> <p>Rubric</p> <p>Traits</p> <p>1. Written evaluations where the student clearly identifies the actor's vocal skill in terms of articulation and projection</p> <p>Does Not Meet Expectation Student shows little or no ability to articulate the strengths and weaknesses of the performer's vocal skill in terms of projection and articulation.</p> <p>Meets Expectation Student exhibits some evidence of the ability to articulate the strengths and weaknesses of the performer's vocal skill in terms of projection and articulation.</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. Oral critiques where the student clearly identifies the actor's vocal skill in terms of articulation and projection.</p> <p>Does Not Meet Expectation Student shows little or no ability to articulate the strengths and weaknesses of the performer's vocal skill in terms of projection and articulation.</p>		

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	<p>Meets Expectation Student exhibits some evidence of the ability to articulate the strengths and weaknesses of the performer's vocal skill in terms of projection and articulation.</p> <p>Exceeds Expectation Student Standard and Target for Success: Written evaluations of class scene work where the student identifies the vocal skill of the performer in terms of projection and clear articulation Standard of expectation: 90% of students will achieve "meets expectations" or "exceeds expectations" level Oral critiques of class scene work where the student identifies the vocal skill of the performer in terms of projection and clear articulation Standard of expectation: 80% of students will achieve "meets expectations" or "exceeds expectations" level</p>		
<p>SLO #3 Staging Terminology - Upon successful completion of this course students will know and apply theatre staging terminology. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 12/12/2013</p>	<p>Presentation/Skill Demonstration - Statement In this project, the student will go on stage and follow specific stage directions called out by the instructor on physical set that has been furnished with scenic units and furniture. These directions will be</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Data Written evaluations where the student clearly follows the directions correctly and confidently. Does Not Meet Expectation: 15% of students Meets Expectation: 65% of students</p>	<p>Action: Action plan Teaching Strategies One of the things I noticed is that the more demonstrations and "on your feet" exercises I conducted before the "blocking test" the better the results. Even though I covered these terms and blocking concepts in a</p>

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	<p>based on a detailed blocking pattern that was devised in advance.</p> <p>Rubric</p> <p>Written evaluations where the student clearly follows the directions accurately and confidently.</p> <p>Does Not Meet Expectation</p> <p>Student shows little or no ability to follow the directions with confidence.</p> <p>Meets Expectation</p> <p>Student exhibits some evidence of the ability to follow the directions.</p> <p>Exceeds Expectation</p> <p>Student demonstrates considerable evidence of the ability to follow the directions with confidence.</p> <p>Standard and Target for Success:</p> <p>Standard and Target for Success</p> <p>Written evaluations of the student's ability to clearly and confidently follow the instructor's directions in a designated "blocking exercise".</p> <p>Standard of expectation: 85% of students will achieve "meets expectations" or "exceeds expectations" level.</p>	<p>Exceeds Expectation: 20% of students</p> <p>Observed Patterns and Findings from Data</p> <p>In this project, the student will go on stage and follow specific stage directions called out by the instructor on physical set that has been furnished with scenic units and furniture.</p> <p>For this assessment students were asked to go onstage and follow 20 specific stage directions called out by the instructor. In advance of this assessment, the instructor designed a stage setting using scenic units and stage furniture. While most of the students understood and mastered the stage terms and were able to follow the directions with confidence, some students hesitated and did not follow the directions correctly. A few were easily confused and demonstrated frustration and inaccurate blocking.</p> <p>(05/04/2016)</p> <p>Faculty Assessment Leader: Ron Scarlata</p>	<p>lecture, followed by a written test, the more the students used these terms on their feet, the more they mastered them.</p> <p>(05/02/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Curriculum changes</p> <p>I recommend that students be required to pass a basic English writing class before taking this course so they are able to write in complete sentences and understand basic grammar so they can succeed in the writing assignments in this course. I also believe that students need to have a basic mastery of the spoken English language in order to succeed in this class. I recommend that one of the recommended pre-requisites for this course is basic competence in speaking English.</p> <p>(04/04/2018)</p> <p>Action Category: Curriculum Changes</p>

