Courses assessed:

- TH 060
- TH 126
- TH 140
- TH 144
- TH 161
- TH 195
- TH 242
# Outcome Assessment Report

## Overview

<table>
<thead>
<tr>
<th>Title:</th>
<th>TH060_The Business of Acting_SLO1 - Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status:</td>
<td>Active</td>
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<tr>
<td>Type:</td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td>Created On:</td>
<td>02/04/2014</td>
</tr>
<tr>
<td>Course:</td>
<td>THEATR 060 - The Business of Acting</td>
</tr>
</tbody>
</table>

## State Outcome

Provide the complete statement of the outcome being assessed.

Formulate career goals and develop a plan to meet them.

## Means of Assessment

| Assessment Instrument(s): | Other, Please Specify: Career Goals and Action Plan Project |

Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 1 (planning phase).

Adjunct faculty developed assessment with full time faculty member. Adjunct faculty will implement assessment.

Please identify the faculty involved in planning this assessment.

Annette Reid and Susan Hinshaw

## Results

Please indicate in the box below the number of students who took the assessment.

9 Students Participated

Please indicate in the box below the number of students who passed the assessment.

9 Students Passed

Below is the percentage of students who passed the assessment.

100 %

If your department used sampling, please describe the process utilized below.

## Analysis of Assessment Results

Please indicate the semester and year the department discussed assessment results.

Spring 2014

Please describe where this dialogue occurred.

Department Retreat/Meeting

1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see "Criteria for Success" and "Results").
2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).

Adjunct faculty member Annette Reid created and implemented assessment, helping lead analysis of results with the department.

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).

They did very well. They used what they learned in class, coming up with pretty clear goals and action plans to achieve them. Action plans were very clear and more detailed than the long term goals. They understood breaking big goals down into smaller actions.

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

Again, their answers pointed out the need to explain the importance of clear measurable and actionable goals. Which tells me I need to better communicate this.

**Action Plan**

As a result of the department wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure on ongoing level of success.

Faculty will look again on how to improve syllabus, spending more time on goal setting and more clearly explaining measurable and actionable goals and actions. The clearer the goal, the better your action plans can be. Goals for improvement include: State goals or objectives of assignment/activity more explicitly. Revise content of assignment/activities. Revise activities leading up to and/or supporting assignment/activities.

**Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc).**

Work to improve activities in fall 2014 when course is offered again. Plan for assessment again fall 2014.

**Next Planned Assessment Cycle:** Fall 2014
## Outcome Assessment Report

### Overview

<table>
<thead>
<tr>
<th>Title:</th>
<th>TH126_Improvisation_SLO1 (LECTURE) - Fall 2013</th>
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</thead>
<tbody>
<tr>
<td>Status:</td>
<td>Active</td>
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<tr>
<td>Type:</td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td>Created On:</td>
<td>02/04/2014</td>
</tr>
<tr>
<td>Course:</td>
<td>THEATR 126 - Improvisation</td>
</tr>
</tbody>
</table>

### State Outcome

Provide the complete statement of the outcome being assessed.

**LECTURE:**
Analyze and critique improvisational scenes according to the principles of improvisation.

### Means of Assessment

<table>
<thead>
<tr>
<th>Assessment Instrument(s):</th>
<th>Essay</th>
</tr>
</thead>
</table>

Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 1 (planning phase).

TH 126 instructor (Allan Trautman) developed assessment project with department chair (Paul Wickline) assistance.

Please identify the faculty involved in planning this assessment.

Allan Trautman  Paul Wickline

### Results

Please indicate in the box below the number of students who took the assessment.

41 Students Participated

Please indicate in the box below the number of students who passed the assessment.

36 Students Passed

Below is the percentage of students who passed the assessment.

87.8%

If your department used sampling, please describe the process utilized below.

### Analysis of Assessment Results

Please indicate the semester and year the department discussed assessment results.

Spring 2014

Please describe where this dialogue occurred.

Department Retreat/Meeting
1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see "Criteria for Success" and "Results").

