



Foothill has amazing faculty, staff, administrators, and programs. Program Review is about documenting the discussions and plans you have for sustaining and improving student success in your program. It is also about linking your plans to decisions about resource allocations. Thank you for taking the time to review your program and sharing your findings with the college community!

Program Review Committee Members for 2017-18:

- Administrators {
 - Andrew LaManque
 - Paul Starer
 - Teresa Ong
 - Carolyn Holcroft
 - Bruce McLeod
 - K Allison Meezan;
 - Classified Staff {
 - Craig Gawlick
 - Jackie Brown
 - Melia Arken
 - Elaine Kuo (Ex Officio)
- } Faculty

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<https://foothill.edu/staff/irs/programplans/index.php>

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

BASIC PROGRAM INFORMATION

Department Name:

Division Name:

Please list all team members who participated in this Program Review:

Name	Department	Position
Bruce McLeod	THTR	FT Faculty
Tom Gough	THTR	FT Faculty
Janis Bergmann	THTR	FT Faculty
Milissa Carey	THTR/MUS	FT Faculty

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

List all programs covered by this review and indicate the program type:

Theatre Arts	X Certificate	X AA / AS	X AD-T	Pathway
Technical Theatre	X Certificate	X AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway

Not sure? Check: <https://foothill.edu/programs/> and click to sort using the "Areas of study/Divisions" button

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Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION

Data for certificates and degrees will be posted on Institutional Research’s [website](#) for all measures except non-transcriptable completion.

1A. Analysis of Transcriptable Program Completion Data: Please use your data to complete the following table.

Transcriptable Program	Five-year trend in degrees/certificates awarded	Comments
e.g. Associate Degree for Transfer	The number AD-Ts awarded has been steadily increasing each year, up to a high of 39 degrees awarded in 16-17	We are pleased to see this trend and believe it will continue as more students pursue AD-Ts
AA – Degree Theatre Arts	Since 2013 the number of degrees awarded has risen from 1 to 6 during the last review cycle to 7 during this review cycle.	The department’s focus in the past few years has shifted to steer student success towards degree awareness and completion. This year we have reconfigured the possible degree tracks to better serve student interests— offering three tracks (Acting, Musical Theatre, General Studies). We anticipate this will yield a modest increase in degrees awarded over the next five years.
AA – Degree Theatre Technology	With 4 degrees issued last year, this indicates a modest upswing from the previous years.	We do expect to continue to issue a modest amount with a slight increase as we grow our online course presence, allow for high school partnership effort to take traction and expand our marketing efforts, increasing awareness of the program’s opportunity.

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*according to CCCApply data

1B. Non-Transcriptable Program Data: If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

Non-Transcriptable Program	Comments	Five-year trend	Rationale for program
e.g. Certificate of Proficiency in xx	We anticipate that this trend will continue because enrollment in the core classes for this certificate is holding steady	The number of completers has remained steady at around 9 per year	This credential boosts potential for job advancement in the xx industry. We receive positive feedback from employers (link to advisory committee minutes)
Actor Training Career Certificate	This certificate received quite a sudden spike last year (9 from zero the previous two years) as several students who had been taken classes for number of years first became aware they were eligible. This certificate then dipped last year as student awareness somewhat slipped our notice. This speaks to the need for us to redouble our efforts to return the issuance of this certificate to a consistent number per year as there as several students eligible for this award who have not pursued its issuance.	Numbers for this certificate have have averaged around three or four over the past four years thanks to a big spike in last year's total. We expect the average to be a little more consistent going forward with the numbers averaging between 5-10.	Offers a measure of student success for students who primary interest targets exclusively performance.

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<p>Theatre Technology Career Certificate</p>	<p>This certificate has demonstrated an upward trend, with gradual growth, as a means of accommodating students wishing to acquire workforce skills in a condensed fashion.</p>	<p>We expect this number to remain consistent at around 5 per year, possibly more with increased marketing awareness. Though some may choose the newer below option.</p>	<p>Offers students a direct workforce preparation for targeted pathway.</p>
<p>Theatre Production Organization Career Certificate</p>	<p>This certificate is new to this review cycle and therefore doesn't contain realized data.</p>	<p>As this is a newer certificate we would expect this to realize steady growth so that between the two tech certificates we would be issuing 5-7 annually.</p>	<p>Offers students a direct workforce preparation for targeted pathway.</p>

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The 2017-18 College Strategic Objectives (E²SG) operationalize the college's 3 EMP goals and include:

Equity– Develop an integrated plan; identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.

Enrollment Growth – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center.

1C. Course Enrollment: Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program's courses. It also serves as an indicator for program viability. Please use your program review data to examine your course enrollment trends and check the appropriate box below.

The link to the program review data tool can be found on the Employee tab of the portal: myportal.fhda.edu (Program Review Application).

5-year Enrollment Trend: X Increase Steady/No Change Decrease

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

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The Theatre Arts Department has been gradually recovering from the loss of repeatability and other adjustment factors reflected in the enrollment numbers of 2012-13. Since then, our numbers have reflected a steady and stabilizing increase in total enrollment. This has been the result of a number of department wide steps taken including:

- A) Raising the profile and sections of our online offerings to expand our programs to a wider audience.
- B) Streamlining our course offerings and degree tracks—creating a comprehensive baseline two year schedule and establishing a degree with three viable tracks.
- C) Planning concurrent live and online single sections of certain classes to be enacted more consistently next year.
- D) Renewing efforts to reach out to new students and the community by increasing our presence at recruiting events such as hosting open houses and providing presence at recruitment and orientation days.
- E) Pursuing OEI status for eligible classes—THTR 1 and THTR 8 have already begun the submission process.
- F) Schedule revision to assure maximum opportunities.
- G) Generating a new supply of marketing materials to reach out directly to feeder high schools.
- H) Planning with said high schools in an attempt to cross collaborate some courses with our technical theatre program. An arranged program for inclusion of student from Eastside Prep High School to participate in our technical theatre training around their schedule is being planned for this spring term, directly reaching out to a new student population, a number of which represent underserved populations.
- I) Making a more concerted effort to reach the general campus audience with a campus night event of our last two fall productions.
- J) Remounting our summer musical as a means of both boosting enrollment as well as community outreach. This recaptures the summer productivity of 40+ students lost during the previous year's fallow summer. This also afforded us an opportunity to collaborate with the Physics department as in utilizing some of their marketing resources as over 200 patrons from their list attended last summer's musical many of whom would be potential Foothill students in a number of years.

1E. Productivity: Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend: X Increase Steady/No Change Decrease

The college productivity goal is **500 (+25)**. There are many factors that affect productivity (i.e. seat count/ facilities/accreditation restrictions, curriculum, etc.). Please discuss factors that may be affecting your program's productivity trends and any plans you have for addressing the trends, especially if they are declining.

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Recognizing this as an overall factor facing our department as a whole, we have sought to stabilize our productivity by focusing on and offering more high enrollment classes, especially in an online platform, streamlining our two-year schedule to offer courses more consistently in line with ADT transferability while offering courses specifically targeted towards students pursuing an AA or certificate with less frequency so as to maximize enrollment. There are two sequences of degree track courses, necessary to support the department's overall mission, that will always be limited in enrollment because of facility limitations and/or safety considerations and/or necessary faculty supervision demands. As a result, we have adjusted our offerings to try and address the trends of offering more broader appeal classes in more platforms. Additionally, though we have had to use some adjunct faculty for recent PDL vacancies, in general we have relied far less on adjunct faculty contributions, offering fewer sections. In the past year, these choices have demonstrated a reversal of the previous years' productivity decline as the productivity numbers for this past year and this term have risen slightly. We anticipate that our continued review and increased marketing efforts will continue to support this trend of a gradual increase in recovery in our productivity.

SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT

2A. Institutional Standard: This percentage represents the lowest course completion (success) rate deemed acceptable by the College’s accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.

Please check the appropriate box:

Program Level Course Completion: **X Above Standard** At Standard Below Standard

If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

Course completion rates over the past 5 years have been consistently between 85 and 90%, well above the institutional standard and also above the college average of XXXX

2B. Institutional Effectiveness (IEPI) Goal: This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.

Please check the appropriate box:

Program Level Course Completion: **X Above Goal** At Goal Below Goal

If your program’s course completion (success) rate is **ABOVE** the IEPI goal, please share your thoughts about why/how this is so (we hope to learn from your effective practices!).

With overall course completion rates of 87% last year, the department has continued to be above the IEPI goal. We attribute this to a couple of factors. First, the core performance and technical classes tend to have a consistent group of students who are enrolled in the same courses over the course of the year. While not a designated cohort like Umoja or FYE, this consistency fosters a mentality within the group that encourages cooperation. Additionally, many of the performance and technical theatre classes consistently require group projects to be successful. This also encourages teamwork and a team process within which all students must contribute to the success of the project. We believe this inherent project-based learning process is a key component of our high completion and success rates.

2C. Course Success Demographics: Please examine the “Disproportionate Impact data by year” shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.

<https://foothill.edu/staff/irs/programplans/docs/appendix-a.pdf>

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African-American, Native American and Pacific Islander students consistently have lower success rates in our department, 50-70% success. Native American and Pacific Islander groups are a very small sample and fluctuate disproportionately based on enrollment size. Course success rates are nearly identical to completion rates so African American students would certainly benefit from measures that would encourage persistence and completion. This is true in both online and face to face classes.

Efforts in this area so far have focused on curriculum changes within a few courses, especially THTR 1, THTR 8 and THTR 2A and 2B, to increase culturally specific materials in those courses.

Other efforts discussed have primarily focused on strategies to encourage persistence among all students. Since overall success rates are nearly identical to completion rates we hope that earlier and consistent efforts to reach and encourage non-participants will pay off with these affected populations.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

2E. Faculty Discussion: Course-Level Outcomes: Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

Review of course level SLO's was significantly conducted recently to both clean up content and assess new strategies for targeting under represented groups and the retention thereof. Some strategies include adjusting the schedule of course content in THTR 8 to appeal to African American students in an effort to offset early drops or withdrawals from online sections, the inclusion of more diverse sample studies in THTR 1, targeting culturally specific scene assignments in THTR 20A.

2E. Faculty Discussion: Program-Level Outcomes: Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, "career days"/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

This year represents the initiation of our substantial program review process which was a particular focus of last year's review process. With the launch of our baseline schedule and new degree tracks (Acting, Musical Theatre, General Studies) combined with the Technical Theatre degree and new Management certificate, we are offering students the paths of successful possibilities most appealing to them. As mentioned earlier, we need to do a more consistent and concentrated effort to make students aware of their opportunities for the Actor Training Career Certificate to yield more targeted consistency.

**Please attach Course and Program-Level Outcomes (Four Column Report from TracDat).
Contact the Office of Instruction if you need help.**

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If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional five-year projected occupational growth for your program?

Regional job growth in entertainment technical services is expected to continue to be strong with annual growth of 2-4% expected. This correlates to strong demand for stage technicians seen in the local markets. Due to shortages of qualified technicians, producers are booking temporary workers approximately 6-8 weeks ahead where previously they were looking ahead 3-4 weeks.

What is being done at the program-level to meet/adjust to the projected labor market changes?

The program is reaching out to local high schools and targeting course offerings to align with their requests for concurrent enrollment possibilities. Currently targeted schools are Palo Alto HS, Gunn HS, Mt View HS, Los Altos HS and Eastside Prep. We are offering one fully online technical theatre course each quarter beginning in Winter 2018 (Theatre Management) We have offered the additional possibility of onsite face-to-face enhancement if a school reaches an enrollment target and can create a scheduled time frame for this. So far, Eastside Prep is the most likely partner in this endeavor given their large resident population and faculty interest.

Other courses that are being considered for Spring are Lighting Technology and Theatre Design. All three of these courses target areas where schools have difficulty providing instructional opportunities. Other initiatives include creating short form credit or non-credit courses in these and other areas that can be offered during evenings and weekends when HS students and community members might be able to attend.

Despite smaller enrolled classes due to space limitations (costume and make up classes) and safety restrictions (technical production classes), theatre technology productivity is only slightly lower than the department overall. A concerted effort to engage dual enrollment possibilities online should raise this number. Department scheduling has been problematic with courses often overlapping and diluting an already small student population. Winter enrollment in THTR 21A, usually 6-8 students, is already over 10 as a result of scheduling clarity.

What is being done at the program-level to assist students with job placement and workforce preparedness?

The program was responsible for preparations bringing the TheatreWorks rental of the Lohman theatre for "Santaland Diaries." Two current students were hired by TheatreWorks to work on the show. We hope that this and other opportunities can lead to defined internships for our students with likely future employment in the industry. The program is regularly approached to recommend students for entry level employment opportunities and we regularly place our higher level students. We need to do a better job of tracking these placements since many students do not complete certificates or degrees once they are employed.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

We will need research assistance to track students after they leave the program.

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Continued marketing support for outreach materials will be needed including flyers and video presentations.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

1. Increase productivity and stabilize enrollment	Year:16-17	Completed	X Ongoing	No Longer a Goal
2. Increase success rates in online courses	Year: 16-17	Completed	X Ongoing	No Longer a Goal
3. Increase enrollment of minority and underserved student populations	Year:16-17	Completed	X Ongoing	No Longer a Goal
4. Stabilize production support and staffing for all department offerings	Year:12-17	Completed	X Ongoing	No Longer a Goal
5. Increase use of the Lohman theatre for lectures and small performances by campus and community groups	Year:15-17	Completed	X Ongoing	No Longer a Goal
6. Replace worn and outdated equipment and facilities	Year:13-17	Completed	X Ongoing	No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Theatre technology classes are inherently funding intensive with generally smaller enrolled classes due to space limitations (costume and make up classes) and safety restrictions (technical production classes) and equipment demands for production training especially in lighting and sound areas where technology is constantly changing. The lack of adequate production training facilities is an ongoing issue that has never been addressed and hampers a diversified use of the Lohman theatre and restricts class times.

The college leadership should be engaged in a comprehensive review of the program performance offerings with respect to community involvement and visibility and how these are effecting enrollment,

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training, funding, and course success.

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All of these goals are from the 16-17 comprehensive program review. All are continuing, long-term goals that require significant resources of either time or capital funding.

Goal 1. Enrollment stabilization and productivity increase: The target goal was to increase productivity to 430 by F18. Current efforts have been minimally successful with only slight increases in both enrollment and productivity. Some department members have argued that the current efforts - mainly a two year schedule and a slight increase in online offerings - will improve enrollment enough to reach the target while other have expressed concerns that more needs to be done to make department offerings more accessible and interesting to students outside the core Theatre Arts student population. Outreach beyond theatre Technology has been minimal and the preponderance of face-to-face classes is an impediment to increasing both enrollments and productivity, especially in today's increasingly online course environment.

Goal 2. Increase online success rates: Some discussion has occurred that might assist this effort. Increased focus on persistence and early engagement with non-participating students could help. Increasing media content in courses and making syllabi more student friendly are also on the agenda.

Goal 3. Increase enrollment of underserved student populations: This will require outreach that targets these populations. The Theatre Tech program has already reached out to Eastside Prep and Mountain View HS. Additional efforts will continue in these areas. Work with Admissions office and counseling to identify prospective target areas for further outreach is needed along with a comprehensive and consistent marketing strategy. Additionally, there will need to be efforts in place to engage these students to insure success in their classes. Outreach to current campus student groups that serve these populations including FYE, Umoja, and Puente should be a priority since these students are already on campus.

Goal 4. Stabilize production support: A inordinate amount of faculty time is spent on the production program and there needs to be a comprehensive review of department and college goals for this part of the program. The community profile of the program is strong but can only continue at this level with consistent technical and facility staffing and a more consistent and cohesive marketing strategy. The college marketing department has been very responsive with marketing materials and website assistance but as currently constituted is unable to assist in broader efforts on the program level. The current staffing levels of facility support are unsustainable and have left building maintenance and equipment repairs up to faculty, impinging time for student outreach efforts and program enhancement.

Goal 5. Increase Lohman use: The current rental of the Lohman to Theatreworks includes 23 performances over three weeks with a week of preparation. It promises to bring over 2500 mostly new audience members to the campus. Hopefully, many of these will return for other theatre and college events. For this to continue a long term solution will need to be implemented for facility operation that does not rely on theatre technology faculty and students for all support. While TheatreWorks independently hired two current students for the run of the show, they had previously worked for the company. This is a good start and should be the basis for outreach to other local theatres for partnerships.

Goal 6. Replace worn and outdated equipment and facilities. This is an ongoing issue and the influx of significant SWP and SB1070 money has made a dent on some of these areas, especially with respect to updating the Lohman lighting and sound equipment that is now over 10 years old. Other less noticeable

classroom issues remain and will need to be addressed.

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Please provide rationale behind any objectives that are no longer a priority for the program.

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3B. Current Program Objectives and Resource Requests: Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (Section 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) [website](#) for rubrics and resource allocation information.