ECC: THEA 184:Stagecraft

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<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), 2016-17 (Spring 2017)</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 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>		

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	<p>scenery.</p> <p>Meets Expectation</p> <p>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.</p> <p>Exceeds Expectation</p> <p>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:</p> <p>Standard and Target for Success</p> <p>Identification of Tool and Its Category</p> <p>Standard of expectation: 85% of students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Tool Usage</p> <p>Standard of expectation: 90% of students will achieve “meets expectations” or “exceeds expectations” level</p>		
<p>SLO #2 Constructing a Theatrical Flat</p> <p>- Upon successful completion of this course students will be able to use safe scene shop practices to construct a theatrical flat.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p>	<p>Project - For the purposes of this assessment students were given a drawing of a 3’ x 4’ flat and asked to provide a cut list for that flat. The students were then asked to use tape measures and 1” x 3” lumber and measure and mark for the purposes of cutting lumber needed for the flat. Students were then asked to construct the theatrical flat using safe scene shop practices and</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>cover their 3' x 4' flat</p> <p>Rubric</p> <p>Traits</p> <p>1. Measuring and Marking for the Purposes of Creating a Cut List</p> <p>Does Not Meet Expectation</p> <p>Student shows little or no ability to safely measure, mark, and create a cut list for a 3' x 4' theatrical flat.</p> <p>Meets Expectation to identify individual tools and their categories</p> <p>Student exhibits some evidence of the ability to safely measure, mark, and create a cut list for a 3' x 4' theatrical flat.</p> <p>Exceeds Expectation</p> <p>Student demonstrates considerable evidence of the ability to safely measure, mark, and create a cut list for a 3' x 4' theatrical flat.</p> <p>2. Constructing and Covering a 3' x 4' Flat</p> <p>Does Not Meet Expectation</p> <p>Student shows little or no ability to use scene shop tools in an appropriate and safe manner for the purposes of constructing and covering a 3' x 4' flat.</p> <p>Meets Expectation</p> <p>Student exhibits some evidence of the ability to use scene shop tools in an appropriate and safe manner for the purposes of constructing and covering a 3'</p> <p>Standard and Target for Success:</p> <p>Measuring and Marking for the Purposes of Creating a Cut List</p> <p>Standard of expectation: 90% of</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Constructing and Covering a 3’ x 4’ Flat</p> <p>Standard of expectation: 85% of students will achieve “meets expectations” or “exceeds expectations” level</p>		
<p>SLO #3 Theatrical Painting Skills -</p> <p>Upon successful completion of this course students will illustrate and employ theatrical painting skills.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p>Input Date: 12/12/2013</p>	<p>Laboratory Project/Report - For the purposes of this assessment students were asked to paint theatrical bricks on a 3’ x 4’ theatrical flat that they had built while in class. The project was broken into five steps and covered basing the flat using a scumbling technique, stenciling with natural sponges and stencils, applying highlight and shadow and applying a spattering technique with a glazing.</p> <p>Rubric</p> <p>Painting theatrical bricks using various painting techniques including scumbling, stenciling, highlight and shadow, spattering, and glazing</p> <p>Does Not Meet Expectation</p> <p>Student shows little or no ability to paint theatrical bricks using various painting techniques including scumbling, stenciling, highlight and shadow, spattering, and glazing.</p> <p>Meets Expectation</p> <p>Student shows some ability to paint theatrical bricks using various painting techniques including scumbling, stenciling, highlight and</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Data</p> <p>Does Not Meet Expectation: 5% of students</p> <p>Meets Expectation: 70% of students</p> <p>Exceeds Expectation: 25% of students</p> <p>Observed Patterns and Findings from Data</p> <p>Students in our stagecraft classes have varying levels of artistic skills. Although these painting techniques are more craft than art the instructor found that some students believe that they are not artistic when it comes to painting and seemed to rush through these techniques. When shown that the techniques take a bit of practice but don’t require artistic skills necessarily some students were able to improve on their projects. It seemed that students had a preconceived notion that they were artistic or not artistic when it comes to painting. Students that felt they had a background in art did better, although it wasn’t necessarily because of their artistic background but because they took more time on each of the techniques.</p> <p>(05/23/2016)</p> <p>Faculty Assessment Leader: William Georges</p>	<p>Action: Program/College</p> <p>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.</p> <p>(03/06/2017)</p> <p>Action Category: Program/College Support</p>