<table>
<thead>
<tr>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).

| Adjunct faculty Matt Gourley assessed students. |

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).

| Proficiency of writing as required by assignment. Students demonstrated understanding of blocking and denial in improvisation. Effective at pointing out both good and poor techniques. |

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

| Some analysis was superficial. More depth of analysis and expression needed to demonstrate understanding of concepts. Concerns with expression of ideas, grammar and style issues. |

**Action Plan**

As a result of the department wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure ongoing level of success.

| TBA -- pending discussion at department retreat. |

Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc).

| TBA |

**Next Planned Assessment Cycle:**

| Fall 2014 |
# Outcome Assessment Report

## Overview

<table>
<thead>
<tr>
<th>Title</th>
<th>TH126_Improvisation_SLO2_LAB - Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending</td>
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<tr>
<td>Type</td>
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<tr>
<td>Created On</td>
<td>02/04/2014</td>
</tr>
<tr>
<td>Course</td>
<td>THEATR 126 - Improvisation</td>
</tr>
</tbody>
</table>

## State Outcome

Provide the complete statement of the outcome being assessed.

**LAB:**

Perform an improvisational scene, sketch or scenario applying principles of improvisational performance.

## Means of Assessment

| Assessment Instrument(s) | Skill Demonstration |

Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 1 (planning phase).

Allan Trautman (adjunct), Matt Gourley (adjunct) and Paul Wickline (chair) met to discuss assessment plans, reviewed rubric.

Please identify the faculty involved in planning this assessment.

Allan Trautman (adjunct), Matt Gourley (adjunct) and Paul Wickline (chair)

## Results

Please indicate in the box below the number of students who took the assessment.

35 Students Participated

Please indicate in the box below the number of students who passed the assessment.

33 Students Passed

Below is the percentage of students who passed the assessment.

94.3 %

If your department used sampling, please describe the process utilized below.

## Analysis of Assessment Results

Please indicate the semester and year the department discussed assessment results.

Spring 2012
Please describe where this dialogue occurred. | Department Retreat/Meeting
---|---
1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see "Criteria for Success" and "Results").

<table>
<thead>
<tr>
<th>Meet Comments:</th>
</tr>
</thead>
</table>

2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).

<table>
<thead>
<tr>
<th>Matt Gourley (adjunct) assessed students and presented findings at spring 2014 department retreat.</th>
</tr>
</thead>
</table>

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).

<table>
<thead>
<tr>
<th>Building the platform of the scene. Providing fundamental structure of the scene: who-what-where.</th>
</tr>
</thead>
</table>

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

<table>
<thead>
<tr>
<th>Playing &quot;jokes&quot; or &quot;comedy&quot; as focus of scene rather than building a strong scene.</th>
</tr>
</thead>
</table>

**Action Plan**

As a result of the department wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure ongoing level of success.

<table>
<thead>
<tr>
<th>Further instruction and encouragement for the students to find comedy in a &quot;relatable truth&quot; as opposed to a cheap joke or obvious pandering to audience. Faculty will work on techniques to help foster natural development of scene and finding the comedy rather than forcing comedy or relying on jokes.</th>
</tr>
</thead>
</table>

**Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc).**

|---|

**Next Planned Assessment Cycle:**

| Fall 2014 |
### Outcome Assessment Report

#### Overview

<table>
<thead>
<tr>
<th>Title:</th>
<th>TH140_Acting Fundamentals_SLO1 - Fall 2013</th>
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</thead>
<tbody>
<tr>
<td>Status:</td>
<td>Active</td>
</tr>
<tr>
<td>Type:</td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td>Created On:</td>
<td>02/05/2014</td>
</tr>
<tr>
<td>Course:</td>
<td>THEATR 140 - Acting Fundamentals</td>
</tr>
</tbody>
</table>

#### State Outcome

Provide the complete statement of the outcome being assessed.

Rehearse and perform a monologue from a modern dramatic text that illustrates strong intentions.

#### Means of Assessment

<table>
<thead>
<tr>
<th>Assessment Instrument(s):</th>
<th>Performance</th>
</tr>
</thead>
</table>

Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 1 (planning phase).

Allan Trautman (adjunct), Susan Hinshaw and Paul Wickline collaborated on development of the assessment rubric. ALL faculty teaching this course used the same assessment tool and rubric.