Resource Request	Program Objective	Implementation Timeline	Progress Measures	Resource Type Requested*	Estimated cost
	<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>		
Scene shop; 3000-5,000 s.f.	Increase Lohman use, increase technical enrollments	2-3 years	Increased Lohman uses and course enrollments	Facilities/Equipment	\$2 million
Rehearsal space; 1200 s.f.	Increase Lohman use, technical opportunities for students	1-2 years	Increased Lohman uses and course enrollments	Facilities/Equipment	Unknown
Costume and makeup classrooms	increase enrollment in technical classes	1-2 years	Enrollment increases and section offerings	Facilities/Equipment	\$50-100K
New lighting and sound equipment	Outdated equipment	Fall 19	Student job placements	Facilities/Equipment	\$20-40K
PT Lohman technical support	Sustainable program staffing	Fall 18-19	Lohman use and enrollment increases	Ongoing B budget	\$20-40K/year
Lohman Theatre video upgrade	Outdated equipment	F 18	Lohman use	One time B budget	\$25K
Classroom support for acting classes	Worn equipment	F18		One time B budget	\$3K

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Marketing plan	Increase audience and enrollment	F18	Enrollment and revenue stabilization in Fund 15	One time B budget	\$5-10K
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*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

3C. Faculty/Staff Position Requests: Please describe the rationale for any new faculty or staff positions your program is requesting:

Half time staff member for Lohman theatre maintenance and rental management.

3D. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

None

3E. Please review any resource requests granted over the last five years and whether it facilitated student success.

Scene shop was included in previous bond issue and design drawings completed. Project not funded due to over runs on other campus projects and inaccurate cost projections.

New lighting equipment and control in Lohman theatre installed in F17 with SWP and SB1070 funding. The training and experience with this technology immediately contributed to student learning outcomes and placement of four current students with local theatre companies. Additional moving lighting equipment is still required and wireless sound reinforcement. Both would supplant significant ongoing rental costs and further student job opportunities.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Faculty preparedness and utilization of online platforms	All FT faculty is now fully Canvas certified and teaching online courses from that platform with plans to continue that platform integration offering more sections of traditionally high enrolled GE courses. For example, two sections THTR 1 will be offered both in winter and spring terms.

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<p>Declining enrollment; underserved groups</p>	<p>Though only slightly, that trend has thus far been reversed already. We are continuing to reduce sections while still serving students and see where we may be able to reach new audiences with plans to partner with local high schools, even possibly using off-campus facilities, to reach new student populations. This includes our previously mentioned technical theatre contact with Eastside Prep. In addition, we will look to bring a showcase of scenes and songs to this group as renewing a dormant means of outreach that we will extend to other feeder schools when available as well. As such, we are developing some new marketing materials with the PR/Marketing office. We have plans to launch a class at the Sunnyvale campus in the fall as a means of broadening our appeal with thoughts to possibly include others.</p>
<p>Substandard SLO examination</p>	<p>Department representatives have reviewed and substantially revised most SLO targets—simplified, clearer language and defined goals with an eye to continue these revisions through future assessment cycles as they serve the campus’ drive towards equity. This has already led to a number of course level changes previously mentioned.</p>
<p>Degree inconsistency</p>	<p>With the advent of our three specific tracks of the AA degree to best attract diverse student interests, along with a consistent two-year schedule, we feel students now have the options and clarity of planning to best fit their needs.</p>

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

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As indicated by the data, the Department continues to demonstrate consistent success with course completion rates well above the campus average, including some underserved populations. We have been, and continue to actively practice color-blind and gender balancing casting as a means of practice—encouraging the participation of all persons of all backgrounds. As a banner liaison between the campus and the community, we not only continue to serve thousands of patrons on-campus each year, but also have forged and maintained significant relationships with multiple professional and semi-professional performing arts organizations in the area. Some of these include: our stewarding of the new TheatreWorks holiday show while continuing to channel graduating tech students directly into the Theatre Works employment pool, our highly successful internship program with the City Lights Theater Company—now in its 13th year. We continue to partner with the Silicon Valley Shakespeare Company for the co-produced 48-Hour Play Festival. Most faculty continue to serve on advisory panels and committees (Theatre Bay Area South Bay Region, City Lights Theater Company Advisory Board, Mountain View Arts Council, Campbell Unified School District Facilities Grant Review Panel) within the industry, continuing to promote the Foothill name in several circles. We continue to made several other attempts to collaborate and coordinate service learning opportunities with local high schools (Eastside Prep program), some have the appearance of throwing spaghetti to see if something will stick—therefore some have yielded benefit, some have not. But we are pursuing ideas that will potentially benefit our overall profile. The efforts continue to reach out to them. The faculty has remained dedicated to maintaining a vibrant, diverse and dynamic program that fosters student success in many ways. We feel the benefits of our streamlined course offerings and specific degree paths will produce positive data for us in the coming review cycles. Challenges continue to be substantial. Finding a sustainable balance between instruction and production, continues to produce some difficulties, though some ideas enacted to make participation more flexible has seemed to yield encouraging solutions. We have recently experienced a slight upswing in attendance and income for some of our non-musical productions, but suffered a pretty severe income deficiency from last summer’s musical production, despite its lauded quality. As we continue to juggle and balance multiple factors pretty much in a constant cycle, we would like to sum up by saying we have taken the concerns of our supervisors to heart and have either enacted or plan to continue to enact changes that demonstrate a positive upswing in our department’s overall disposition as dictated by the data.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The last few years have been challenging for the THTR department. Enrollment has dropped since the end of repeatability and the gradual shift to online and hybrid classes has also hurt the department's enrollment and productivity. Having said that, success rates are impressive with only a three point gap between Targeted student groups and Non-Targeted groups. In addition, some emphasis on developing online content and a move away from using adjunct faculty for many classes increased productivity from 353 to 380 in 2016/17 while only losing eight students in the same period. Finally, the department staged a summer musical (Shrek) after a one-year hiatus and this enrollment will help the department's numbers in 2017/18. The faculty should be commended for their commitment to student success and the excellent quality of the THTR department's productions; the free performances for the Foothill community have also raised the profile of the department.

The relationship with TheatreWorks is important for the college (rental income), but also allows our students to work with a professional theatre company on campus. The department should definitely look at developing more of these relationships.

6B. Areas of concern, if any:

The most obvious area for concern is enrollment. With the exception of 2014/15, enrollment has remained stable in the low 800s each year and students have not yet embraced the THTR 8 online class or demonstrated demand for a second section of THTR 1 online each quarter. If the department is to prosper and increase productivity, it must fill at least three high-enrolled online sections each quarter in addition to the traditional F2F classes. The THTR department and the college cannot continue with the current enrollment/productivity trajectory.

The production budget is underwritten by Fund 15 accounts. Having said that, the productions are increasingly expensive and the department must look at ways to reduce the incidental costs (costumes/TEAs, etc.) for the productions.

6C. Recommendations for improvement:

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The dean and the THTR department met on several occasions in 2016/17 to discuss developing online content and the need for full-time faculty to teach all the courses offered by the department each year. In addition, despite the fact that the degree has been streamlined (a bit), it is still too unwieldy and the department must drastically trim its course offerings to make the two degree paths (Acting and Production) less complicated.

In addition, I recommend the following:

*One faculty member has a MUS FSA in addition to THTR. She should teach 100% of her load in MUS from now on (the only exceptions would be the musicals and the Voice classes).

* The Literature classes must be offered as online courses and we should even consider co-loading online and hybrid sections to increase viability/productivity.

* THTR 1 should be developed for OEI status. THTR 8 should be marketed to the CSUs.

* Full-time faculty should teach all courses.

* Offer Improv and Acting classes at night (perhaps at the Sunnyvale Center) to attract non-traditional students

* Make a concerted effort to market THTR classes to underrepresented student populations and also select productions to speak to the broader student population

Some of these recommendations are already under way, but 2017/18 has to be a year of concerted action and change. The THTR department should also work with the Office of Instruction to identify Dual Enrollment opportunities to bring THTR education to high school students in districts that do not have THTR programs.

I recommend that the THTR department submits another Comprehensive PR for 2017/18.

6D. Recommended Next Steps:

Proceed as Planned on Program Review Schedule
Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

6F. Areas of concern, if any:

6G. Recommendations for improvement:

6H. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Assessment: Course Four Column

Department - Theatre Arts (THTR)

Mission Statement: The Foothill College Theatre Arts Department educates and trains students to become confident, skilled performers and technicians by providing an extensive program of classwork and production experience while offering our community dynamic cultural enrichment.

THTR 1:THEATRE ARTS APPRECIATION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Integrate - A successful student will analyze and integrate his/her own artistic standards as they relate to theatrical performance and criticism.</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - Students will attend theatrical performances and submit written opinions of the production. Students will evaluate the the acting, directing, play structure,design components and audience response of the performance.</p> <p>Target for Success: Successful students will present clear opinions with supporting examples from the performance in at least three of the five artistic criteria.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Not Met All students who successfully passed the class were able to present clear opinions with supporting examples in multiple artistic areas. This is a core value of the learning outcomes in the course and directly correlates to overall course success. Students who struggle with this learning outcome are typically ESL students or students who are less prepared for the rigors of college level writing. Early assessment of these students in the class can help them either withdraw and correct their preparation deficiencies or prompt instructor recommendations for additional assistance. Course success rates are below college goals and methodology should be evaluated, especially with new faculty instructors being considered. (12/02/2016)</p> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met 83% of all students, and 100% of students who passed the class were able to successfully present their opinions and assess at least three of the required artistic criteria.</p> <p>(06/05/2014)</p>	<p>Action Plan: Increased faculty contact for at risk students through face-to-face meetings (when possible) telephone contact, or peer mentoring. Larger discussion with department and college faculty regarding preparations for online student success. Incorporate alternate strategies including voicethread, to evaluate integration skills. (12/02/2016)</p>
		<p>Year This Assessment Occurred: 2012-2013 Result: Target Met All students who passed the class were able to successfully</p>	<p>Action Plan: Looking at overall course content and earlier writing assessment. Also adding advisory re:</p>

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>present their opinions and assess at least three of the required artistic criteria. Students who had difficulty meeting this criteria often were non-native English speakers who struggled with writing and general vocabulary (11/25/2013)</p> <p>GE/IL-SLO Reflection: This class does not currently have an English 1A eligibility requirement. Enrollment concerns have driven the lack of a prerequisite but the retention numbers go down. Generally have 4-5 drops as soon as the class opens online and the writing assignments are available. Others who will struggle are identified following the first writing assignment in week three and are encouraged to drop the class and be better prepared for the writing. Some still persist and fail.</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met All students who received a passing grade in the class were able to meet this standard. They were able to present their opinions clearly and were able to provide examples from performances in at least three of the categories. Most of these were successful when discussing the audience, design elements, ad play structure. They struggled with acting and directing evaluations. (12/18/2011) Resource Request: Additional video and streaming resources to give students a greater range of performance examples in the acting and directing areas.</p>	<p>Eng 1A readiness (11/25/2013)</p> <hr/> <p>Action Plan: Students who struggle with the written portion of the course need to be identified either prior to attempting the course through English placement exams or early in the course so they have the opportunity to develop these skills outside the class. consider Eng 1A eligibility as a prereq. (09/11/2012)</p> <hr/> <p>Action Plan: Since most students have limited exposure to theatrical performances and especially little experience assessing successful acting or directing, more examples are needed. With the bulk of the students in this class are online, integrating greater visual content to give students a broader range of acting and directing examples would give students a greater knowledge base for these areas. (12/18/2011)</p>
<p>2 - Illustrate - A successful student can use examples from theatrical performances to illustrate his/her own artistic standards. Course-Level SLO Status: Active</p>	<p>Essay/Journal - Students will attend theatrical performances and submit written opinions of the production. Students will evaluate the the acting,</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Most of the students, even those who struggle in the class, can articulate their opinions and most learn to find</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	<p>directing, play structure, design components and audience response of the performance.</p> <p>Target for Success: Successful students will present clear personal opinions with supporting examples from the performance in at least three of the 5 artistic criteria</p>	<p>examples from the production to illustrate or support those opinions. Many still continue to struggle with differentiation of directing and acting styles and functions. Most of the struggling students who are ultimately unsuccessful are non-native English speakers who struggle with vocabulary and writing structure (11/25/2013)</p> <p>GE/IL-SLO Reflection: The class is taught primarily online. The impersonal online environment and the heavy reliance on written responses make this class difficult for students who struggle with vocabulary and writing.</p> <p>GE/IL-SLO Reflection: The class is taught primarily online. The impersonal online environment and the heavy reliance on written responses make this class difficult for students who struggle with vocabulary and writing.</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>All students who submitted these assignments were capable of expressing their personal opinions but many struggled with finding appropriate examples from the performances. Most found it easier to relate their opinions to examples from the production when assessing the areas of design, play structure and audience response. (12/18/2011)</p> <p>Resource Request: Additional video and streaming resources to give students a greater range of performance examples in the acting and directing areas.</p>	<p>Action Plan: Students who struggle with the written portion of the course need to be identified either prior to attempting the course through English placement exams or early in the course so they have the opportunity to develop these skills outside the class. consider Eng 1A eligibility as a prereq. (09/11/2012)</p> <hr/> <p>Action Plan: Since most students have limited exposure to theatrical performances and especially little experience assessing successful acting or directing, more examples are needed. With the bulk of the students in this class are online, integrating greater visual content to give students a broader range of acting and directing examples would give students a greater knowledge base for these areas. (12/18/2011)</p>
<p>3 - Genres/Style - A successful student will be able to recognize different theatrical genres and assess the style of current theatrical presentations.</p>	<p>Exam - Course Test/Quiz - Students will be assessed on their knowledge of basic theatrical genres including tragedy, comedy, drama, melodrama, and musicals.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>80% of students completed the relevant assignment and 85% were able to correctly identify the relevant genres. All of these students received also received a passing grade for</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Course-Level SLO Status: Active</p>	<p>Target for Success: Successful students will be able to demonstrate the ability to define the criteria for at least three of the five basic theatrical genres and provide examples of specific theatrical performances in each.</p>	<p>the class overall (12/11/2015)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>91% of students participated in the assignment. Of those, 95% were able to correctly identify and discuss different genres in theater. All students took the quiz, and all passed it.</p> <p>(06/05/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This is the hardest area for students unfamiliar with theatrical forms and idioms. Most students can distinguish between comedies and dramas but the nuances that differentiate drama from tragedy and comedy from melodrama are difficult to grasp. The assessment for this is early on in the course and if the student is new to theatre, they do not have the breadth of experience required to make these distinctions. Most are better able in their final assignment. (11/25/2013)</p>	
		<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Unclear. Students who took these tests were able to successfully distinguish the criteria applicable to the various theatrical genres. Since these questions are spread out over several tests/quizzes it is difficult to accurately compile data (12/18/2011)</p> <p>Resource Request: None</p>	<p>Action Plan: Focus questions about theatrical genres in one quiz, use other quizzes for reinforcement and review as appropriate.</p> <p>Add section on genre to production review essays. (12/18/2011)</p>

THTR 12A:STAGE & SCREEN

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Critical Thinking and Analysis - Upon completion of this course students will gain significant insight into comparable mediums of popular expression for both personal interpretation as well as audience impact. By keying into the emotional and intellectual influence of narrative and presentation has upon audiences, students will grow their textured ability to critically develop project outcomes. These skills will be applicable to various aspects of the performing arts (writing, directing, acting, designing), but will also invariably contribute to multiple platforms of societal employment (public speaking, advocacy, business presentations).</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Comparative essays assessing contrasting works.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Student success rate seemed in line with those who put forth any measure of appropriate effort into maintaining timely consistency with assignments. Especially the major essay assignments seemed to prove an effective measure of effort. (01/26/2015) Resource Request: Future need for expanded media resources. GE/IL-SLO Reflection: Course developed significantly from the live interaction and debate spawned by and between students. I do feel this component would suffer greatly in a online forum--squelching some of the spontanaity.</p>	
<p>Global View and Creativity - Upon completion of this course students will significantly embrace empathetic views of multiple-cultures and eras and the impact the narratives contained within the studied works (through the lens of contemporary perspectives) reflect the society, conditions and issues of these prescribed cultures and the diversity of human experience they reflect.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Peer group project assessing relationship between culture and produced work.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Course successfully covered a variety of cultural perspectives with impactful perspective for those students who kept current with assignments. The culminating project assignment was particularly effective. (01/26/2015) Resource Request: Future need for expanded media resources. GE/IL-SLO Reflection: Course developed significantly from the live interaction and debate spawned by and between students. I do feel this component would suffer greatly in a online forum--squelching some of the spontanaity.</p>	

THTR 20A:ACTING I

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Communication - Upon completion of this course students will have developed the voice and body as an instrument of expression applicable in multiple public and interactive situations through the means of analyzing and projecting the intricacies of human behaviors from an empathetic platform. Additionally, students will gain confidence through the experience of interaction--applicable in both interpersonal and performance circumstances.</p> <p>Course-Level SLO Status: Active Start Date: 12/02/2011</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met All activities and exercises proved appropriately challenging towards leading the vast majority of students who applied effort to develop sequential skills leading to successful culminations. (11/27/2016)</p> <hr/> <p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students who successfully completed the course, demonstrated noticeable growth in performance comfort and situation interpretation through these exercises. (11/27/2016)</p> <hr/> <p>Year This Assessment Occurred: 2015-2016 Result: Target Met All activities and exercises proved appropriately challenging towards leading the vast majority of students who applied effort to develop sequential skills leading to successful culminations. (11/27/2016)</p>	
<p>2 - Critical Thinking & Skills - Upon satisfactory completion of this course, through introduction to the practices of the theatre arts and developed ability to analyze text from multi-cultural sources and performance content for self-advancement, students will be able to employ basic foundational acting premises towards confident, embodied performance.</p> <p>Course-Level SLO Status: Active Start Date: 12/02/2011</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met All activities and exercises proved appropriately challenging towards leading the vast majority of students who applied effort to develop sequential skills leading to successful culminations though burgeoning class sizes still challenges the effectiveness and quality and interactions. (12/11/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met This assignment significantly demonstrated full comprehension of growth and development for students completing the final assignment. Though burgeoning class size does sacrifice quality of resources. (04/25/2014) Resource Request: Smaller Class Size</p>	
<p>Essay/Journal - Essay reflecting participation experience and development through course.</p>			
	<p>Presentation/Performance - Successful execution of small</p>	<p>Year This Assessment Occurred: 2013-2014 Result: Target Met</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
	<p>performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p>Essay/Journal - Journal reflecting experiences and development I through course.</p>	<p>All activities and exercises proved appropriately challenging towards leading the vast majority of students who applied effort to develop sequential skills leading to successful culminations. (04/25/2014)</p>	