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shadow, spattering, and glazing.
Exceeds Expectation
Student shows the ability to paint theatrical bricks using various painting techniques including scumbling, stenciling, highlight and shadow, spattering, and glazing.

Standard and Target for Success:

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

ECC: THEA 188: Fundamentals of Stage Makeup

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

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	<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.</p> <p>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>		

<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>SLO #2 Applying Theatrical Makeup - Upon successful completion of this course students will be able to analyze, assess, and measure facial bone structure for the purposes of applying theatrical makeup. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 12/12/2013</p>	<p>Project - Assessment Methods: Projects Assessment Method Description: Various projects are used to assess students’ abilities in theatrical makeup application. From the 1st day of instruction we begin analyzing the bone structure of the face. There is no single project that assesses the student’s ability to analyze, assess and measure the bone structure for theatrical makeup application.</p> <p>PROJECT 1 the Skull Statement Students are asked to create a skull makeup from a line drawing provided as homework the 1st day. They have access to a realistic plastic skull and their own research. The</p>		

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	<p>makeup is demonstrated on a student and the students are shown how to find their own bone structure as well as the appropriate tools, various products and techniques they will be using to create this look.</p> <p>Rubric Traits Does not meet Expectation: Student shows little or no ability to select the appropriate colors, analyze, assess and measure facial bone structure for the purposes of applying theatrical makeup. Meets Expectation: Student exhibits some evidence of the ability to select the appropriate colors and correct placement of the makeup on the face. Exceeds expectation: Student demonstrates considerable evidence of the ability to select the appropriate colors and placement of highlights and shadows to recreate a skull in order to understand their facial bone structure.</p> <p>Standard and Target for Success: Standard of Expectation: 90% of students will achieve “meets expectations” or “exceed expectations” level</p>		
<p>SLO #3 Old Age Theatrical Makeup Design - Upon successful completion of this course students will be able to produce an old age theatrical makeup design.</p> <p>Course SLO Status: Active</p>	<p>Project - Statement: we begin this section with a discussion of aging, the effects of aging, what causes some people to age more than others. We discuss the effects of environment, lifestyle, heritage, and</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Data Does Not Meet Expectation: 5% Meets Expectation: 10%</p>	<p>Action: This class was meeting one day a week from 10:20 AM to 3:50 PM with enough time for the instructors lecture in demo. By having it once a week the students have plenty of time between each</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/12/2013</p>	<p>race and how this contributes to aging. I also use visual aids, a PowerPoint presentation, along with the lecture. We work on aging the under structure using highlight and shadow to create the illusion of skin sagging off the bone, resulting in a skeletal appearance for thin faces. Each practice session will now begin with the students doing the under structure first and they will add or build on top of that. I demonstrate aged eyes, mouth, jaws, neck, and hands, wrinkles and finished detailing through the next several class sessions and students copy and practice each of the various tasks. They are given homework assignments to help them learn how to blend their highlight and shadow to create hard and soft edges.</p> <p>Standard and Target for Success: Standard of expectation: 90% of the class to “meet expectation” or “exceed expectation” Rubric Does Not Meet Expectation: Student shows little or no ability to analyze and understand bone structure and placement of highlights and shadows to create under structure, proper blending direction for their fine line work and finished detailing of the makeup. Meets Expectations: Student exhibits some evidence of the ability to discern placement of highlights and shadows in order to create an old age makeup. Their fine line</p>	<p>Exceeds Expectation: 85%</p> <p>Students are required to create a believable old age character for the stage. It must have a variety of research photos of age characters. It must create a design using their research of an old character for a book or play. During this project students work on themselves and are expected to have basic understanding of their bone structure in order to correctly place their highlights and shadows. They should be able to correctly choose the proper tools and colors to be placed in the appropriate places. I am always available to answer questions and continue throughout the class to circle around checking their makeup and helping them with placement colors and proper tools for the various types of products use. I may use a student who is doing the correct placement of color as an example to the rest of the class to help them see the appropriate amount of color and letting the make up in all situations. Many of the students taking this course are acting majors as well as cosmetology students who need instruction in the field. There are usually only a couple of students who do not seem to comprehend the bone placement even after individual instruction. These are often the same students who do not have their research to prepare for the makeup.</p> <p>(04/28/2016)</p> <p>Faculty Assessment Leader: Christian Stalh</p>	<p>class session to do their research practice and design work. Not only was the class time cut along to move to a two day a week class but they are struggling to make the 8:30 AM lecture. The college needs to continue to provide classes for their fine arts in cosmetology students as it is a necessary tool for both fields of work the students utilize this knowledge as actors in various productions as well as crew people on the costume, makeup and hair crews have to help a variety of actors at different skill levels. (09/07/2016)</p> <p>Action Category: Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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placement is good and colors are properly blended. Their final detailing work is adequate and read on the stage.