Please identify the faculty involved in planning this assessment.

Allan Trautman Susan Hinshaw Paul Wickline

#### Results

Please indicate in the box below the number of students who took the assessment.

98 Students Participated

Please indicate in the box below the number of students who passed the assessment.

85 Students Passed

Below is the percentage of students who passed the assessment.

86.7 %

If your department used sampling, please describe the process utilized below.

#### Analysis of Assessment Results

<table>
<thead>
<tr>
<th>Please indicate the semester and year the department discussed assessment results.</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe where this dialogue occurred.</td>
<td>Department Retreat/Meeting</td>
</tr>
</tbody>
</table>
1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see "Criteria for Success" and "Results").

Meet
Comments:

2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).

Two adjunct faculty implemented assessment -- David Stears and Madeline Lindenheim for four sections of TH 140.

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).

Many students understood the concept of an essential action, and were able to use the vocabulary correctly in speaking about an essential action. Most students showed clear understanding and ability to follow through with their objective. Being able to give up the notion of ?acting? and instead, letting the scene unfold by trying to achieve their objective. Students that were more physically engaged, or had a greater awareness of their own physicality, generally expressed a greater freedom in executing a strong intention. Students that performed the highest, tended to be students with some theatre experience.

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

Understanding actions and following through with actions and tactics. Being clearer with actions, and their value in helping them achieve their objective. Approximately half the students did not pass the assessment because of a clear lack of preparation (memorization). For students that marginally passed the assessment, many lacked a sustained strength or commitment to a intention/essential action. For students that marginally passed the assessment, displayed a physical discomfort or reluctance in executing a strong, sustained essential action/intention. Performing a strong action requires a physical commitment, or willingness, or comfort in doing so.

Action Plan

As a result of the department wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure on ongoing level of success.

Additional attention (exercises/activities) on the students? physical awareness, and greater coordination between the thought process and the physical connection of the actor. Working with other Theater 140 teachers in 2012-13 was invaluable. I gained additional resources/activities for teaching Theatre 140. I believe continued workshops or study session will strengthen the coordination between all instructors and increase the resource base for all. SUGGESTIONS: o Revise content of assignment/activities o Revise the amount of writing/oral/visual/clinical or similar work o Revise activities leading up to and/or supporting assignment/activities o Increase in-class discussions o Encourage faculty to share activities that foster competency o Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses.
Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc).

Faculty have revised curriculum for 14-15 year. Revision includes new course SLOs. Faculty will discuss possibility of holding workshops to explore teaching methods in 14-15 and will reassess course in spring 2015.

| Next Planned Assessment Cycle: | Spring 2015 |
Outcome Assessment Report

Overview
Title: TH140_Acting Fundamentals_SLO2 - Fall 2013
Status: Active
Type: Course Student Learning Outcome
Created On: 02/05/2014
Course: THEATR 140 - Acting Fundamentals

State Outcome
Provide the complete statement of the outcome being assessed.
Rehearse and perform a two person scene from a modern dramatic text that creates a strong relationship on stage.

Means of Assessment
Assessment Instrument(s): Performance
Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 1 (planning phase).
Allan Trautman (adjunct), Susan Hinshaw and Paul Wickline collaborated on development of assessment tool and rubric.
Please identify the faculty involved in planning this assessment.
Allan Trautman (adjunct), Susan Hinshaw and Paul Wickline

Results
Please indicate in the box below the number of students who took the assessment.
89 Students Participated
Please indicate in the box below the number of students who passed the assessment.
72 Students Passed
Below is the percentage of students who passed the assessment.
80.9 %
If your department used sampling, please describe the process utilized below.

Analysis of Assessment Results
Please indicate the semester and year the department discussed assessment results.
Spring 2012
Please describe where this dialogue occurred.
Department Retreat/Meeting
1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see "Criteria for Success" and "Results").