THTR 20B:ACTING II

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Communication - Upon completion of this course students will further develop the voice and body as an instrument of expression applicable in multiple public and interactive situations through the means of analyzing the precise triggers and nature of dialogue interaction from an empathetic platform. Additionally, students will gain confidence through the experience of interaction-- applicable in both interpersonal and performance circumstances.</p> <p>Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met The particular section being assessed here seems to be something of an anomaly because of a high rate of withdraws and students unwilling to put forth the effort to keep up with assignments. In other sections, these targets are absolutely met through the cumulative nature of arriving at final assignment. (12/11/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met This goal was absolutely met. It continues to be a strength of the course. (06/03/2014)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met Final assignment prompts all items indicated in the SLO to address, complied and incorporated effectively. (09/05/2012)</p>	
<p>2 - Skills & Critical Thinking - Upon satisfactory completion of this course, through the employment of enhanced techniques and methodologies, the student will develop the ability to thoroughly analyze text from multi-cultural sources, and performance content for self-advancement. Students will be able to employ intermediate acting premises towards a confident, embodied performance at an increasingly advanced level from previous sequence course.</p> <p>Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>Essay/Journal - Journal reflecting experiences and development through course.</p> <p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met The culminating assignment and support assignments leading up to effectively challenge and demonstrate effective representations of the target. (12/11/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met Target met with substantially growth in skill set from the beginning of term. (06/03/2014)</p>	

THTR 20C:ACTING III

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Communication - Upon completion of this course students will further develop the voice and body as an instrument of expression applicable in multiple public and interactive situations through the means of developing enhanced character embodiment incorporating in-depth and associated analysis from an empathetic platform. Additionally, students will gain confidence through the experience of interaction--applicable in both interpersonal and performance circumstances.</p> <p>Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>SLO Assessment Results</p> <hr/> <p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met This assessment method of final scene performance with accompanying research presentation proved effective as a means of verifying accumulation of skills in both personal communication and performance. The target of 85% success was met for this assessment. (11/29/2017) Resource Request: Replace aging tumbling mats for necessary foundational exercises</p> <hr/> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met The particular section being assessed here seems to be something of an anomaly because of a high rate of withdraws and students unwilling to put forth the effort to keep up with assignments. In other sections, these targets are absolutely met through the cumulative nature of arriving at final assignment. (12/11/2015)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met This goal was absolutely met. In fact it is a strength of the course. Even students who did not receive a passing grade embraced this outcome by means of final project engagement. (11/25/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met This course's activities seem to effectively target to listed outcome. The course SLO will likely be revised in the coming curriculum review due to new overall repeatability limitations. (09/05/2012)</p>	
<p>2 - Skills & Critical Thinking - Upon satisfactory completion of this course, through introduction of precise advanced theatre arts techniques targeting text analysis and performance content, students will be able to significantly employ character driven acting premises</p>	<p>SLO Assessment Results</p>	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met This assessment method of final scene performance with accompanying research presentation proved effective as a means of verifying accumulation of skills in both personal communication and performance. The target of 85% success was met for this assessment. (11/29/2017) Resource Request: Replace aging tumbling mats necessary</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>towards confident, embodied style or genre specific performance, with relation to other classifications of performance.</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 11/03/2017</p>	<p>SLO Assessment Results</p> <hr/> <p>Essay/Journal - Journal reflecting experiences and development I through course.</p>	<p>for foundational exercises</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Not Met</p> <p>Substandard number of students have a distaste for self-reflection. This is an area to monitor, but this particular collection of students seemed to have a penchant towards apathy. (12/11/2015)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>I believe this goal was met by the course itself - and taken advantage of by some students more than others. Some students all but refuse to complete analytical and written assignments - even if that risks a failing grade in the course. So the course itself is satisfying the required targets and it is up to the students as far as how much they choose to get out of the course - they get out of it what they choose to put into it as in all courses. (11/25/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Reflection assignment substantially gauges student growth for those who choose to complete assignment. (09/05/2012)</p>	
	<p>Presentation/Performance -</p> <p>Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Effectively demonstrates readiness for all elements pertinent to course success. (12/11/2015)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Substantively depicts overall student achievement. (09/05/2012)</p>	

THTR 20D:ACTING IV

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Knowledge & Communication - Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. And as such, have a newly acquired wealth of skills, theories and techniques giving them advantage in the industry by increasing active knowledge of prescribed performance genres. Course-Level SLO Status: Active Start Date: 12/02/2011</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>		
<p>2 - Critical Thinking and Collaboration. - Students heighten abilities to analyze text and performance content for self-advancement, progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. All paramount preparations for a well-rounded artist to perceive and employ in the field. Course-Level SLO Status: Active Start Date: 12/02/2011</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>		
	<p>Essay/Journal - Journal reflecting experiences and development I through course.</p>		

THTR 20E:ADVANCED ACTING V

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Knowledge & Communication - Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. And as such, have a newly acquired wealth of skills, theories and techniques giving them advantage in the industry by increasing active knowledge of prescribed performance genres. Course-Level SLO Status: Active Start Date: 12/02/2011</p>	<p>Presentation/Performance - Presentation of targeted research accompanying final performance. Target for Success: Successful completion of individually specified project/assignment.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students were successful in participating in the major assignments in the term. These projects fully encompassed the aspects presented in the SLO. (11/27/2013)</p>	
<p>2 - Critical Thinking and Collaboration. - Students heighten abilities to analyze text and performance content for self-advancement, progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. All paramount preparations for a well-rounded artist to perceive and employ in the field. Course-Level SLO Status: Active Start Date: 12/02/2011</p>	<p>Essay/Journal - Journal reflecting experiences and development through course. Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. Essay/Journal - Substantive research journal of individually prescribed major assignment.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Journal is incorporated into larger project-based final assignment. This expanded method to this assignment has proven effective. (11/27/2013)</p>	

THTR 21:INTRODUCTION TO TECHNICAL THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Tools/Hardware - A successful student can identify basic tools and hardware used in theatrical productions. Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Visual identification of common tools and their uses Target for Success: All students should be able to correctly identify 85% of the tools shown</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Not Met Students concurrently enrolled in THTR 21A were easily able to identify the tools. Students only taking the class online without the added benefit of the hands on work were only able to correctly identify 60% of the tools shown on average. (08/11/2012) Resource Request: portable video equipment to locally produce theatre shop in action GE/IL-SLO Reflection: The tools and their uses are part of the knowledge base needed to understand the process of creating scenery and properties for a stage production.</p>	<p>Action Plan: Work to add better visual references into the online format. Video of the tools being used in a theatre shop might help reinforce the 2 dimensional images currently used (08/11/2012)</p>
<p>2 - Personnel - A successful student can recall the jobs and functions of administrative and artistic personnel in theatre, film, and television Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will be asked to match the artistic, business and production positions in a not-for-profit theatre with job descriptions and responsibilities Target for Success: Successful students should be able to correctly match at least 80% of the positions with their job descriptions and responsibilities</p>		

THTR 21A:SCENERY & PROPERTY CONSTRUCTION

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Tools - A successful student can demonstrate the safe use of basic hand and power woodworking tools used in the production of scenery. Course-Level SLO Status: Active</p>	<p>Observation/Critique - Students will be observed using basic hand and power tools in a working environment Target for Success: Following completion of the course all students will be able to appropriately and safely use all basic hand and power tools</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Students were observed and by the end of the quarter, all were able to safely use the basic hand power tools in an appropriate manner. In addition, students have been asked to demonstrate this for others and have begun creating training videos. (12/11/2015) Resource Request: Scenthe proximity of student work space makes safety an ongoing issue. A larger space would alleviate this danger.ery construction space is limited and Resource Request: Scenthe proximity of student work space makes safety an ongoing issue. A larger space would alleviate this danger.ery construction space is limited and Resource Request: The proximity of student work space makes safety an ongoing issue. A larger space would alleviate this danger.ery construction space is limited and Resource Request: The proximity of student work space in the theatre shops makes safety an ongoing issue. A larger space would alleviate this danger.ery construction space is limited and Resource Request: The proximity of student work space in the theatre shops makes safety an ongoing issue. A larger space would alleviate this danger.ery construction space is limited and</p>	
<p>2 - Safe Practices - A successful student can describe and demonstrate knowledge of safe practices required in the creation and handling of stage scenery in stage and shop areas Course-Level SLO Status: Active</p>	<p>Pre/Post Test - Students will be tested on general theatrical shop safety practices at the beginning and end of the course Target for Success: All students shall be able to successfully answer at least 90% of the questions on the</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met All students who completed the course received a score above 90% on the safety quiz at the completion of the course (09/04/2012) Resource Request: larger shop space for safer construction of scenery</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
	<p>quiz.</p> <p>Presentation/Performance - Students will be asked to demonstrate safe practices in a theatre setting to their peer group</p> <p>Target for Success: Upon completion of the course, all students should be able to safely demonstrate safe practices in the areas of ladder safety, working overhead, working around and with power tools, and handling flat scenery</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>All students successfully demonstrated the safe practices described either on a regular basis during lab sessions or in a controlled testing setting in week 12. (12/02/2016)</p> <p>Resource Request: none</p> <p>Resource Request: better wide angle digital camera and recording to use in class as an instructional tool</p> <p>Resource Request: better wide angle digital camera and recording to use in class as an instructional tool</p>	<p>Action Plan: Information distributed through handouts has been less effective than hands on demonstrations. Students in Winter 2015 created storyboards demonstrating safe practices for final project. Compilation of this work and repeat usage of the exercise fosters greater understanding of the issues. Videotaping all classes for later review and instruction would be especially useful. Need easy technology. (12/02/2016)</p>

THTR 21B:INTERMEDIATE SCENERY & PROPERTY CONSTRUCTION

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Construct - A successful student can safely construct small projects using correct tools and procedures. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Students will construct basic scenic and property units for use in theatrical presentations while safely uses basic tools and methods Target for Success: Successful students will demonstrate the ability to construct flat and platform scenery on a level acceptable for an amateur production company.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Not Met Some students -50%- can work independently to finish basic scenic units. These are typically students who have some training either in theatre or other related construction areas prior to enrolling in the course sequence. Students whose only exposure has been through 21A are rarely able to fully comprehend the nuances and processes required to complete the projects on their own. (12/12/2016) Resource Request: Larger lab space for individual projects. Current spaces make individual projects almost impossible.</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Not Met Not all students are capable of independently constructing the necessary projects. When paired or in small groups the combined knowledge is available and the projects are successful. Most students do not have the opportunity to perform all of the steps necessary to complete the projects within the quarterly production schedule (09/04/2012) Resource Request: larger shop space to allow more work space and targeted teaching opportunities GE/IL-SLO Reflection: The students are very comfortable collaborating on projects. They are more successful when working cooperatively in small groups and sharing information.</p>	<p>Action Plan: restructure 21A so that projects are more focused on basic scenic construction with clear outcomes instead of show driven projects (12/12/2016)</p>
<p>2 - Shop Drawings - A successful student will be able to read and interpret shop drawings for scenic units and plan the steps need for construction. Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Students will be asked to read simple shop drawings and explain what the project requires and the steps needed for construction.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Greater emphasis was placed on this SLO during the year and student success increased markedly. Students were given scale drawings for construction as final projects. 100% were able to create a process for the construction and accurately construct the projects. (12/02/2013)</p>	

THTR 21C:ADVANCED SCENERY & PROPERTIES CONSTRUCTION

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Plan/Create - A successful student will assess the material and tool requirements to independently plan and create simple scenery and properties for theatrical productions.</p> <p>Course-Level SLO Status: Active</p>	<p>Case Study/Analysis - Students will be asked to create a plan of materials, tools and construction process for small scenic projects.</p> <p>Target for Success: Successful completion of all projects after review of the plan with instructor</p>		
<p>2 - Collaboration - A successful student can work collaboratively with staff and other students to create scenery and properties for a department production</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Individual students will be given responsibility for small projects and be asked to coordinate materials, tools and construction process with other projects with a defined completion date</p> <p>Target for Success: All projects complete before technical rehearsals of the current production</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students are universally able to work collaboratively at the completion of this class. All of the projects and work in the class is done in small working groups with changing partners. By the end of the class, each of the students can work as leaders or as part of a group to finalize projects. (12/12/2016)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>All projects were completed on time. Students were able to successfully collaborate with staff and other advanced students but struggled with leadership of less skilled students. (12/02/2013)</p>	
		<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>While all projects were completed on time, some students had difficulty in leadership roles. They often resorted to doing the task themselves rather than spreading out the work among the group. (09/04/2012)</p> <p>GE/IL-SLO Reflection: Collaboration with staff and other group leaders was fine, difficulties arose in delegating to less capable students in the group.</p>	

THTR 22:AUDITIONING FOR THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Communication & Industry Standards - Upon completing this class, students will generate, rehearse and perform a general audition package, suitable for application to the theatre community at large incorporating the criteria and theories introduced, preparing the student to face the expectations of auditioning premeases and guidelines within the live performance industry.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful execution of sequenced performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met</p> <p>Though the compressed calendar of summer puts an enormous time crunch on the students' ability to fully prepare final assignment, all demonstrated substantial growth and prosperous acumen towards achieving industry standards. (09/10/2012)</p>	
<p>Skills & Critical Thinking - Upon completion of this class, students will capture and be able to apply concepts of self-promotion, self-marketing and the industry standards for personal presentation in seeking performance/employment opportunities.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met</p> <p>Students applying effort demonstrated substantial interactive development towards comprehension of industry standards and personal preparation needed to succeed in audition circumstances. (09/10/2012)</p>	

THTR 23:ACTING FOR FILM & TELEVISION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Identification - A successful student will recognize the actor's place in the film and television production scheme, and become familiar with the basic types of film and television production formats the actor will encounter and how to function within them.</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Performance - A successful student will become familiar with camera terminology and technique.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Practice and Apply - A successful student will understand the casting process for all forms of media production.</p> <p>Course-Level SLO Status: Active</p>			

THTR 23X:ACTING FOR FILM & TELEVISION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Identification - A successful student will recognize the actor's place in the film and television production scheme, and become familiar with the basic types of film and television production formats the actor will encounter and how to function within them.</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Performance - A successful student will become familiar with camera terminology and technique.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Practice and Apply - A successful student will understand the casting process for all forms of media production.</p> <p>Course-Level SLO Status: Active</p>			

THTR 25:INTRODUCTION TO FASHION & COSTUME CONSTRUCTION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Sewing skills - Successful students can demonstrate sewing skills through the use of the sewing machine and a variety of hand stitches.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Defined projects for each technique are assigned and performed.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Each student progressed from either none or relatively little sewing knowledge and acumen, to at least adequate sewing proficiency. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met The addition of more machines helped to accommodate the larger class size and afforded more practice for each student. All students completed all practice assignments. (09/15/2012)</p>	
<p>2 - Craft skills - Successful students can identify and produce a variety of craft applications used in costume preparation, including millinery/hat making, shoe modification, and accessory making.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Student will work on and complete an assigned project.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met The class millinery project was made even more interesting and fun with the addition of a final "tea party" where projects were worn. Through this display of work, students had an extra enjoyment of the success of their projects. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met Each student successfully designed and completed individual craft projects. (09/15/2012)</p>	
<p>3 - Equipment skills - Upon completion, students can operate specialty equipment for costume preparation, including the overlock, blind hemmer, steam iron, garment steamer and pattern drafting tools.</p> <p>Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>Exam - Course Test/Quiz - Students are individually tested to perform a task on each costume construction machine and tool.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met The rotation of stations allows for flow with a larger class and minimal equipment. Students are successful without the pressure of speeding through task assignments. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students continue to be successful in each area. (11/26/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met Each student successfully performed their assigned task on each assigned piece of equipment. (09/15/2012)</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>4 - Production - Successful students recognize and use the costume process to prepare the costumes for a theatrical production.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Each student is assigned an element of costume construction to contribute to the overall whole of the design completion of a production.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Student projects for this year were rewarding and successful. The connection of the class to the larger musicals is particularly challenging and interesting for the students. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met With a production deadline and anticipation of an audience, students pushed themselves to succeed admirably on each assigned element. The finished product allows for a sense of pride in each student's contribution. (09/15/2012)</p>	