Exceeds Expectation: Student demonstrates considerable evidence of the ability to correctly place highlight and shadow to create a believable under structure, appropriate blending and fine line work as well as defined detailing to create a believable theatrical old age makeup.

ECC: THEA 215 :Improvisation

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	discussion. 2. Stage Technique		
	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		
	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		
SLO #2 Critiquing Scenes - Upon successful completion of this course students will have the ability to critique and appraise impromptu improvisational scenes. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 12/12/2013	Performance - This project was used for the purposes of assessing the students' ability to identify the criteria for a well-performed improvisation in terms of spontaneity and creativity, and also in terms of using skillful stage technique to share the scene with the audience. Rubric		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Traits</p> <p>1. Appraising the creativity & spontaneity of the improvised scene.</p> <p>Does Not Meet Expectation Student shows little or no ability to identify the performer's skill level in terms of creativity or spontaneity</p> <p>Meets Expectation Student exhibits some evidence of the ability to appraise the performer's skill level in terms of creativity and spontaneity.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to appraise the performer's skill level in terms of creativity and spontaneity.</p>		
	<p>2. Appraising the actor's stage technique in terms of skillful vocal work and use of the stage space to share the scene with the audience.</p> <p>Does Not Meet Expectation Student shows little or no ability to identify the performer's technical skills.</p> <p>Meets Expectation Student exhibits some evidence of the ability to appraise the performer's technical skills.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to appraise the performer's technical skills</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>Standard and Target for Success: Standard and Target for Success Appraising the creativity & spontaneity of the improvised scene. Standard of expectation: 75% of students will achieve “meets expectations” or “exceeds expectations” level Appraising the actor’s stage technique in terms of skillful vocal work and use of the stage space to share the scene with the audience. Standard of expectation: 80% of students will achieve “meets expectations” or “exceeds expectations” level.</p>		
<p>SLO #3 Improvisational Characters - Upon successful completion of this course, students will have the ability to create and construct improvisational characters. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 12/12/2013</p>	<p>Presentation/Skill Demonstration - In this project the students will be able to create a colorful and consistent character based on the following information provided by the audience: Name, Occupation, Physical trait, and a Phrase the character often repeats. Rubric 1. Creating a colorful and consistent character based on the information provided by the audience. Does Not Meet Expectation Student shows little or no ability to commit to the suggested characteristics provided by the audience.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Data 1. Creativity and Spontaneity Does Not Meet Expectation: 25% of students Meets Expectation: 60% of students Exceeds Expectation: 15% of students 2. Ability to utilize all four suggestions proffered by the audience and blend them into a believable characterization. Does Not Meet Expectation: 15% of students Meets Expectation: 70% of students Exceeds Expectation: 15% of students Observed Patterns and Findings from Data Spontaneity and Creativity (students met expectation) Most students were able to verbally identify specific moments in the scenes that demonstrated creativity and</p>	<p>Action: Curriculum changes 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. (05/02/2018) Action Category: Curriculum Changes Action: Creativity and Spontaneity Teaching Strategies: I will continue to start the class with a full warm-up so students are “loose”, creative, and trusting. In everything I do and say, I will encourage students to access their “right brain”.</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Meets Expectation Student exhibits some evidence of the ability to present the character qualities suggested by the audience and turn them into a believable character.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of his ability to absorb and commit to the suggested qualities and to create a colorful and believable character.</p> <p>Standard and Target for Success: Standard and Target for Success Performance of a colorful and consistent character based on the information provided by the audience.</p> <p>Standard of expectation: 70% of students will achieve “meets expectations” or “exceeds expectations” level</p>	<p>spontaneity. Some students only judged the success of the scene in terms of their own personal enjoyment or interest in the story of the improvised scene.</p> <p>Ability to utilize all four suggestions proffered by the audience and blend them into a believable characterization. (students met expectation)</p> <p>Most students were able to remember and integrate the audience’s suggestions into a consistent and logical character. (04/21/2016)</p> <p>Faculty Assessment Leader: Ron Scarlata</p>	<p>Ability to utilize all four suggestions proffered by the audience and blend them into a believable characterization</p> <p>Teaching Strategies: The best way to improve on the creation of these colorful characters is to start with one or two suggestions and to build to all four. (05/03/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: THEA 240: Fundamentals of Stage Direction