<table>
<thead>
<tr>
<th>Below</th>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>5% below target. According to one instructor: 6 students achieved ?Accomplished? (12%)</td>
</tr>
<tr>
<td>33 students passed the assessment with ?Developing? (66%) 11 students did not pass the assessment (22%) A total of 39 (78%) of the students passed the assessment.</td>
</tr>
</tbody>
</table>

2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).

| Faculty involved in administering assessment shared results in department retreat. |
| Department chair facilitated conversations about results and implications. |

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).

| Much growth from first SLO to second. Greater understanding of what is expected. 70% of students showed an ability to work moment to moment, and playing off their partner. |
| Concerning the written assignments, 60% of those that passed, showed considerable depth in their analysis of character, and emotional connection. Students were granted limited in-class rehearsal time, with increased individual/scene work available with the instructor. In general, students that took advantage of the limited in-class rehearsal passed the assessment. Students that were prepared and availed themselves to addition scene work with instructor, performed better on the assessment. The students that achieved ?Accomplished? were students with some theatre background. Generally, most students performed very well with the written tasks associate with the scene work (Marking beats, listing essential actions and tactics). Most students comprehend and demonstrate the concepts on paper. Students were granted limited in-class rehearsal time, with increased individual/scene work available with the instructor. In general, students that took advantage of the limited in-class rehearsal passed the assessment. Students that were prepared and availed themselves to addition scene work with instructor, performed better on the assessment. Students that were unprepared, did not utilize in class rehearsal time, or missed classes, did not pass the assessment. Students with little to no theatre experience seem to require more work/time integrating thought into physical expression, and general comfort on stage/in front of people. The students that achieved ?Accomplished? were students with some theatre background. Generally, most students performed very well with the written tasks associate with the scene work (Marking beats, listing essential actions and tactics). Most students comprehend and demonstrate the concepts on paper. |

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

| Students that were unprepared, did not utilize in class rehearsal time, or missed classes, did not pass the assessment. Students with little to no theatre experience seem to require more work/time integrating thought into physical expression, and general comfort on stage/in front of people. The written analysis was an issue for some. They failed to turn their work in on time. Also, although there was an understanding of ?moment to moment,? many students were unable to maintain the ability to achieve it throughout their scene. |

**Action Plan**
As a result of the department wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure on ongoing level of success.

<table>
<thead>
<tr>
<th>State goals or objectives of assignment/activity more explicitly</th>
<th>Revise content of assignment/activities</th>
<th>Revise activities leading up to and/or supporting assignment/activities</th>
<th>Encourage faculty to share activities that foster competency</th>
<th>Write collaborative grants to fund departmental projects to improve teaching</th>
<th>Create bibliography of resource material</th>
<th>Have binder available for rubrics and results</th>
<th>Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses</th>
</tr>
</thead>
</table>

Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc).


**Next Planned Assessment Cycle:** Spring 2015
# Outcome Assessment Report

## Overview

<table>
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<tr>
<th>Title</th>
<th>TH 144_FALL 2013_BOTH SLOS - Fall 2013</th>
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<tr>
<td>Status</td>
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<td>Type</td>
<td>Course Student Learning Outcome</td>
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<tr>
<td>Created On</td>
<td>02/21/2013</td>
</tr>
<tr>
<td>Course</td>
<td>THEATR 144 - Acting for the Camera</td>
</tr>
</tbody>
</table>

## State Outcome

**Provide the complete statement of the outcome being assessed.**

**LECTURE:**
Analyze acting techniques appropriate for film and television.

**LAB:**
Execute and refine camera-acting technique.

## Means of Assessment

| Assessment Instrument(s): | Performance |

Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 1 (planning phase).

Adjunct faculty John DeMita devised and implemented assessment.

Please identify the faculty involved in planning this assessment.

John DeMita

## Results

Please indicate in the box below the number of students who took the assessment.

10 Students Participated

Please indicate in the box below the number of students who passed the assessment.

10 Students Passed

Below is the percentage of students who passed the assessment.

100 %

If your department used sampling, please describe the process utilized below.

## Analysis of Assessment Results

Please indicate the semester and year the department discussed assessment results.

| Spring 2014 |

---

15
Please describe where this dialogue occurred. | Department Retreat/Meeting
---|---

1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see "Criteria for Success" and "Results").

Exceeds
Comments:

2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).