THTR 25B:FASHION & COSTUME CONTRUCTION II

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Research Techniques - Successful students can classify and identify costume styles and periods for the theatre.</p> <p>Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 09/07/2015 End Date: 06/24/2016</p>	<p>Exam - Course Test/Quiz - Written exam will be given to test knowledge. Target for Success: A working knowledge of costume styles and periods for the theatre.</p>		
<p>2 - Sewing skills - Successful students can demonstrate intermediate sewing skills with a wide range of fabrics and equipment, including overlock and blind hemmer machines.</p> <p>Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 09/07/2015 End Date: 06/24/2016</p>	<p>Observation/Critique - Defined projects for each technique are assigned and performed. Target for Success: Intermediate level sewing skills achieved.</p>		
<p>3 - Construction Techniques - Successful students can demonstrate techniques of pattern adjustments of an existing pattern, as well as drafting and fitting a custom body block.</p> <p>Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 09/07/2015 End Date: 06/24/2016</p>	<p>Class/Lab Project - Student will work on and complete an assigned project. Target for Success: Students will complete finished garment using learned techniques.</p>		
<p>4 - Production - Successful students can organize elements in creating costumes for production, including analyzing a script, creating a costume plot and production schedule, and</p>	<p>Presentation/Performance - Each student is assigned a script and all elements of a costumer's job are worked on in order to practice creating the design completion of a</p>		

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>evaluating costs and budgeting.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/07/2015</p> <p>End Date: 06/24/2016</p>	<p>production.</p> <p>Target for Success: Students will submit a finished presentation exhibiting all required materials.</p>		

THTR 25C:FASHION & COSTUME CONTRUCTION III

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 -- Leadership - Successful students will master complex elements of costume construction for the stage by taking a leadership role in body measuring, pulling costumes, fitting, garment measuring, garment alterations, show maintenance and laundering theatrical costumes.</p> <p>Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 09/07/2015 End Date: 06/24/2016</p>	<p>Observation/Critique - All aspects of the prescribed jobs will be observed and critiqued.</p> <p>Target for Success: The student will acquire confidence and competence in performing all necessary functions of the costumer's job.</p>		
<p>2 -- Advanced skills - Successful students can demonstrate advanced techniques of costume construction from drafting to finish, including techniques of draping on a dress form to create patterns and clothing for costumes on the stage.</p> <p>Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 09/07/2015 End Date: 06/24/2016</p>	<p>Class/Lab Project - Student will work on and complete an assigned project.</p> <p>Target for Success: Students will complete finished garment using learned techniques.</p>		
<p>3 -- Design - Successful students will be able to create design ideas through the interpretation of sketches and renderings of costume designs, and develop a complex costume or costume element for theatrical production.</p> <p>Course-Level SLO Status: Active Assessment Cycles: End of Academic Year</p>	<p>Presentation/Performance - Each student is assigned designs to work off of in order to create a realized,functional garment.</p> <p>Target for Success: The student will present a completed, functional garment.</p>		

Course-Level SLOs

Assessment Methods

Assessment Findings/Reflections

Action Plans

Start Date: 09/07/2015

End Date: 06/24/2016

THTR 26:INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1- History - Successful students can identify various forms of historical clothing and distinguish their proper terminology. Course-Level SLO Status: Active</p>			
<p>2 - Design - Successful students can create historically inspired theatrical designs by using the design elements of line, form, color, texture, and pattern. Course-Level SLO Status: Active</p>			
<p>3 - Analyze/Compare - Successful students can compare the fashions of an historical time and relate them to the social and political climates of those eras, as well as compare them to dramatic texts of those eras. Course-Level SLO Status: Active</p>			

THTR 27:LIGHTING DESIGN & TECHNOLOGY

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Tools and Equipment - Successful students will be able to identify and correctly use the basic tools used to hang, focus, and circuit stage lighting equipment</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Students will be observed as they perform the required tasks and reminded of the best practices involved in the tasks. Students will be evaluated based on their use of correct tools and procedures in a variety of theatre settings.</p> <p>Target for Success: All students will be able to successfully and correctly hang, focus, and circuit stage lighting equipment in a theatre.</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Observation showed all students able to correctly hang, focus, and circuit the stage lighting equipment in the theatre following the completion of the course. In addition, most of the students were able to effectively troubleshoot problems of an electrical nature to either repair common problems or eliminate them from consideration and ask for additional assistance. Students are hampered entering the workforce due to the limited nature of the theatre equipment and the rapid technological evolution of the theatrical lighting equipment. (12/13/2013)</p> <p>Resource Request: Additional equipment for student learning, especially programmable, moving lights.</p>	
		<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>All students who attended class regularly were able to successfully demonstrate the required skills. Students who did not attend at least 50% of the class meetings were not able to practice and were not able to complete the demonstration successfully. These students did not receive a passing grade in the class. (09/11/2012)</p> <p>GE/IL-SLO Reflection: Students are prepared for entry level positions in the local technical theatre workforce. Successful students are recommended by the instructor for part-time work with local theatres while they complete their degrees.</p>	<p>Action Plan: Since these are basic skills and the foundation for other learning, students need more opportunities to learn and practice these skills early in the course. (09/11/2012)</p>
<p>Lighting Design Plan - Students will be able to read and implement simple lighting plans.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students will work in pairs to hang and circuit portions of a lighting plot. They will troubleshoot functionality to assess completion.</p> <p>Target for Success: All students will complete the project and a minimum of 95% of the equipment will be working properly.</p> <p>Notes: Work on different parts of larger plot. Small projects not</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students worked in pairs to hang the Lohman lighting. All of the groups were able to complete this task with only one instrument requiring additional troubleshooting. (12/12/2016)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Not Met</p> <p>The class attracted a large number of students with no theatre technical experience. The introduction and teaching</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	possible in class with more than 12 students	<p>of basic functional skills to hang, focus, and circuit lighting instruments as well as additional time spent on theatre and electrical safety required more lab time to successfully complete. There were not enough hours for all students to have this opportunity. All students were required to, and were able to successfully, read a lighting plan and address the process and issues involved in its implementation. Only 60% of the class had the opportunity to complete the lab demonstration. All were successful. In the future, if the student population is similar, an altered structure may allow all of the tasks and projects to occur. (12/13/2013)</p> <p>Year This Assessment Occurred: 2011-2012 Result: Target Not Met Only 8 out of 15 students were able to complete the project satisfactorily complete the project. Of the remaining students, four (4) were not prepared due to poor attendance ; these students did not receive a passing grade in the class. Three (3) students were adequately prepared but could not attempt the project due to limited time in the theatre. These students were more experienced and had demonstrated the abilities in work situations prior to and during the quarter. (09/11/2012) GE/IL-SLO Reflection: The leadership and cooperation which are an intrinsic part of this task are valuable preparations for the work environment in theatre and other project oriented positions. Students who excel at this task often are quickly identified and move into lower level supervisory roles in theatre companies.</p>	<p>Action Plan: Due the limited class time, students with prior experience will be used early in the course to provide positive role models for the less experienced students and class opportunities to critique and teach best practices. (09/11/2012)</p>

THTR 2A:HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Perspectives/Skills - Successful students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>Pre/Post Test - Quizzes on each of the plays presented in the course will assess the students knowledge of the content, dramatic structure, and character motivations within the play. Target for Success: 80% of the students should be able to score above 80% on the quiz.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Method of assessment proved to be effective achieving the prescribed target and preparing students for deeper analysis of the prescribed works. (11/28/2016)</p> <hr/> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met While there certainly were students who did not consistently meet the goal, the majority did. This methodology of screening student preparation remains essential for the analytical participation of class activities. The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. (11/28/2016)</p>	
<p>2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines. Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>Essay/Journal - Analytical and comparative essay on targeted topics specific to assigned works through the scope of cultural placement. Target for Success: 80% of completing students achieving 80% Notes: Students completing assignment on time were largely successful</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Efforts were re-doubled to give students a stronger foundation in analytical essay writing. For students who engaged in the effort, the essay effectively demonstrated both critical thinking and synthesis characteristics with appropriate verification. (12/11/2015)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Student embraced relevance and application of each targeted topics. (11/15/2013)</p>	
<p>3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>Essay/Journal - Analytical and reflective essay on targeted topics specific to assigned works through the scope of immediate relevance/applications. Target for Success: 80% of students achieving 80% or higher</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. The result of this required change placed a burden of considerable content in the final exam. This prompted a decline in student performance from previous sections.</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Perhaps a less content oriented final should be considered. (12/11/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013 Result: Target Met For students completing assignments at prescribed times, target largely met and students find more reward out of personal application over comparative works study. (11/15/2013)</p>	

THTR 2B:INTRODUCTION TO DRAMATIC LITERATURE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Perspectives/Skills - Successful students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>Exam - Course Test/Quiz - Quizzes on each of the plays presented in the course will assess the students' knowledge of the content, dramatic structure, and character motivations within the play. Target for Success: 80% of the students should be able to score above 80% on the quizzes</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met While there certainly were students who did not consistently meet the goal, the majority did. This methodology of screening student preparation remains essential for the analytical participation of class activities. The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. Outcome remains consistent. (11/28/2016) Resource Request: Return to Half-class format as an option</p>	
<p>2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Moliere to present day from both Eastern and Western cultures as they apply to historical timelines. Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>Exam - Course Test/Quiz - Final comprehensive exam Target for Success: 80% of students receiving a grade of 80% or higher.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Not Met The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. The result of this required change placed a burden of considerable content in the final exam. This prompted a decline in student performance from previous sections. Perhaps a less content oriented final should be considered. (11/28/2016) Resource Request: Return to Half-class format as an option</p>	
<p>3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. Course-Level SLO Status: Active Start Date: 11/03/2017</p>	<p>Essay/Journal - Comprehensive/analytical essay(s) of precise topics totaling 10 pages of composition Target for Success: 80% of students receiving a grade of 80% or higher</p>	<p>Year This Assessment Occurred: 2013-2014 Result: Target Met The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. While some essay topics felt a bit more forced because the expansion of the class' time frame creates a more vast scope, the essays in this class were largely successful, demonstrating breadth of complex critical application. (04/25/2014) Resource Request: Return to Half-class format as an option</p>	

THTR 2C:INTRODUCTION TO DRAMATIC LITERATURE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Quizzes on each of the plays presented in the course will assess the students' knowledge of the content, dramatic structure, and character motivations within the play.</p> <p>Target for Success: 80% of the students should be able to score above 80% on the quizzes</p>		
<p>2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations.</p> <p>Course-Level SLO Status: Active</p>			

THTR 2F:HISTORY OF AMERICAN MUSICAL THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Student Learning Outcome #1 -- Demonstrate an understanding of musical theatre styles beginning in the early twentieth century to present day as a reflection of its societal/historical context.</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - A 1000 word essay on topics concerning the development of musical theater examined within the context of social/historical context. Target for Success: A successful student will demonstrate knowledge of the musicals studied in terms of the social, political and historical framework.</p> <hr/> <p>Discussion/Participation - Weekly online discussions with guided topics following course content. Target for Success: A successful student will participate in individual posts and responses to other students.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students demonstrated an understanding of the genesis of musical theater styles as a reflection of societal/historical context. (12/02/2016)</p>	
<p>Student Learning Outcome #2 -- Discriminate--via an understanding of between various musical styles (e.g., early twentieth century and the decade of he 1930s, the Golden Age of musicals in mid-century, influence Sondheim, transition to rock musicals and commercial musicals, multi-media influence of the twenty-first century.)</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Weekly quizzes covering the content of the course materials studied. Target for Success: A successful student will pass these quizzes demonstrating a fundamental knowledge of musicals styles from the early twentieth century to the present day.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students uniformly demonstrated an understanding of the musical styles embodied in the musical theatre genre from it's earliest days through the present day. (12/02/2016) GE/IL-SLO Reflection: With the incorporation of more youtube assignments, students were able to discern styles successfully.</p>	<p>Action Plan: Continue to build resource library of the most current musicals (12/02/2016)</p>
<p>Student Learning Outcome #3 -- Discriminate -- via an understanding of theatrical elements involved in the production of musicals (score, lyrics, book, directors, staging, actors, dance, and design)</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Weekly quizzes covering the course content concerning design in theater. Target for Success: A successful student will pass these quizzes demonstrating a fundamental understanding of theatrical design elements.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students demonstrated a basic understanding the design elements in theatre. (12/02/2016) GE/IL-SLO Reflection: Easily accessible examples and images on the internet facilitated this process.</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met</p>	<p>Action Plan: Continue to source the ost current audio and video examples. (12/02/2016)</p>

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
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Students uniformly demonstrated an understanding of the theatrical elements involved in the musical theatre genre from its earliest days through the present day. (06/02/2014)

THTR 31:FUNDAMENTALS OF STAGE MANAGEMENT

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Task management - Students will be able to create and use a master production calendar to track rehearsal and performance needs.</p>	<p>Class/Lab Project - Students will create a hypothetical rehearsal schedule from first rehearsal to opening Target for Success: 80% of the students will successfully complete this assignment</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met All students in the class were able to complete this project successfully. (12/12/2016) Resource Request: None</p> <hr/> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met All students who participated (85% of the class) were able to successfully complete the assignment. (12/11/2015)</p>	
<p>Task prioritization - Students will learn to use Maslow's hierarchy of needs to assess and prioritize tasks required during the production process</p>			

THTR 31L:THEATRE PRODUCTION MANAGEMENT LABORATORY

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Skills - Students will learn to read theatre plans and translate those for actors and staff during the rehearsal process</p>			
<p>Communication and management - Students will practice managing a group of subordinates to achieve a specific outcome during the production process</p>	<p>Observation/Critique - Students will be asked to organize a small group of students in a variety of backstage tasks as part of a production of a play. They will be critiqued on their ability to delegate and create a cooperative and repeatable working environment to perform the designated task. Target for Success: Successful completion of the task throughout the performances of the production. Notes: Includes stage managers, house managers, directors, crew leaders and their assistants.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met Most students were overwhelmingly successful in their ability to organize and direct their peers. Groups were cooperative and focused. (09/04/2012) Resource Request: video production capabilities to create simulated situations for teaching GE/IL-SLO Reflection: Technical theatre students are by nature cooperative and responsible by this point in their careers. The management skills developed here can be translated to any career field.</p>	

THTR 32:CAD DRAFTING FOR THE THEATRE, FILM & TELEVISION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Technical proficiency - All successful students will be able to create a theatre ground plan with accurate dimensions using a computer drafting software program.</p> <p>Course-Level SLO Status: Active</p>	<p>Portfolio Review - Students will present a final drawing of a correctly dimensioned theatrical floor plan for assessment at the end of the class.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>All students in the class successfully completed this assignment (12/11/2015)</p>	
<p>Collaboration - Students that are successful in the course will be able to collaborate with others to develop a 3d design concept and an associated drawing package including a floor plan, section and elevations for a simple theatrical production.</p> <p>Course-Level SLO Status: Active</p>			
<p>Assessment and interpretaion - Successful students will be able to create working drawings for a simple piece of theatrical scenery based on a design drawing or sketch.</p> <p>Course-Level SLO Status: Active</p>			

THTR 32A:ADVANCED CAD DRAFTING FOR THE THEATRE, FILM & TELEVISION

Course-Level SLOs

Assessment Methods

Assessment Findings/Reflections

Action Plans

Assessment and Interpretation -

Successful students will be able to create working drawings for a simple piece of theatrical scenery based on a design drawing or sketch.