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

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Working on Psychological and Technical Levels - Upon successful completion of this course students will be able to work with actors on a psychological and technical level to realize a theatrical scene.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/12/2013</p>	<p>Project - These projects were used for the purposes of assessing the students' ability to coach actors to bring out the truth of the character that is consistent with the author's script and the concepts of modern psychology. In addition, these projects were used to assess the director's ability to assist the actor in presenting his performance with strong stage technique as evidenced by good projection, articulation, and an effective use of stage movement and positioning.</p> <p>Rubric</p> <p>Traits</p> <p>1. Coaching the Actor to Achieve Psychological Truth</p> <p>Does Not Meet Expectation Student shows little or no ability to coach the actor to achieve a performance that achieves psychological truth.</p> <p>Meets Expectation Student exhibits some evidence of the ability to coach the actor to achieve a performance that achieves psychological truth.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to coach the actor to achieve a performance that achieves psychological truth.</p> <p>2. Coaching the Actor to Achieve</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Strong Stage Technique</p> <p>Does Not Meet Expectation Student shows little or no ability to stage the class projects with strong stage technique as evidenced by open staging and strong vocal delivery.</p> <p>Meets Expectation Student exhibits some evidence of the ability to stage the class projects with strong stage technique as evidenced by open staging and strong vocal delivery.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to stage the class projects wi</p> <p>Standard and Target for Success: Coaching the Actor to Achieve Psychological Truth Standard of expectation: 80% of students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Coaching the Actor to Achieve Strong Stage Technique Standard of expectation: 85% of students will achieve “meets expectations” or “exceeds expectations” level</p>		
SLO #3 Staging and Blocking - Upon successful completion of this course students will be able to stage and block a 10 minute play.	Presentation/Skill Demonstration - Statement This project, the culminating project of the semester, challenges the	Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Data	Action: Curriculum changes I recommend that due to the advanced level of this course, the pre-requisite for this course should