Course-Level SLO Status: Inactive

THTR 38:MOVEMENT PRACTICUM FOR THE ACTOR

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Theory & Expression - Through applied, active study of movement theories and theorists, students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist more viable in communicating through performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met The experiential sharing of exercise outcomes significantly contribute to the reflective capabilities of students in regards to their own development. (04/24/2012) Resource Request: Mirrors</p>	
<p>2 - Body Awareness and Mechanics - Students, through personally and secondarily examining the relationship between body and mind, time and space, breath and body impulse students will be able to employ the cohesive properties and the integrative relationships of all as applied to generating vibrant, unified, embodied performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p>Essay/Journal - Journal reflecting experiences and development I through course.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met Though simple, the final performance assignment is substantially comprehensive reflecting all material presented in class as an integrative performance experience. Given the class size and time constraints, it is the only foreseeable viable presentation without taking four classes to complete the final project. (04/24/2012) Resource Request: Mirrors</p>	

THTR 38A:MOVEMENT PRACTICUM I

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Theory & Expression - Through applied, active study of movement theories and theorists--body awareness centered--students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist more viable in communicating through performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>		
<p>2 - Body Awareness and Mechanics - Students, through personally and secondarily examining the relationship between body and mind, time and space, breath and body impulse students will be able to employ the cohesive properties and the integrative relationships of all as applied to generating vibrant, unified, embodied performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p>Essay/Journal - Journal reflecting experiences and development through course.</p>		

THTR 38B:MOVEMENT PRACTICUM II

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Theory & Expression - Through applied, active study of movement theories and theorists--gesture analysis centered--students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist more viable in communicating through performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Course was HIGHLY successful in every measure, BUT Course now inactive due to repeatability restrictions. (11/15/2013) Resource Request: Allow for a "Movement Family" to exist with Theatre Arts and opposed to being limited to PE</p>	
<p>2 - Body Awareness and Mechanics - Students, through personally and secondarily examining the relationship between body and mind, time and space, breath and body impulse students will be able to employ the cohesive properties and the integrative relationships of all as applied to generating vibrant, unified, embodied performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p>Essay/Journal - Journal reflecting experiences and development through course.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Course was HIGHLY successful in every measure, BUT Course now inactive due to repeatability restrictions. (11/15/2013)</p>	

THTR 38C:MOVEMENT PRACTICUM - MASK

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Theory & Expression - Through applied, active study of movement theories and theorists--mask embodiment and visualization centered--students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist more viable in communicating through performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>		
<p>2 - Body Awareness and Mechanics - Students, through personally and secondarily examining the relationship between body and mind, time and space, breath and body impulse students will be able to employ the cohesive properties and the integrative relationships of all as applied to generating vibrant, unified, embodied performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p>Essay/Journal - Journal reflecting experiences and development through course.</p>		

THTR 38D:MOVEMENT FOR THE ACTOR: STAGE COMBAT

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Knowledge & Skills - Upon completion of this class, students will have working knowledge of the procedures, safety premises, terminology and execution of hand-to-hand stage combat techniques universally employed in the entertainment industry.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Original peer choreography demonstration.</p>	<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Because of the cycles of course change, the practices of this class were geared towards the previous course description active in 2012, which included small weapons combat. Finding a better mechanism for assessing peer judgement of final assignment preparation would be useful.</p> <p>(09/10/2012)</p>	<p>Action Plan: Stronger rubric definition of peer judgement for final assignment. (09/10/2012)</p>
<p>Practical Execution and Critical Thinking - Upon completion of this class, students will be able to basically apply the above (SLO #1) listed stage combat choreography precepts into practical performance circumstances.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Original peer choreographed demonstration</p>	<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Students most certainly thrived in development in application of combat choreography moreso than execution. Next time, more emphasis on repetition of basic skills over expanding glossary of maneuvers. (09/10/2012)</p>	

THTR 38E:MOVEMENT FOR THE ACTOR: STAGE COMBAT II

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Knowledge & Skills - Upon completion of this class, students will have working knowledge of the procedures, safety premises, terminology and execution of small weapons stage combat techniques universally employed in the entertainment industry.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Original peer choreography demonstration.</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Highly successful in all facets at all skill levels. Students applied industry standards effectively to practical application. (11/15/2013)</p> <p>Resource Request: Repeatability restrictions and family groupings make the prospect of offering this course again unlikely.</p>	
<p>Practical Execution and Critical Thinking - Upon completion of this class, students will be able to basically apply the above (SLO #1) listed stage combat choreography precepts into practical performance circumstances.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Original peer choreographed demonstration</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>All students achieved a high mark of comprehension in practically applying premises into work demonstrating admirable employment of course content. (11/15/2013)</p> <p>Resource Request: Repeatability restrictions and family groupings make the prospect of offering this course again unlikely.</p>	

THTR 39:LEADERSHIP PROJECTS IN THEATRE WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Experiential Knowledge & Critical Thinking - Upon completion of this course, students, in a leadership capacity, through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--engendering a greater sense of leadership process in production development.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful, consistent completion of designated assignment.</p>		
<p>Practical Leadership & Communication - Upon completion of this course, students, in a leadership capacity, through personal involvement, supervised coordination, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful, consistent completion of designated assignment</p>		

THTR 39X: LEADERSHIP PROJECTS IN THEATRE WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Experiential Knowledge & Critical Thinking - Upon completion of this course, students, in a leadership capacity, through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--engendering a greater sense of leadership process in production development.</p>	<p>Presentation/Performance - Successful, consistent completion of designated assignment.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Practical Leadership & Communication - Upon completion of this course, students, in a leadership capacity, through personal involvement, supervised coordination, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p>	<p>Presentation/Performance - Successful, consistent completion of designated assignment.</p>		
<p>Course-Level SLO Status: Active</p>			

THTR 40A: BASIC THEATRICAL MAKE-UP

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Use/Effectiveness - A successful student will identify and compare the use and effectiveness of available makeup products and materials. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Observation and discussion</p> <p>Target for Success: Experimentation with, and subsequent understanding of the use of a variety of makeup products and materials</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Lining up discounts at all local makeup suppliers has allowed students more affordable access to new materials of their choice. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met Given a specific and limited number of makeup products and materials, including required kits and provided supplemental supplies, students are able to use and evaluate all items within the specified class sessions. Therefore students are able to develop a familiarity and acumen with all available products. (07/08/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met By inviting past students in who have gone on to be professionals in the field, our current students were able to learn about and experiment with a wider range of materials beyond our basic class financial scope. (07/16/2011)</p>	<p>Action Plan: New materials will be introduced as they become available. (04/08/2013)</p>
<p>2 - Design/Application - A successful student will demonstrate skills in the design and application of theatrical makeup. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of makeup design concepts and ideas. Target for Success: Completed makeup applications.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met The addition of online support materials for designs has opened up a great range of possibilities for students. The plethora of online tutorials has also aided in student's deeper understanding and expanded creativity. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met Prepared designs are required before beginning each makeup application, which is sufficiently motivating the student to come prepared, since otherwise they will not be able to participate for that assignment. (07/08/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met All students successfully completed every design assignment. Those with excused absences on makeup application days were given a later day to make up the</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>3 - Design Skills - A successful student will employ basic design skills, including drawing, painting and clay modeling.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of design sheets and clay modeling projects.</p> <p>Target for Success: Designs that can translate into effective finished products.</p>	<p>project. This allows completion for all assignments. (07/16/2011)</p> <hr/> <p>Year This Assessment Occurred: 2015-2016 Result: Target Met The mix of advanced and beginning students in the same class has continued to be a huge benefit in this area. Advanced students also receive the added benefit of deeper learning through teaching. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met A particular benefit to the student's success, in these large class situations, is pairing partners with one being more adept at design skills and helping the other. The mix of advanced and beginning students in the same class was a huge benefit in this area. (07/08/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met Students continue to benefit from a combination class with beginning and advanced work. Three Advance Makeup Artist Assistants, drawn from past students, contributed greatly to help give the individual attention that students need for success. (07/16/2011) Resource Request: Paid Teacher Support (Assistants)</p>	
<p>4 - Facial Anatomy - A successful student will locate and give examples of facial anatomy as it pertains to various character factors, including age, gender, race, and species.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - lab assignments</p> <p>Target for Success: Demonstration of facial alterations in completed projects.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met The addition of allowing morgues to exist as paperless, has facilitated student's success greatly. It is far more cost effective for the student as well, as it eliminates magazine/resource purchases and paper copies. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met The wide variety of specified assignments allows the student to research and define facial variations which are compiled in their makeup morgue projects. Periodic evaluations of morgues has helped the students keep up on the work and achieve more success. (07/08/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
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Result: Target Met
 The ability to use images off the internet has made this assignment more accessible and fruitful for the students. This year has been focused on encouraging this during class, which multiplied success for the students over previous years. More ways to incorporate technology will continued to be explored. (07/16/2011)

THTR 40B: THEATRICAL MAKE-UP FOR PRODUCTION

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Use/Effectiveness - A successful student will identify and compare the use and effectiveness of available makeup products and materials. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Observation and discussion Target for Success: Experimentation with, and subsequent understanding of the use of a variety of makeup products and materials</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Lining up discounts at all local makeup suppliers has allowed students more affordable access to new materials of their choice. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met Given a specific and limited number of makeup products and materials, including a provided variety of products that are different from the beginning class, students are able to use and evaluate all items within the specified class sessions. Therefore students are able to develop a familiarity and acumen with all available products. (07/08/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met New products are abundant in the advanced makeup arena and creative ways to expose students to them are being explored (since they are too expensive to purchase in general). New books, experimentation with substitute materials, and guest artists who are able to show their own stock have been beneficial for this purpose. Exploration in this direction will continue for next year. (07/16/2011)</p>	<p>Action Plan: Continued presentation and experimentation with current makeup products. (04/08/2013)</p>
<p>2 - Design/Application - A successful student will demonstrate skills in the design and application of theatrical makeup for production. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of makeup design concepts and ideas. Target for Success: Completed makeup applications.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Practical opportunities for local productions have been an excellent learning adjunct. Students also participated in a face painting booth in association with Foothill's "May the 4th Be With You" event day. Local opportunities will continue to be explored and provided for additional learning. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met Students are demonstrating enormous success after accumulating experience and ideas from the beginning level class. (07/08/2013)</p>	
		<p>Year This Assessment Occurred: 2011-2012</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>3 - Proficiency - A successful student will demonstrate skills in the use of advanced makeup materials. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Observation Target for Success: Complete all required steps to create advanced makeup applications.</p>	<p>Result: Target Met New assignments have been introduced to challenge and interest the continuing students. These will continue to be explored and developed. (07/16/2011)</p> <hr/> <p>Year This Assessment Occurred: 2015-2016 Result: Target Met I continue to buy and share all of the current books in order to keep the students up to date with new recipes, materials and resources. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met Including students in the development of advanced prosthetic recipes, empowered them to think in a proactive and creative way. Both failure and success contributed to a valuable learning experience. (07/08/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met The use of three Teaching Assistants aided greatly in the success of additional material use. Top professionals in the field have been brought in to introduce students to the latest advanced materials. (07/16/2011) Resource Request: Stipend for guest artists.</p>	<p>Action Plan: Continue to add advanced materials for experimentation. (04/08/2013)</p>
<p>4 - Facial Anatomy - A successful student will locate and give examples of facial anatomy as it pertains to various character factors, including age, gender, race, and species. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - lab assignments Target for Success: Demonstration of facial alterations in completed projects.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Delivery of online images for assignments is now being more predominantly clarified and accepted. This has encouraged even greater student success. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met Students are incorporating digital images to encourage greater success. (07/08/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met Adding to their pre-existing morgue projects (from the beginning class), proves to ensure all students a better success rate. (07/16/2011)</p>	

THTR 42:INTRODUCTION TO SCENE DESIGN

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Analysis - Students will be able to assess and prioritize the scenic needs of the play through a detailed analysis of the script</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Students will analyze a play script and generate a breakdown of the scenic needs of the play. Students will prioritize each need using an instructor provided rubric. Students will present their analysis to the class and defend their prioritization.</p> <p>Target for Success: All students should be able to generate the breakdown and present a clearly reasoned argument for their priorities.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>All students in the class were able to successfully complete this analysis and clearly presented their priorities to their peers. (12/02/2016)</p>	
<p>Communication - Students will use two-dimensional drawing and graphic design skills to communicate the design requirements of the script to other theatre professionals</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/02/2018</p> <p>End Date: 06/29/2018</p>			

THTR 43A:SCRIPT ANALYSIS

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Analysis - A successful student will analyze realistic texts for structure, origins of choices and motivations in human behaviors.</p> <p>Course-Level SLO Status: Active</p>	<p>Case Study/Analysis - Script analysis assignment</p> <p>Target for Success: Students will submit an acceptable analysis and full breakdown of a play, scene and monologue from various assigned sources, including at least one published play.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>A script that was written by the instructor was added for analysis, which opened up various lines of structure discovery for the students from a playwrights perspective. This proved to be particularly engaging for the majority. Perhaps less time devoted to a specific script may be even more beneficial for all. (07/12/2016)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Periodic checks of text work proves to be helpful in the final completion of the assignment. The students who were not as successful in understanding the work received the extra guidance earlier, allowing them to be more successful in the end. (09/14/2012)</p>	
<p>2 - Self-preparation/Communication</p> <p>- A successful student will understand how to prepare and vibrantly execute and communicate a scripts message as either actor, designer, director or management.</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 11/03/2017</p>	<p>Observation/Critique - In-class exercises for the development of physical and vocal presence and character communication.</p> <p>Target for Success: Full participation and effort in exercises.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Group projects have been valuable in stimulating thoughts and ideas, and mitigating the intimidation factor for more success. (12/12/2016)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>All students successfully participated and engaged, consequently developing in a substantial manner. (09/14/2012)</p>	
<p>3 - Presentation - A successful student will apply the integrated skills of realistic textual analysis into tangible production choices by employing imagination, observation and concentration, as they apply to determining character action and/or production elements.</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 11/03/2017</p>	<p>Presentation/Performance - Presentation of assigned scene and/or monologue analysis projects.</p> <p>Target for Success: Understanding memorization and engagement in assignment, and how to utilize all integrated skills and preparation.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>By submersing into a class presentation, students have a greater understanding of how analysis aids in the theatrical process. Students thoroughly enjoyed this process and culminating assignment, and were supportive of all other students. (12/12/2016)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>All presented scene work projects were completely and</p>	

Course-Level SLOs

Assessment Methods

Assessment Findings/Reflections

Action Plans

richly prepared, creating successful end products. The result is an understanding of what work must be done and how to effectively do it, in order to duplicate such success. (09/14/2012)

THTR 43B: CONTEMPORARY METHODOLOGIES IN ACTING

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Analysis - A successful student will acquire a working technique for translating script work to spontaneously charged performance work.</p> <p>Course-Level SLO Status: Active</p>	<p>Case Study/Analysis - Analysis paper, fully delineated and separated into elemental parts. Target for Success: A thorough understanding of text analysis and breakdown, as communicated through assigned paper.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students were given specific dates to hand in progress reports of their papers. This proved to be highly successful in lending to a more complete and correct final paper. (11/27/2013)</p>	
<p>2 - Self-preparation/Communication - A successful student will develop an awareness of "in the moment" performance work, and enhance their ability to listen and connect with others on stage.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Observation and critique of performance work. Target for Success: A complete translation of text analysis to performance.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met All students acquired an understanding of the process of work: specifically technical analysis that leads to a freedom and awareness on stage. (11/27/2013)</p>	
<p>3 - Character Development - Deepen and expand character exploration through character memory work and physical exercises. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Full participation in guided and assigned exercises. Target for Success: Assimilating the use of learned exercises to fully develop character work.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met The ability of students to observe fellow students in their success of this work, helps enormously in the understanding of the benefit of the exercises. Therefore, time to openly share experiences has proved to be most valuable. (11/27/2013)</p>	

THTR 43C:FOUNDATIONS IN CLASSICAL ACTING

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Performance - Upon completion of this course, students will be able to comprehensively combine and apply the challenges of heightened language, the limitations and expectations of social behaviors from the varied cultures and eras studied into embodied performance. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfillment of designated performance/production assignments.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students who applied their efforts towards all facets of the class successfully achieved identified goal, about 85%. Students with lackluster efforts did not. (11/27/2016)</p> <hr/> <p>Year This Assessment Occurred: 2015-2016 Result: Target Met Appropriately represent the necessary culmination of sequenced skills. (11/27/2016)</p>	
<p>Communication - Upon completion of this course, students will be able to beneficially analyze and interpret classical texts in multiple ways relevant to performance expression, employment and creative inspiration rendering greater communicative potential. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Stepladder introduction of necessary skills lead to effective use and demonstration of students' acquired dexterity. (12/11/2015)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students who applied their efforts towards all facets of the class successfully achieved identified goal--demonstrating significant performance acumen with difficult challenges, about 85%. Students with lackluster efforts did not. (11/22/2013)</p>	

THTR 43D:FOUNDATIONS ON COMIC STYLES

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Critical Thinking and Communication - Upon completion of this course, students will be able to comprehensively combine and apply the challenges of heightened language, the limitations and expectations of social behaviors from the varied cultures and eras studied into embodied performance through the unique distinctions of humorous perspective.</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - Journal reflecting experiences and development through course with applicable terminology and appropriate self-review.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Course now inactive due to repeatability restrictions. (11/15/2013) Resource Request: Restore/increase repeatability availability</p>	
<p>Performance - Upon completion of this course, students will be able to beneficially analyze and interpret genre specific comedic texts in multiple ways relevant to performance expression, employment and creative inspiration rendering greater communicative potential.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfillment of designated performance/production assignments. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Course now inactive due to repeatability restrictions. (11/15/2013)</p>	

THTR 43E:IMPROVISATION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Self-growth - Upon completion of this course, students will develop increased confidence, flexibility, versatility and committed expressiveness applicable to multiple aspects of performance both within and beyond acting</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - Comparative text reflection applying premisses of text to all aspects of course performance and communicative potential growth by means of journal or essay.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Ultimately this assignment presents itself as a significant reinforcement of abstract materials practically experienced in class allowing fresh perspective and confidence in an otherwise largely unfamiliar art form. (11/27/2016) Resource Request: Smaller Class Sizes GE/IL-SLO Reflection: Smaller class size in 15-16 made for increased student success.</p> <hr/> <p>Year This Assessment Occurred: 2015-2016 Result: Target Met The sequential based skill development suits this class ideally. Basic skills are compiled, gradually leading to increasing complexities in performance. The crush of a large class size does make the opportunity for significant cumulative confidence less likely by sheer lessening of participation regularity. (11/27/2016)</p>	
<p>Collaboration and Performance - Upon completion of this course, students will not only be able to comprehend and apply foundational premisses inherent to universal standards of improvisational performance, but invest themselves into multiple functional social and employment situations with a newfound sense of expediency and collaboration.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met The sequential based skill development suits this class ideally. Basic skills are compiled, gradually leading to increasing complexities in performance. The crush of a large class size does make the opportunity for significant cumulative confidence less likely by sheer lessening of participation regularity. (12/11/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met The sequential based skill development suits this class ideally. Basic skills are compiled, gradually leading to increasing complexities in performance. The crush of a large class size does make the opportunity for significant cumulative confidence less likely by sheer lessening of participation regularity. (05/29/2014) Resource Request: Smaller Class Sizes</p>	

THTR 43F:ADVANCED CHARACTERIZATION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Critical Thinking - Upon completion of this course, students will have accessed multiple methods and approaches, employing a cross section of movement and vocal based skills, towards the challenges of embodying complex characterizations for performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Students research and intergret varied material sources related to particular assignments and compile a strategy-based research presentation of expected approaches for class review.</p>		
<p>Performance - Upon completion of this course students will have engaged comprehensive preparation and performance strategies, producing increased embodying confidence in performance, highly applicable to industry employment.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>		

THTR 43G:ACTOR MARKETING STRATEGIES

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Analysis - A successful student will interpret and absorb the psychology of the audition process from the perspectives of actor, director, casting director, and talent agent.</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Marketing - A successful student will develop a working resume, headshot, and other personal marketing materials.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Practice and Apply - A successful student will practice preparation skills for various theatrical auditioning formats, including appropriate monologues and cold reading technique.</p> <p>Course-Level SLO Status: Active</p>			

THTR 44A:PRODUCTION PROJECTS

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Literature/History - A successful student will identify and assimilate the literature and history of a specific time period, cultural or ethnic experience, or historical epoch selected for the quarter's study. Course-Level SLO Status: Active</p>	<p>Case Study/Analysis - Presentation and discussion of accumulated research and analysis. Target for Success: A fully developed knowledge of a particular theatrical genre and style.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met Successful students contributed from all of the various perspectives to realize the impact of the chosen genre and style. (09/14/2012)</p>	
<p>2 - Technique - A successful student will distinguish and practice a variety of activities necessary for the actor in production, from either the perspective of the actor or director, including the employment of a specific acting technique, as well as movement techniques and vocal production skills. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Rehearsal of assigned script, incorporating acquired techniques and skills. Target for Success: Complete and specific analysis of text and characterization, leading to performance quality work.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met Successful students clearly comprehended the value of learned techniques when practiced and incorporated in a performance situation. (09/14/2012)</p>	
<p>3 - Perform - A successful student will identify and perform one or more aspects of technical theatre relevant to production, including directing, stage management, lighting and sound design and operation, set design and construction, properties, costumes, stage makeup, and publicity. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Observation of assigned tasks and cooperative work. Target for Success: Appropriate performance and completion of assigned tasks for production.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met Each student successfully performed their assignment, thus understanding how their efforts contributed to the overall success of the production. (09/14/2012)</p>	

THTR 44B:PRODUCTION PROJECTS II

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1-Research and Communicate - A successful student will research, analyze, interpret and effectively communicate the literature and history of a specific time period, cultural or ethnic experience, or historical epoch. Course-Level SLO Status: Active</p>			
<p>2 - Production Design - A successful student will take a leadership role in one or more aspects of production, delving deeply into a particular area of design and technology (stage management, lighting, sound, set, properties, costumes, or stage makeup.) Course-Level SLO Status: Active</p>			
<p>3 - Production Leadership - A successful student will participate as a director, featured actor, or other leadership role in a full-scale, publicly performed theatrical production. Course-Level SLO Status: Active</p>			

THTR 45: THEATRE SUMMER STOCK WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in staging a fully-realized, large-scale, live musical theatrical performance. Course-Level SLO Status: Active</p>			
<p>2 - Experiential Knowledge - A successful student, through personal involvement, will gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, large-scale, live musical theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. Course-Level SLO Status: Active</p>			

THTR 45A: TECHNICAL THEATRE IN PRODUCTION I

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Tasks - Successful students shall be able to learn and execute assigned tasks in lighting, sound, costuming, or other technical departments for a live theatre production.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Students will be observed as they execute their tasks and critiqued on their ability to be collaborative and effective in the completion of their assignment</p> <p>Target for Success: All students should be able to execute the assignment independently and within the framework of the production</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Not Met</p> <p>Students were all able to follow directions and work independently on basic tasks. Consecutive projects were less successful. The least successful students were those with lower entry level skills in theatre production areas. Critiques were generally successful in raising the level of competency but those students without earlier training were not able to work independently. (12/12/2016)</p> <p>Resource Request: TEA assistance to help underprepared students</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>All students were successful in their assignments and many have received opportunities for employment using the skills learned in this class (12/11/2015)</p>	<p>Action Plan: Restructure course to serve as an entry level preparation. Reduce hour requirements and unit load to encourage students with lower levels of reparation to enroll and focus the course on basic theatre skills. (12/12/2016)</p>
<p>Skills - Students will use basic skills in costuming, lighting, sound and/or scenery construction to create technical solutions for the production needs of a live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>			

THTR 45B: TECHNICAL THEATRE IN PRODUCTION II

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Tasks - Successful students shall be able to learn and execute assigned tasks in lighting, sound, costuming, or other technical departments for a live theatre production.</p> <p>Course-Level SLO Status: Active</p>			
<p>Skills - Students will use basic skills in costuming, lighting, sound and/or scenery construction to create technical solutions for the production needs of a live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>			

THTR 45C: TECHNICAL THEATRE IN PRODUCTION III

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Tasks - Successful students shall be able to learn and execute assigned tasks in lighting, sound, costuming, or other technical departments for a live theatre production.</p> <p>Course-Level SLO Status: Active</p>			
<p>Skills - Students will use basic skills in costuming, lighting, sound and/or scenery construction to create technical solutions for the production needs of a live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>			

THTR 45D: TECHNICAL THEATRE IN PRODUCTION IV

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Tasks - Successful students shall be able to learn and execute complex tasks required in lighting, sound, costuming, or other technical departments for a live theatre production.</p> <p>Course-Level SLO Status: Active</p>			
<p>Skills - Students will use a variety of skill in costuming, lighting, sound and/or scenery construction to create appropriate solutions for the technical needs of a live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>			

THTR 45E: TECHNICAL THEATRE MANAGEMENT IN PRODUCTION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Terminology - Successful students will be able to demonstrate correct and effective usage of common theatrical terminology used in the planning and operation of a live theatrical production.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will be tested to assess their knowledge and usage of common theatrical production management terms</p> <p>Target for Success: 90% correct at the completion of the production</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution, demonstrating accurate and complete incorporation of terminology expectation. (12/11/2015)</p>	
<p>Organizational skills - Successful students will be able to demonstrate basic skills for organizing and managing a live theatrical production. The student shall be able to create and utilize common forms for managing data and personnel during a theatrical production.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students will be observed during the course of organizing a theatrical department. Forms created for the production will be assessed for completeness, appropriateness and currency at regular intervals during the production process.</p> <p>Target for Success: 80% of the forms used shall be correct and current.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution. (12/11/2015)</p>	

THTR 45F: TECHNICAL THEATRE MANAGEMENT IN PRODUCTION II

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Terminology - Successful students will be able to demonstrate correct and effective usage of common theatrical terminology used in the planning and operation of a live theatrical production.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will be tested to assess their knowledge and usage of common theatrical production management terms</p> <p>Target for Success: 90% correct at the completion of the production</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution, demonstrating accurate and complete incorporation of terminology expectation. (12/11/2015)</p>	
<p>Organizational skills - Successful students will be able to demonstrate basic skills for organizing and managing a live theatrical production. The student shall be able to create and utilize common forms for managing data and personnel during a theatrical production.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students will be observed during the course of organizing a theatrical department. Forms created for the production will be assessed for completeness, appropriateness and currency at regular intervals during the production process.</p> <p>Target for Success: 80% of the forms used shall be correct and current.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution. (12/11/2015)</p>	

THTR 45X:THEATRE SUMMER STOCK WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in staging a fully-realized, large-scale, live musical theatrical performance. Course-Level SLO Status: Active</p>			
<p>2 - Experiential Knowledge - A successful student, through personal involvement, will gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, large-scale, live musical theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. Course-Level SLO Status: Active</p>			

THTR 46A:PRODUCTION PROJECTS IN THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Investigate Skills - A successful student will discover and investigate skills applicable to the creation of all aspects of theatre production. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Participation in the understanding and planning of the creation of a production. Target for Success: Students will contribute ideas, creative input, and delineate positions to be filled in the creation of the class production.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met The addition of small group breakout sessions allowed for even more participation from each student. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Each student, including those who are developmentally challenged, have been able to find a valuable position in the process. The inclusion of various levels of experience in students helps enormously in the guidance of the beginning students. (11/27/2013)</p>	
<p>2 - Practice and Apply - A successful student will practice and apply skills in multiple areas of theatre, including playwriting, acting, directing, design, management and marketing. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Effective placement and development of created and assigned positions. Target for Success: Successful students are able to define and develop specific tasks and positions that will contribute to the final class production.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students are allowed to choose from a variety of proposed positions, which leads to greater success. All roles and positions were effectively filled and accomplished, creating a successful final performance. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met All roles and positions were effectively filled and accomplished, creating a successful final performance. (11/27/2013)</p>	
<p>3 - Themes and Issues - A successful student will identify and explore relevant, topical, contemporary issues and themes upon which to build a production. Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Participation in the contribution of ideas. Target for Success: Students will each contribute ideas through the analysis and development of relevant and interesting issues.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met The use of two student leaders to organize the group is tremendously effective to gather ideas and encourage complete class participation. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students seem to unanimously find the creation process fun and exhilarating. Organizing the plethora of creativity and ideas can be challenging with a large group. (11/27/2013) Resource Request: White board and markers. (for Lohman Theatre and Smithwick Theatre)</p>	

THTR 46B: LEADERSHIP & ORGANIZATION FOR PRODUCTION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1- Leadership - A successful student will participate in a leadership role: either as student leader of the entire project, or student coordinator in a specified area, or director of a group piece.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Position is observed, guided and critiqued in chosen or assigned leadership role.</p> <p>Target for Success: Students will successfully direct or guide other students in one or more aspects of the creation of a final production.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students are allowed to choose from several proposed positions, which leads to greater success. All students followed through with each assignment. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students are excited to take on leadership roles and be able to experiment in a nonthreatening environment. The students are able to gain a higher level of responsibility in these positions. (11/27/2013)</p>	
<p>2 - Develop skills - A successful student will substantially develop skills and apply those skills directly into the discipline of theatre production.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students are guided and tutored while practicing leadership skill sets.</p> <p>Target for Success: Students effectively guide other fellow students to an effective and fulfilling performance.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students are able to practically use skills learned in other classes -- including Directing, Lighting, and Costumes -- to add to creative sensibilities. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Through guidance from the instructor as well as more advanced students, there is a great deal of practical learning and success. The class offers a playground of sorts, which affords the student an endless array of skills to practice and acquire. (11/27/2013)</p>	
<p>3 - Practice and Apply - A successful student will participate and study multiple areas of theatre craft.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Effective performance in one or more areas of production is evaluated.</p> <p>Target for Success: Students get the opportunity to expand skills into various areas of interest.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met The addition of evening performances allows for more audience attendance, which has in turn filled the theatre to almost capacity. This has motivated students to achieve at their best. (12/08/2016)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met A final performance for an audience is an effective motivator for the honing of newly acquired skills. All students worked to achieve the best possible results with this goal in mind. (11/27/2013)</p>	

THTR 46C:THEATRE DEVELOPMENT WORKSHOP III

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1-Creative Development - A successful student will substantially develop skills applicable to the artistic development of original new works for theatrical production. Course-Level SLO Status: Active</p>	<p>Essay/Journal - Written work evaluated. Adjustments and rewrites as needed. Target for Success: A final written work will be submitted and deemed appropriate to proceed into production.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met All students submitted viable work. Only a percentage gets voted in by the entire class to proceed to a full performance. This process mirrors professional life, which is an appropriate and valuable lesson for the student. (12/08/2016)</p>	
<p>2-Production - A successful student will fully realize and prepare a viable theatrical production for public audience. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students are guided and tutored while practicing production development skill sets. Target for Success: Students create a viable finished product for performance purposes.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students are able to practically use skills learned in other classes -- including Directing, Lighting, and Costumes and Props -- to add to creative sensibilities. The previously acquired knowledge supported all student's enthusiasm to participate and engage. (12/08/2016)</p>	
<p>3-Advanced skills - A successful student will participate in and substantially improve skills in multiple areas of theatre production. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Effective performance in more than one area of production is evaluated. Target for Success: Students get the opportunity to expand skills and reach a higher level of proficiency in various areas of interest.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met A final performance for an audience is an effective motivator for the honing of acquired skills. All students were successful at achieving the best possible results with this goal in mind. (12/08/2016)</p>	

THTR 46D:THEATRE DEVELOPMENT WORKSHOP IV

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1-Leadership - A successful student will participate in a leadership role: either as student leader of the entire project, or student coordinator in a specified area, or director of a group piece.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Position is observed, guided and critiqued in chosen or assigned leadership role.</p> <p>Target for Success: Students will successfully direct or guide other students in one or more aspects of the creation of a final production.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students are excited to take on leadership roles and be able to experiment in a nonthreatening environment. The students are able to gain a higher level of responsibility in these positions. Learning from and evaluating past leader ideas and protocol helped to create new and more effective ideas and actions. (12/08/2016)</p>	
<p>2-Master skills - A successful student will master skills applicable to all aspects of theatre production.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students are guided and tutored while practicing leadership and design skill sets.</p> <p>Target for Success: Students effectively guide other fellow students and technicians to create an effective and successful performance.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students are able to practically use mastered skills learned in other classes -- including Directing, Lighting, Costumes and Props -- to add to creative sensibilities and guide most effectively. (12/08/2016)</p>	
<p>3-Organization - A successful student will coordinate production elements in multiple areas of theatre craft.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Effective performance in more than one area of production is evaluated.</p> <p>Target for Success: Students get the opportunity to expand and master skills in multiple areas of interest.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>A final performance for an audience is an effective motivator for the presentation of mastered skills. All students worked to achieve the best possible results with this goal in mind. (12/08/2016)</p>	

THTR 47:MUSIC THEATRE PRODUCTION WORKSHOP

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in staging a fully-realized, large-scale, live musical theatrical performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfillment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. (08/02/2013) GE/IL-SLO Reflection: The winter 2013 course added 'understudy' opportunities for several students who did not yet have the skill set for a principal role.</p>	<p>Action Plan: To continue the expansion of student involvement as understudies and student directors (08/02/2013)</p> <hr/> <p>Action Plan: To ensure the success of all students, those student with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals. (08/28/2012)</p>
<p>2 - Experiential Knowledge - A successful student, through personal involvement, will gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, large-scale, live musical theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. Target for Success: Students will show improvement in each area allowing them to move on to the Intermediate level course.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students show varying degrees of improvement, often depending on their prior experience. (08/02/2013) GE/IL-SLO Reflection: To ensure the success of all students, those students with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals.</p>	<p>Action Plan: Create small groups with varying skill levels to work together as a team to increase overall skills. (08/28/2012)</p>

THTR 47A:INTRODUCTION TO MUSICAL THEATRE PRODUCTION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Student Learning Outcome #1 - Upon completion of this course students will understand and apply the fundamentals of musical theatre ensemble performance.</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 12/15/2012</p> <p>End Date: 12/15/2016</p>	<p>Presentation/Performance - Instructor observation and evaluation of rehearsal and performance</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>All elements of this target were distinctly met through the course of development of final performance project. Students were actively engaged and vitally contributing at all stages. (12/02/2016)</p> <p>Resource Request: Support staff for increased Administrative work on production</p>	
<p>Student Learning Outcome #2 - Upon completion of this course students will understand vocal techniques, acting skills, and movement, (blocking and choreography), required to audition for, rehearse and perform musical scores, librettos and dance choreography in an ensemble role.</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 12/15/2012</p> <p>End Date: 12/15/2016</p>	<p>Observation/Critique - Instructor review of rehearsal process, including music preparation, vocal development, staging, dance and ability to work with other ensemble members and artistic team.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>All elements of this target were distinctly met through the course of development of final performance project. Students actively, practically absorbed the process of developing a performance piece aligned with industry standards. (12/02/2016)</p> <p>Resource Request: Support staff for increased Administrative work on production</p>	

THTR 47B:INTERMEDIATE MUSIC THEATRE PRODUCTION WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Student Learning Outcome #1 - Upon completion of this course students will understand and apply musical theatre performance for public performance, focusing on development of small roles. Performance</p> <p>Course-Level SLO Status: Active Start Date: 12/15/2012 End Date: 12/15/2016</p>	<p>Presentation/Performance - Instructor evaluation of dress rehearsals and performances.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students demonstrated successful preparation for public performance of all roles assigned, including understudies of lead roles. (12/02/2016) Resource Request: Support staff for increased Administrative work on production</p>	
<p>Student Learning Outcome #2 - Upon completion of this course students will understand a wide variety of vocal techniques, singing complex harmony, ability to develop characters in addition to participation in any ensemble assignments, develop study skills to build assigned material.</p> <p>Course-Level SLO Status: Active Start Date: 12/15/2012 End Date: 12/15/2016</p>	<p>Observation/Critique - Instructor review of rehearsal process, including music preparation, vocal development, staging, dance and ability to work with other ensemble members and artistic team.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students successfully prepared and performed musical/vocal/dance/acting elements needed in performance of the assigned material as individual performers/ensembles members integrating with director, musical staff and choreographer. (12/02/2016)</p>	

THTR 47C:ADVANCED MUSIC THEATRE PRODUCTION WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Student Learning Outcome #1 - Work Force Preparation - Upon completion of this course, students will have skills necessary to perform as in a principle role in a wide variety of musical theatre styles. This includes the many steps necessary for performing a fully-realized, la musical theatrical performance—auditioning, rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active Start Date: 12/15/2012 End Date: 12/15/2016</p>	<p>Presentation/Performance - Instructor evaluation of Dress rehearsals and performances.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students demonstrated successful preparation for public performance of all principal roles assigned, including understanding of the various aspects of performance at this level. (12/02/2016)</p>	
<p>Student Learning Outcome #2 - Advanced Skills Development - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in the performance of a principal role.</p> <p>Course-Level SLO Status: Active Start Date: 12/15/2012 End Date: 12/15/2016</p>	<p>Observation/Critique - Instructor review of rehearsal process, including music preparation, vocal development, staging, dance and ability to work with other ensemble members and artistic team.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students successfully prepared and performed musical/vocal/dance/acting elements needed in performance of the assigned material as individual performers/ensembles members integrating with director, musical staff and choreographer. (12/02/2016)</p>	