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/12/2013</p>	<p>directing student to cast and stage a full production of a short play. Specifically, the director will need to select and cast a short play and stage the play for our black box theater. The production will be presented to an invited audience. The focus of this assignment is for the director to block the play in an aesthetically pleasing manner that uses the stage space in a communicative manner that reinforces the “wants” of the characters through effective stage compositions.</p> <p>Rubric Traits</p> <p>1. Blocking the play in an aesthetically pleasing manner that uses the stage space in a communicative manner that reinforces the “wants” of the character through effective stage compositions</p> <p>Does Not Meet Expectation Student shows little or no ability to block the play in a manner that is aesthetically pleasing and that reinforces the character’s “wants”. Meets Expectation Student exhibits some evidence of the ability block the play in a manner that is aesthetically pleasing and that reinforces the character’s “wants”. Exceeds Expectation Student demonstrates considerable evidence of the ability to block the play in a manner that is aesthetically pleasing and that reinforces the character’s “wants”.</p>	<p>1. Blocking the play in an aesthetically pleasing manner that uses the stage space in a communicative manner that reinforces the “wants” of the character through effective stage compositions</p> <p>Does Not Meet Expectation: 25% of students Meets Expectation: 70% of students Exceeds Expectation: 5% of students</p> <p>2. Recording the blocking in a professional manner according to the guidelines provided by the instructor.</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>Blocking the play in an aesthetically pleasing manner that uses the stage space in a communicative manner that reinforces the “wants” of the character through effective stage compositions</p> <p>Most students were able to stage the scene in an “open” manner and assist actors with vocal production. These directors usually employ pre-blocking techniques to ensure that the scenes are well-staged. The students who usually meet or exceed expectations usually create stronger stage pictures and develop more interesting movement patterns. Those who do not meet expectations are usually directors who lack strong stage technique in their own acting and who need more review on these important basic techniques.</p> <p>Recording the blocking in a professional manner according to the guidelines provided by the instructor.</p> <p>Most students were able to record the blocking in the professional manner that has been explained in class. Some of the student’s blocking notation was sloppy or deviated from the format that has been taught. (05/04/2016)</p> <p>Faculty Assessment Leader: Ron Scarlata</p>	<p>include an audition/interview with the instructor. (01/02/2018)</p> <p>Action Category: Curriculum Changes</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>2. Recording the blocking in a professional manner according to the guidelines provided by the instructor.</p> <p>Does Not Meet Expectation</p> <p>Student shows little or no ability to record the blocking</p> <p>Standard and Target for Success:</p> <p>Standard and Target for Success</p> <p>Blocking the play in an aesthetically pleasing manner that uses the stage space in a communicative manner that reinforces the “wants” of the character through effective stage compositions</p> <p>Standard of expectation: 75% of students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Recording the blocking in a professional manner according to the guidelines provided by the instructor.</p> <p>Standard of expectation: 85% of students will achieve “meets expectations” or “exceeds expectations” level</p>		

ECC: THEA 274abcd:Musical Theatre Production

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	notes and mastery of the musicianship that has been taught.		
	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.		
	2. Mastery of Choreography & Musical Staging		
	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.		
	Standard and Target for Success: Memorization of Musical Score Standard of expectation: 90% of students will achieve “meets expectations” or “exceeds expectations” level		
	Mastery of Choreography & Musical Staging 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>
<p>SLO #2 Basic Acting Skills - Upon successful completion of this course students will be able to demonstrate and apply basic acting skills for a realized musical theater production while applying a professional demeanor.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/12/2013</p>	<p>Performance - This project was used for the purposes of assessing the students' ability to bring truth to the dialogue and songs of the musical while creating a three-dimensional character. This project was also used to assess the actor's technical ability to achieve effective stage projection and articulation and use his body in a communicative manner.</p> <p>Rubric Traits</p> <p>1. Truthful Rendering of Dialogue and Vocals.</p> <p>Does Not Meet Expectation Student shows little or no ability to render truthful performances of the dialogue and vocals.</p> <p>Meets Expectation Student exhibits some evidence of the ability to render truthful performances of the dialogue and vocals.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to render truthful performances of the dialogue and vocals.</p> <p>2. Technical Skill in Sharing Voice and Body</p> <p>Does Not Meet Expectation</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>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: Standard and Target for Success Truthful Rendering of Dialogue and Vocals. Standard of expectation: 80% of students will achieve “meets expectations” or “exceeds expectations” level</p> <p>Technical Skill in Sharing Voice and Body Standard of expectation: 85% of students will achieve “meets expectations” or “exceeds expectations” level</p>		