THTR 47D:MUSICAL THEATRE PRODUCTION WORKSHOP IV

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>SLO #1 Workforce Preparation - Upon completion of this course, students will have skills necessary to act as an assistant director or choreographer in a larger production or direct/choreograph a smaller scale musical theatre production. This includes the many steps necessary for performing a fully-realized, la musical theatrical performance—auditioning, rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 07/01/2015 End Date: 07/02/2018</p>			
<p>SLO #2 Advanced Skills Development - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment (stage direction, actor rehearsals, choreograph musical numbers and scenes, collaborate with designers, stage manager, technician, musical director) from initial meetings through rehearsals and performances of a fully staged musical theatre production.</p> <p>Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 07/01/2015 End Date: 07/02/2018</p>			

THTR 47X:MUSIC THEATRE PRODUCTION WORKSHOP

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in staging a fully-realized, large-scale, live musical theatrical performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfillment of designated performance/production assignment.</p> <hr/> <p>Class/Lab Project - Successful development of singing, movement, acting skills.</p> <hr/> <p>Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances.</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>With a wide-range of skill levels within the group, the overall success level was excellent. (08/02/2013)</p> <p>GE/IL-SLO Reflection: The demographic of each project can vary and the needs of those with lesser skills may need to be boosted early in the process.</p>	<p>Action Plan: Continue the expansion of student as understudies and student directors. (08/02/2013)</p>
<p>2 - Experiential Knowledge - A successful student, through personal involvement, will gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, large-scale, live musical theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active</p>	<p>Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances.</p> <p>Target for Success: Students will show improvement in each area allowing them to move on to the Intermediate level course.</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students show varying degrees of improvement, often dependent on their prior experience. (08/02/2013)</p> <p>GE/IL-SLO Reflection: Adding small group training sessions could strengthen students for whom larger rehearsals are not fully effective and then integrating those students into the larger rehearsal.</p>	<p>Action Plan: Increase the number of smaller rehearsals for skill building as understudies and student directors. (08/02/2013)</p>

THTR 48:VOICE PRACTICUM FOR THE ACTOR

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Theory/Examination - Successful students, through introduction of theory into guided examination, develop the ability to harness greater breath capacity, vocal sustainability, projection potential, resonance, articulation and placement for incorporation into performance for both indoor and outdoor venues. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p>Essay/Journal - Journal reflecting experiences and development through course.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Results of this courses activities were excellent both in terms of mastering the content and assessing peers. (11/27/2013)</p>	
<p>2 - IPA - Successful students integrate the demands of performing with targeted English language dialects through the employment of the International Phonetic Alphabet (IPA), thereby providing the foundation for employment of IPA towards performance with dialect or accent requirements. Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Course efficiency based on satisfactory execution of midterm, final exams, small assignments and voice recording sample.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Though this particular section did not have a strong emphasis on IPA (typically saved for another section under the former rules of repeatability--now a separate class) students did masterfully achieve, by and large, a very strong sense of enunciation acumen pivotal to this work. (11/27/2013)</p>	

THTR 48A:VOICE AND SPEECH FOR THE ACTOR

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Student Learning Outcome #1 - - Upon the successful completion of this course, students, through introduction of theory, demonstration, exercise and examination, will be able to understand and produce the basics of voice production for the stage through the vocal application of text work from Shakespeare to contemporary.</p> <p>Course-Level SLO Status: Active Start Date: 05/24/2017</p>	<p>Observation/Critique - Instructor observation of coursework and development.</p> <hr/> <p>Essay/Journal - Students will be required to monitor their vocal development through a written journal as well as an essay employing critical thinking in the observation of other performances</p>	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met Students gained marked improvement in targeted vocal capacity evidenced by two final projects. Class was definitely hindered by size and the ultimate inability for defined follow-through. Fewer students would likely diminish the imbalance for this portion of the course. Dialect portion of course remains unchanged, effective though admittedly some methodologies feel they could use some updating though instructor is slightly at a loss as to how without complete consistent dedicated technology available to all students at all times. Higher concentration of ESL students makes for extra challenges--perhaps a native mentoring program would be useful to consider if this concentration continues in the future. (11/28/2016) Resource Request: Smaller section size - dedicated tablets for all students</p>	
<p>Student Learning Outcome #2 - - Upon successful completion of this class, students, will have practiced and developed industry applications of the American Standard dialect as well as analyze and apply the creation of various regional dialects and accents through fundamental employment of the International Phonetic Alphabet.</p> <p>Course-Level SLO Status: Active Start Date: 05/24/2017</p>	<p>Presentation/Performance - Instructor evaluation of all assigned material.</p>	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met Students gained marked improvement in targeted vocal capacity evidenced by two final projects. Class was definitely hindered by size and the ultimate inability for defined follow-through. Fewer students would likely diminish the imbalance for this portion of the course. (11/28/2016)</p>	

THTR 48B:SINGING FOR THE ACTOR

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Student Learning Outcome #1 - - Students, through introduction of theory, demonstration, exercise and examination, will be able to understand and produce the fundamentals of singing for the musical theatre stage.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Instructor evaluation of all rehearsals for assigned material.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met To varying degrees, all students made improvement in vocal technique for musical theatre. (12/02/2016) GE/IL-SLO Reflection: The wide range of skills within the students can make it challenging to keep each student engaged.</p>	<p>Action Plan: Create small projects for students to work on in pairs to ensure 100% engagement of all students during class. (08/02/2013)</p>
<p>Student Learning Outcome #2 - - Students integrate the demands of healthy vocal production into appropriate solo and ensemble repertoire with an emphasis on character development and communication.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Instructor evaluation of final rehearsals and all performances.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Approaching the song content with the acting of the character as a core concept was extremely successful. (12/02/2016) GE/IL-SLO Reflection: With the added component of students written scenes to set up the song performances, the students were able to develop their characters in more detail</p>	<p>Action Plan: Continue to expand the integration of character, relationship and story into all singing. (08/02/2013)</p>

THTR 48C:MUSICAL THEATRE REPERTOIRE FOR SINGERS

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Student Learning Outcome #1 - Students will be able to identify and produce appropriate vocal technique and musical style for the various sub-genre's of musical theater repertoire as assigned.</p> <p>Course-Level SLO Status: Active Start Date: 12/13/2012 End Date: 12/18/2015</p>	<p>Presentation/Performance - Successful fulfillment of designated performance/production assignments.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students demonstrated an appropriate vocal technique for the variety of styles studied in this course. (11/28/2016)</p>	<p>Action Plan: Continue to develop resources of digital music / video to assist students in mastery of styles studied. (12/02/2016)</p>
<p>Student Learning Outcome #2 - Students integrate the demands of healthy vocal production into appropriate solo and ensemble repertoire with an emphasis on character development and communication.</p> <p>Course-Level SLO Status: Active Start Date: 12/13/2012 End Date: 12/18/2015</p>	<p>Class/Lab Project - Students will be assessed at various stages of rehearsal: learning music and lyrics, memorization, character development, and integration of music and movement.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Solo / small ensemble / large ensemble musical pieces were successfully rehearsed and performed at finals. (11/28/2016)</p>	
<p>Student Learning Outcome #3 - Students will be able to effectively rehearse and perform all assigned music. This involves working effectively with the director, pianist and actors in ensembles of all sizes, including music, singing technique, acting and movement</p> <p>Course-Level SLO Status: Active Start Date: 12/13/2012 End Date: 12/18/2015</p>	<p>Presentation/Performance - Instructor evaluation of all aspects of rehearsal and performances concerning vocal preparation, music preparation, character development, movement and choreography and the ability to work effectively with other ensemble members and artistic staff,</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students successfully demonstrated the ability to be directed, work with an accompanist and other actors while performing assigned vocal material emphasizing acting elements. (12/02/2016)</p>	

THTR 48D:MUSICAL THEATRE REPERTOIRE FOR SINGERS II

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Theory/Examination - Successful students, through introduction of theory into guided examination, develop the ability to harness greater breath capacity, vocal sustainability, projection potential, resonance, articulation and placement for incorporation into performance for both indoor and outdoor venues. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. Essay/Journal - Journal reflecting experiences and development through course.</p>		
<p>2 - Text Integration - Successful students integrate the demands of performing nuanced textual interpretative choices with the practical technique demands of performing in larger and outdoor venues. Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. Presentation/Performance - Completion of series of cumulative final performance assignments.</p>		

THTR 48E:VOICE PRACTICUM IN DIALECTS

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Theory/Examination - Successful students, through introduction of theory into guided examination, develop the ability to harness greater capacity to interpret and identify nuanced dialect and accent characteristics for inclusion in performance employment.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Integrative performance exercises combining IPA interpretation into performance.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students embracing the detail of sound analysis through coordinated, progressive assignment demonstrated dexterity and understanding on an application level. (11/15/2013)</p>	<p>Action Plan: Perhaps additional use of technological resources is warranted if all students were to have touch sensitive, scribe screen tablets. (11/15/2013)</p>
<p>2 - IPA - Successful students integrate the demands of performing with targeted English language dialects through the employment of the International Phonetic Alphabet (IPA), thereby providing the foundation for employment of IPA towards performance with dialect or accent requirements.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm and final exams gauging IPA identification acumen and proficiency.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Through the means of voice recording, students amply demonstrated effective growth in applying premises of IPA towards career/real world dexterity. Students who did not apply themselves with verve did not succeed, but most did. (11/15/2013)</p>	

THTR 49:REHEARSAL & PERFORMANCE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Synthesize/Develop Skills - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance-- applicable towards familiarizing with industry structures and experiences of live performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met All elements of this target were distinctly met through the course of development of final performance project. Students were actively engaged and vitally contributing at all stages. (09/10/2012)</p>	
<p>2 - Experiential Knowledge - Students, through personal involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met All elements of this target were distinctly met through the course of development of final performance project. Students actively, practically absorbed the process of developing a performance piece aligned with industry standards. (09/10/2012)</p>	

THTR 49A:PERFORMANCE PRODUCTION I

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Performance - Upon completion of this course students will integrate assigned participation into ensemble performance circumstances for live public performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution. (11/27/2016)</p> <p>Resource Request: Department support personel necessary for continued success.</p>	
<p>Workforce Preparation - Upon completion of this course students will apply experiential comprehension of production structure, procedures and expectations consistent with industry standards.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution. (11/28/2016)</p> <p>Resource Request: Department support personel necessary for continued success.</p>	

THTR 49B:PERFORMANCE PRODUCTION II

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Critical Thinking - Upon completion of this course students will interpret choices of text into performance within the constraints and structures of developing a comprehensive production for live public performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution. (11/27/2016)</p> <p>Resource Request: Department support personel necessary for continued success.</p>	
<p>Performance - Upon completion of this course students will confidently develop a sense of committed characterization in performance as it applies to the overview of an entire rehearsal and production process.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution. (11/28/2016)</p> <p>Resource Request: Department support personel necessary for continued success.</p>	

THTR 49C:PERFORMANCE PRODUCTION III

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Performance - Upon completion of this course students will apply the challenges and premises of spoken vocalization, including but not limited to articulation, projection and dialect employment, of prescribed portrayal through live public performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution. (11/28/2016)</p>	
<p>Industry Preparation - Upon completion of this course students will apply the challenges and premises of physical embodiment, including but not limited to modeling, gesture analysis and movement performance theory of prescribed portrayal through live public performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Success was complete and thorough in all facets in both production expectation, preparation and execution. (11/28/2016)</p>	

THTR 49D:PERFORMANCE PRODUCTION IV

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Critical Thinking & Self Analysis - Upon completion of this course students will gain substantial practical experience for application targeting graduated acting skills and nuances including but not limited to relationship analysis, conditioning forces and character arch through live public performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Success was complete and thorough in all facets in both production expectation, preparation and execution. (11/28/2016)</p>	
<p>Performance - Upon completion of this course students will apply deepened and empathetic interpretation skills of scripted dialogue for public performance with heightened embodiment and flexibility.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Success was complete and thorough in all facets in both production expectation, preparation and execution. (11/28/2016)</p>	

THTR 49X:REHEARSAL & PERFORMANCE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Synthesize/Develop Skills_1 - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance-- applicable towards familiarizing with industry structures and experiences of live performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		
<p>2 - Experiential Knowledge_1 - Students, through personal involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		

THTR 49Y:REHEARSAL & PERFORMANCE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Synthesize/Develop Skills_1 - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance-- applicable towards familiarizing with industry structures and experiences of live performance.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met All elements of this target were distinctly met through the course of development of final performance project. Students were actively engaged and vitally contributing at all stages. (11/15/2013) Resource Request: Department has desperate need for support staff to reduce unconscionable burden placed on faculty to make this and similar courses successful.</p>	
<p>2 - Experiential Knowledge_1 - Students, through personal involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met All elements of this target were distinctly met through the course of development of final performance project. Students actively, practically absorbed the process of developing a performance piece aligned with industry standards. (11/15/2013) Resource Request: Department has desperate need for support staff to reduce unconscionable burden placed on faculty to make this and similar courses successful. Resource Request: Department has desperate need for support staff to reduce unconscionable burden placed on faculty to make this and similar courses successful.</p>	

THTR 50:PRODUCTION PROJECTS IN THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Investigate Skills - A successful student will discover and investigate skills applicable to the creation of all aspects of theatre production. Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Written original scripts or a variety of observable skill sets Target for Success: Accepted script work and assignment of acting and/or technical positions.</p>		
<p>2 - Practice and Apply - A successful student will practice and apply skills in multiple areas of theatre, including playwriting, acting, directing, design, management and marketing. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Observation, participation and discussion Target for Success: Completion of writing, acting, directing or design project, or assigned technical/production work.</p>		
<p>3 - Themes and Issues - A successful student will identify and explore relevant, topical, contemporary issues and themes upon which to build a production. Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Script writing and group projects Target for Success: Completed public performance based on cooperatively agreed upon issues and themes.</p>		

THTR 53:AUDITIONING FOR THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Audition Package - Successful students generate, rehearse and perform a general audition package, suitable for application to the theatre community at large incorporating the criteria and theories introduced.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>		
<p>2 - Premises - Successful students apply practical comprehension of auditioning premises and industry guidelines through multiple auditioning scenarios.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>		
<p>3 - Promotion/Presentation - Successful students capture concepts of self-promotion and the industry standards for personal presentation in seeking performance/employment opportunities.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>		

THTR 54:ACTOR'S WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Develop Skills - Successful students develop and practice additional skills in stage characterization, movement and voice, focusing on a high level of versatility.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Observation</p> <p>Target for Success: Fully submersed and committed in-class acting assignments, leading to expanded versatility as an actor.</p>		
<p>2 - Strengths/Weaknesses - Successful students are able to identify acting strengths and weaknesses, and convert weaknesses into additional strengths.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Discussion, observation</p> <p>Target for Success: Full awareness of acting strengths and weaknesses, and the development of the ability to control them.</p>		

THTR 56:CHARACTERIZATION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Critical thinking - Upon completion of this course, students will have accessed multiple methods and approaches, employing a cross section of movement and vocal based skills, towards the challenges of embodying complex characterizations for performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Special project report presentation-- demonstrating the synthesis of multiple target points of applying research and presentation.</p> <p>Target for Success: 85% of students scoring passing grade</p> <p>Special project report presentation-- demonstrating the synthesis of multiple target points of applying research and presentation.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Appropriate level of targeted students achieved goal through targeted assessments. (11/28/2016)</p>	
<p>Performance - Upon completion of this course students will have engaged comprehensive preparation and performance strategies, producing increased embodying confidence in performance, highly applicable to industry employment.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Students research and intergret varied material sources related to particular assignments and compile a strategy-based research presentation of expected approaches for class review.</p> <p>Presentation/Performance - Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Appropriate level of targeted students achieved goal through targeted assessments. (11/28/2016)</p>	

THTR 57:ACTOR MARKETING STRATEGIES

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1-Analysis - A successful student will interpret and absorb the psychology of the audition process from the perspectives of actor, director, casting director, and talent agent. Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Participation in group and class discussions with instructor and guest speakers. Target for Success: Each student will contribute in discussion.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met The physical seating structure of the classroom plays an important part in success. Whenever possible, a circle configuration guarantees each student's participation. (08/09/2015)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met A variety of professionals from the field help to raise the awareness and interest in each student. This has led to a greater desire to ask questions and learn from the varying perspectives. Students in turn engaged fully and respectfully. (11/26/2013) Resource Request: Stipend for guest artists. White board and markers.</p>	
<p>2-Marketing - A successful student will develop a working resume, headshot, and other personal marketing materials. Course-Level SLO Status: Active</p>	<p>Portfolio Review - Evaluation of industry ready marketing materials. Target for Success: Each student will prepare and present completed portfolio of assigned materials.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Bringing in a professional Casting Agent to evaluate the student portfolios for their final provides a tremendous motivation for 100% success. (08/09/2015)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met The offering of complimentary headshots has resulted in complete success for every student who cannot afford a professional level charge. All students therefore were able to submit a completed portfolio. (11/26/2013)</p>	<p>Action Plan: Plans to search out various options for headshot opportunities. The idea is being explored to bring in photography students who would like to develop a portfolio. (11/26/2013)</p>
<p>3-Practice and Apply - A successful student will practice preparation skills for various theatrical auditioning formats, including appropriate monologues and cold reading technique. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Presentation of selected audition materials for appropriateness and thoroughness of preparation. Target for Success: Fully prepared and ready industry viable auditioning work.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met The addition of advanced student helpers to tutor current students was essential in dealing with a large group for this sort of work. Individual attention is needed to create a unique body of work. (08/09/2015)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Thorough individual attention in readying the student's work is extremely challenging with large class sizes.</p>	<p>Action Plan: The most creative and effective ways to go about giving students appropriate time and feedback in their work needs</p>

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
		<p>Methods have been developed to divide students in pairs and small groups to learn to work with and help each other. (11/26/2013)</p>	<p>continued exploration. (11/26/2013)</p>

THTR 5B:PLAYWRITING

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Scope and Demands - A successful student will synthesize the scope and demands of language structure, formatting, industry standards and source inspiration creating original, dramatic compositions.</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Analysis and Critical Thought - A successful student will, by transferring observations of human nature, its relationships and idiosyncrasies, into original composition, enhance the relationship between analysis and critical thought.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Insight - A successful student will acquire significant insight into the process of performing art and the expected contributions of each of the main collaborators: playwrights, producers, directors, choreographers, actors, designers, stage managers, technicians.</p> <p>Course-Level SLO Status: Active</p>			

THTR 5C:INTERMEDIATE PLAYWRITING

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Scope and Demands - A successful student will synthesize the scope and demands of language structure, professional formatting, industry standards and source inspiration creating original, dramatic compositions.</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Analysis and Critical Thought - A successful student will, by transferring observations of human nature, its relationships and idiosyncrasies, into original feature-length composition, enhance the relationship between analysis and critical thought.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Insight - A successful student will acquire significant insight into the process of performing art and the expected contributions of each of the main collaborators: playwrights, producers, directors, choreographers, actors, designers, stage managers, technicians.</p> <p>Course-Level SLO Status: Active</p>			

THTR 6:ADVANCED PLAYWRITING

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Scope and Demands - A successful student will synthesize the scope and demands of language structure, professional formatting, industry standards and source inspiration creating original, dramatic compositions.</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Analysis and Critical Thought - A successful student will, by transferring observations of human nature, its relationships and idiosyncrasies, into original feature-length composition, enhance the relationship between analysis and critical thought.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Insight - A successful student will acquire significant insight into the process of performing art and the expected contributions of each of the main collaborators: playwrights, producers, directors, choreographers, actors, designers, stage managers, technicians.</p> <p>Course-Level SLO Status: Active</p>			

THTR 62:ACTING FOR FILM AND TELEVISION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1- Identification/Developement - A successful student will recognize and adjust stage movement and voice modulation as they pertain to film and television acting.</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Practice and Apply - A successful student will become familiar with the basic types of film and television production formats the actor will encounter and how to function within them.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Audition skills - A successful student will understand and develop skills for the casting process as it pertains to all forms of media production.</p> <p>Course-Level SLO Status: Active</p>			

THTR 62X:ACTING FOR FILM AND TELEVISION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1- Identification/Developement - A successful student will recognize and adjust stage movement and voice modulation as they pertain to film and television acting.</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Practice and Apply - A successful student will become familiar with the basic types of film and television production formats the actor will encounter and how to function within them.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Audition skills - A successful student will understand and develop skills for the casting process as it pertains to all forms of media production.</p> <p>Course-Level SLO Status: Active</p>			

THTR 63A:FILM & TELEVISION ACTING WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1- Identification/Developement - A successful student will recognize and adjust stage movement and voice modulation as they pertain to film and television acting.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Each student will perform specific on-camera tasks and scenes in order recognize and practice successful technique.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met All students made substantial progress. (10/09/2016)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met All students progressed through repeated practice and observing and analyzing each other. Students benefited from seeing and evaluating what works as well as what doesn't work. All made appropriate adjustments, and were clear as to what further work may be needed. (07/08/2011)</p>	
<p>2 - Practice and Apply - A successful student will become familiar with the basic types of film and television production formats the actor will encounter and how to function within them.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Scenes and exercises will be assigned, performed and evaluated.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met The addition of two support people to film and direct the scenes keeps the large class flowing and keeps students productive. Assignments for each student to support the performing students also keeps needed focus. (10/09/2016)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met All students successfully rehearsed and performed assigned scenes and work for the camera, and benefited from a collective group playback and evaluation. All made progression by the end of the quarter in regards to adjusting to the medium. (07/08/2011) Resource Request: Payment for two teaching aides and rental of their equipment.</p>	
<p>3 - Audition skills - A successful student will understand and develop skills for the casting process as it pertains to all forms of media production.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - A variety of casting challenges and situations will be presented and performed in order to understand and practice for work related opportunities.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Bringing in a professional Casting Agent as a final adds to each student's success in all areas of practice. Getting feedback from this perspective gives each student a very tangible marker to their level of success, as well a weaker areas to continue to focus on. (10/09/2016)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met All students progressed in their understanding and skill level in regards to auditioning techniques. The wide variety of</p>	

Course-Level SLOs

Assessment Methods

Assessment Findings/Reflections

Action Plans

audition possibilities revealed particular challenges in certain areas for some of the students, which made it clear as to what needed further attention for the student. Observing other's particular success in those areas proved to be informative and helpful. (07/08/2011)

THTR 63B :FILM & TELEVISION ACTING CAREER PREPARATION

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Identify /Develop - A successful student will become familiar with the business practices and necessities of the film and television industry, and develop all essential job placement marketing materials</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Demonstrate - A successful student will demonstrate an understanding of personal type and how best to utilize this feature in the acting job market.</p> <p>Course-Level SLO Status: Active</p>			
<p>3 - Audition Skills - A successful student will understand and develop skills for the casting process as it pertains to all forms of media production</p> <p>Course-Level SLO Status: Active</p>			

THTR 7:INTRODUCTION TO DIRECTING

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Relationship - A successful student can demonstrate an understanding of the relationship of the director to the total theatrical production. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Assigned exercises for practice. Target for Success: The ability to effectively direct actors within various types of scene work and exercises.</p>	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met Practical exercises effectively demonstrated student synthesis of this outcome. The target of 85% success was met for this assessment. (11/03/2017)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met The development of various exercises, including open scenes, directing a joke, world of the play project, directing a children's book story, among others, proved to engage the students in a fun and non-intimidating way, ultimately empowering them to develop easily to leadership positions. (11/27/2013)</p>	
<p>2 - Script - A successful student will analyze and prepare a script for production. Course-Level SLO Status: Active</p>	<p>SLO Assessment Results</p> <hr/> <p>Case Study/Analysis - A fully analyzed, delineated, and notated scene from a script. Target for Success: Students are to hand in a complete, coherent and effectively analyzed scene that supports and validates all directing choices.</p>	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met This assessment method proved effective as a means of verifying accumulation of skills. The target of 85% success was met for this assessment. (11/29/2017) GE/IL-SLO Reflection: Content single script might need to be re-evaluated as the choice of Stuff Happens proved somewhat advanced in directing theory though all students completing the assignment demonstrated efficiency.</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Using a single script that all students could practice analyzing, proved beneficial to understand script analysis foundations, and compare and contrast interpretations. The subsequent understanding and acceptance of subjectivity led to more complete success for final projects. (11/27/2013)</p>	
<p>3 - Actors/Casting - A successful student will assemble actors for production through the audition and casting process. Course-Level SLO Status: Active</p>	<p>SLO Assessment Results</p>	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met This assessment method of practice casting sessions proved effective as a means of verifying accumulation of skills. The target of 85% success was met for this assessment. (11/29/2017)</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	<p>Interviews/Focus Groups - Observation and feedback of casting process for assigned scenework. Target for Success: The ability to take charge, use creativity, and communicate with clarity within the casting process, to effectively choose appropriate actors for assigned scenework.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Although the process is tricky and complex with a large group of students (over 30), scenes were successfully cast and developed. At this point, all students in the class would act in two scenes and direct one for their final projects, which is a very heavy work load. (11/27/2013)</p>	
<p>4 - Scene - A successful student will dramatize a theatrical scene utilizing the fundamentals of composition, movement, business and characterization. Course-Level SLO Status: Active</p>	<p>SLO Assessment Results</p>	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met This assessment method of scene preparation and execution proved effective as a means of verifying accumulation appropriate of skills. The target of 85% success was met for this assessment. (11/29/2017)</p>	
	<p>Observation/Critique - Full class observation and critiques of directing success in prepared scenework. All aspects of composition, movement, business and characterization are addressed. Target for Success: The ability to substantiate a developed concept for staging a scene, and communicating effectively to actors in order to translate fully on stage.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met All students met every assigned requirement, with somewhat varying levels of success. The less successful, although still within acceptable range, were apparently due to actor commitment issues. All students however adjusted and learned from such adversity. (11/27/2013)</p>	

THTR 70R:INDEPENDENT STUDY IN THEATRE ARTS

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Independent Study - Students will demonstrate greater proficiency in the discipline through independent study.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Quarter</p>	<p>Class/Lab Project - Contracted projects with individual goals targeted to be completed under faculty supervision thereby demonstrating proficiency to expertise in prescribed field of theatre arts specialty</p> <p>Target for Success: All students successfully completing targeted goal as prescribed in individual projects.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>All targets successfully met as students completed prescribed projects demonstrating proficiency and expertise.</p> <p>(01/26/2015)</p>	

THTR 8: MULTICULTURAL PERFORMING ARTS IN MODERN AMERICA

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Tradition/Context - A successful student will have connected the development of each theater tradition with social, political and artistic movements of the time, and therefore can locate each tradition within a diverse cultural context. Course-Level SLO Status: Active</p> <hr/>			
<p>2 - Theater Types - A successful student will have distinguished between the commercial Broadway theater, the non-profit regional theater and theaters with a multicultural focus, and therefore can identify less visible, mission theater companies in the Bay Area. Course-Level SLO Status: Active</p>			

THTR 81: CONTEMPORARY ISSUES IN PERFORMANCE SEMINAR

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Trends - A successful student will distinguish and examine the contemporary performance and business trends of the entertainment industry.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful students will choose and present a panel discussion project based in the class periodical text.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met This continues to be an excellent way for the student to keep current and involved with local companies and issues, as well as the industry in general. All students found this engaging and thought provoking. (11/26/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met All successful students chose relevant topics for exploration and lead the class in discussion, in turn expanding awareness of current business practices. (09/14/2012)</p>	
<p>2 - Productions - A successful student will analyze and evaluate theatrical productions by professional and nonprofessional performers and companies.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Students will attend at least one live performance and submit a written critique.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met All students successfully engaged in and completed this assignment. Since the opportunity is given, most students participate in many more performance opportunities. (11/26/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met All students attended at least one production and submitted appropriate critiques. (09/14/2012)</p>	
<p>3 - Ethics - A successful student will recognize and identify the industry standards of ethical behaviors and practices for professionals.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Students will engage and participate in discussions with instructor and guest artists.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met A particularly valuable focus was in bringing in past students who have gone on to be successful professionals in the business. Students greatly and immediately identified with their personal processes from student to career. A variety of guest speakers will continue to be explored. (11/26/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met Students were exposed to a variety of input. A particularly valuable outcome was for the students to hear multiple guests stress identical points, which had a greater learning impact, as was identified by student feedback. (09/14/2012)</p>	

THTR 85:DIRECTED FIELD STUDY IN THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Insight/Perspective - Upon completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Observation/Critique - Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met This assessment (both oral exam and written critique) proved to be highly effective in generating critical assessment and heated debate for all students discovering their own sense of aesthetic interpretation. (11/15/2013) Resource Request: Allow course to stand to exist as valid study program - eliminated for reasons that seem less than substantive.</p>	
<p>2 - Analytical Abilities - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Again the effective evaluation of the interated components of the art form were specifically targeted in overall analysis, again contributing to perception of excellence and the individual enhancement of personal aesthetics. (11/15/2013) Resource Request: Allow course to stand to exist as valid study program - eliminated for reasons that seem less than substantive.</p>	

THTR 85X:DIRECTED FIELD STUDY IN THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Insight/Perspective_1 - Upon completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Observation/Critique - Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.</p>		
<p>2 - Analytical Abilities_1 - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>		

THTR 85Y:DIRECTED FIELD STUDY IN THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Insight/Perspective_1 - Upon completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Observation/Critique - Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.</p>		
<p>2 - Analytical Abilities_1 - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>		

THTR 85Z:DIRECTED FIELD STUDY IN THEATRE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Insight/Perspective_1 - Upon completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Observation/Critique - Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.</p>		
<p>2 - Analytical Abilities_1 - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Discussion/Participation - Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p>		

THTR 95: THEATRE SUMMER STOCK WORKSHOP

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Synthesize/Develop Skills - Through critical thinking, problem solving, and teamwork practices, successful students challenge, synthesize and develop skills pertaining to the designated assignment (actor, designer, stage manager, technician) in staging a fully-realized, live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfillment of designated performance/production assignment. Target for Success: Students will skills will develop throughout the quarter and they will perform at a consistent level in all performances.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. (11/20/2013) GE/IL-SLO Reflection: The demographic of each project can vary and the needs of those with lesser skills may need to be boosted early in the process.</p>	<p>Action Plan: To ensure the success of all students, those student with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals. (08/28/2012)</p>
<p>2 - Experiential Knowledge - Successful students, through personal interaction and involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. Target for Success: Students will show improvement in each area allowing them to move on to the Intermediate level course.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students displayed a varying degree of advancement often dependent on prior experience. (11/20/2013) GE/IL-SLO Reflection: Create small groups with varying skill levels to work together as a team to increase overall skills.</p>	<p>Action Plan: Create small groups with varying skill levels to work together as a team to increase overall skills. (08/28/2012)</p>
<p>3 - Direct Knowledge - Successful students furthermore process direct knowledge through personal involvement the roles, demands, terminology, expectations of developing a production in the model of a professional/semi-professional structured theatre environment.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Students demonstrate knowledge, critical thinking and skills needed to perform assigned tasks within the course.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Success in this SLO is highly dependent upon prior experience and motivation to pursue theatre as a career. (11/20/2013) GE/IL-SLO Reflection: Develop alternative methods of assessment for non-career oriented students</p>	

THTR 95X:THEATRE SUMMER STOCK WORKSHOP

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Synthesize/Develop Skills - Through critical thinking, problem solving, and teamwork practices, successful students challenge, synthesize and develop skills pertaining to the designated assignment (actor, designer, stage manager, technician) in staging a fully-realized, live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfillment of designated performance/production assignment. Target for Success: Students will skills will develop throughout the quarter and they will perform at a consistent level in all performances.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met The demographic of each project can vary and the needs of those with lesser skills may need to be boosted early in the process. (11/20/2013) GE/IL-SLO Reflection: To ensure the success of all students, those student with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals.</p>	<p>Action Plan: To ensure the success of all students, those student with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals. (08/28/2012)</p>
<p>2 - Experiential Knowledge - Successful students, through personal interaction and involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. Target for Success: Students will show improvement in each area allowing them to move on to the Intermediate level course.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students show varying degrees of improvement, often dependent on their prior experience. (11/20/2013) GE/IL-SLO Reflection: Create small groups with varying skill levels to work together as a team to increase overall skills.</p>	
<p>3 - Direct Knowledge - Successful students furthermore process direct knowledge through personal involvement the roles, demands, terminology, expectations of developing a production in the model of a professional/semi-professional structured theatre environment.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Students demonstrate knowledge, critical thinking and skills needed to perform assigned tasks within the course. Target for Success: Knowledge and skills sufficiently advanced for student to advance to next level in this course of study.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Success in this SLO is highly dependent upon prior experience and motivation to pursue theatre as a career. (11/20/2013) GE/IL-SLO Reflection: Develop alternative methods of assessment for non-career oriented students.</p>	

THTR 97:ACTORS' ENSEMBLE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		
<p>2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		

THTR 97X:ACTORS' ENSEMBLE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		
<p>2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		

THTR 97Y:ACTORS' ENSEMBLE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		
<p>2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		

THTR 97Z:ACTORS' ENSEMBLE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		
<p>2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful fulfilment of designated performance/production assignment.</p>		

THTR 99:THEATRE WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Experiential Knowledge & Critical Thinking - Upon completion of this course, students, in a leadership capacity, through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--engendering a greater sense of leadership process in production development.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful, consistent completion of designated assignment.</p>		
<p>Practical Leadership & Communication - Upon completion of this course, students, in a leadership capacity, through personal involvement, supervised coordination, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity.</p> <p>Course-Level SLO Status: Active Start Date: 11/30/2011</p>	<p>Presentation/Performance - Successful, consistent completion of designated assignment.</p>		

THTR 99X:THEATRE WORKSHOP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful, consistent completion of designated assignment.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met Students in this section were assigned leadership roles and responded admirably to all elements of SLO target. (09/10/2012)</p>	
<p>2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance. Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Successful, consistent completion of designated assignment.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met Through the leadership role and responsibility demonstrated in the collaborative atmosphere engendered by this performance project, students impressively embraced all elements distinguished in this SLO. (09/10/2012)</p>	