SLO #3 Theatrical Character - Upon successful completion of this course students will be able to create and dramatize a theatrical character for a musical theater production while applying a professional demeanor.

Performance - Statement
This project was used for the purposes of assessing the students' ability to bring truth and definition to a theatrical character while rehearsing and performing in a

Semester and Year Assessment Conducted: 2015-16
(Spring 2016)

Standard Met? : Standard Met
Data

1. Ability to bring a written character to life in a truth,

Action: Program/College
The college and the Fine Arts Dept. needs to offer a musical theater workshop class to teach students effective approaches to performing this unique and challenging material.

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 12/12/2013	<p>professional manner.</p> <p>Rubric Traits</p> <p>1. Ability to bring a written character to life in a truth, colorful and consistent performance.</p> <p>Does Not Meet Expectation Student shows little or no ability to render a truthful and consistent performance.</p> <p>Meets Expectation Student exhibits some evidence of the ability to render a truthful and consistent performance.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to render a truthful and consistent performance.</p> <p>2. Ability to rehearse and perform in a professional manner which demonstrates discipline, understanding of rehearsal etiquette, and respect for the other artists.</p> <p>Does Not Meet Expectation Student shows little or no ability to behave professionally.</p> <p>Meets Expectation Student exhibits some evidence of the ability to behave professionally.</p> <p>Exceeds Expectation Student demonstrates considerable</p>	<p>colorful and consistent performance.</p> <p>Does Not Meet Expectation: 10% of students Meets Expectation: 80% of students Exceeds Expectation: 10% of students</p> <p>2. Ability to rehearse and perform in a professional manner demonstrating discipline, understanding of rehearsal etiquette, and respect for the other artists</p> <p>Does Not Meet Expectation: 5% of students Meets Expectation: 85% of students Exceeds Expectation: 10% of students</p> <p>Observed Patterns and Findings from Data Ability to bring a written character to life in a truth, colorful and consistent performance. For this part of the assessment students were asked to perform a role from a Broadway musical and bring truth and a sense of a full life history to the character. After an extensive rehearsal period where the actor would undergo a variety of rehearsal exercises and assignments, most students were able to find truth and a sense of a back story to their characters and connect the vocals to the dialogue. A minority of actors give in to the temptation to “perform” the piece rather than presenting a three-dimensional character.</p> <p>Ability to rehearse and perform in a professional manner demonstrating discipline, understanding of rehearsal etiquette, and respect for the other artists. At the first rehearsal, the director discusses his expectations in terms of rehearsal discipline and also distributes a sheet with rehearsal rules. The majority of student actors respect the rules, and when they violate the “rules” they are reminded of their offences and urged to comply. A few actors violate basic rules such as arriving on time, memorizing lines by the assigned deadlines, ect. and are given warnings.</p> <p>(04/28/2016)</p>	<p>(10/05/2017) Action Category: Program/College Support</p> <hr/> <p>Action: Program/College The college and the Fine Arts Dept. needs to offer a musical theater workshop class to teach students effective approaches to performing this unique and challenging material. (10/05/2017) Action Category: Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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evidence of the ability to behave professionally.

Faculty Assessment Leader: Ron Scarlata

Standard and Target for Success:

Standard and Target for Success

Ability to bring a written character to life in a truth, colorful and consistent performance. Standard of expectation: 80% of students will achieve “meets expectations” or “exceeds expectations” level