Adjunct faculty member devised, implemented assessment and reflected on assessment results, sharing these with department at retreat.

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).

There was a clear relationship established between the worksheet and performance. Individual students demonstrated an outstanding work ethic, as demonstrated by detailed and personal choices made on the worksheets.

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

B. As with all acting classes, individual achievement varied but progress was made by each and every student. The need to focus on process over product was a challenge, but the results demonstrated the necessity to arrive for on-camera work fully prepared. I did not anticipate additional problems posed by certain student's personal expectations, which were not keyed toward contributing to the group experience.

**Action Plan**

As a result of the department wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure ongoing level of success.

With a smaller class size, we were able more in class rehearsal and reshoots, which in combination with the written work was a clear improvement over previous semesters. Allowing for this time in class will involve a somewhat revised schedule. I will in future be adding more group activities to help foster a stronger sense of ensemble. This will include the use of written group feedback for all individual assignments. o Revise content of assignment/activities. o Increase guidance for students as they work on assignments. o Increase interaction with students outside of class. o Encourage faculty to share activities that foster competency.

Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc).

Fall 2014 -- the course will be assessed again. Faculty member will review assessment results and consider changes needed to improve target areas. Next assessment fall 2014.

**Next Planned Assessment Cycle:** | Fall 2014
---|---
# Outcome Assessment Report

## Overview

<table>
<thead>
<tr>
<th>Title</th>
<th>TH 161_Musical Theatre_SLO1 - Fall 2013</th>
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<tbody>
<tr>
<td>Status</td>
<td>Active</td>
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<tr>
<td>Type</td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td>Created On</td>
<td>02/04/2014</td>
</tr>
<tr>
<td>Course</td>
<td>THEATR 161 - Musical Theatre</td>
</tr>
</tbody>
</table>

## State Outcome

Provide the complete statement of the outcome being assessed.

Synthesize lyric, music and dance into dramatic storytelling.

## Means of Assessment

<table>
<thead>
<tr>
<th>Assessment Instrument(s):</th>
<th>Skill Demonstration</th>
<th>Portfolio</th>
</tr>
</thead>
</table>

Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 1 (planning phase).

Adjunct faculty Marsha Bagwell worked with department chair to develop assessment plan and rubric.

Please identify the faculty involved in planning this assessment.

Marsha Bagwell Paul Wickline

## Results

Please indicate in the box below the number of students who took the assessment.

16 Students Participated

Please indicate in the box below the number of students who passed the assessment.

13 Students Passed

Below is the percentage of students who passed the assessment.

81.3 %

If your department used sampling, please describe the process utilized below.

## Analysis of Assessment Results

Please indicate the semester and year the department discussed assessment results.

Spring 2014

Please describe where this dialogue occurred.

Department Retreat/Meeting

1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see
2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).

Adjunct faculty Marsha Bagwell developed and implemented assessment. She also led discussion concerning strengths and weaknesses.

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).

The students were successful in understanding the objective, beats and intentions work. They made excellent progress in developing a physical life for the character.

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

There is a lack of experience in how to learn music. Some of the students had never sung a song in front of an audience prior to the class. Only 8 students had ever been in a musical in high school. There were only 6 out of the 16 students who had any acting technique prior to the class. It is difficult to grasp all the musical, vocal and acting techniques simultaneously.

**Action Plan**

As a result of the department wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure ongoing level of success.

The students would improve with more vocal and acting experience prior to taking the course. This would allow the instructor to do more advanced work in Musical Theatre and less remedial work in vocal production and musicianship. It would be helpful if there were student piano majors who might want to learn accompanying to work with the students for 15 minutes a week outside of class to help them with their songs musically. Faculty will discuss making TH 140 (Acting Fundamentals) a recommend a prerequisite for TH 161.

**Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc).**

Course has been revised with new revision of SLOs, objectives and contact hours going into effect in fall 2014. 2 levels of musical theatre have been created to build program. Course will be reassessed in fall 2014.

**Next Planned Assessment Cycle:** Fall 2014
**Outcome Assessment Report**

### Overview

<table>
<thead>
<tr>
<th>Title:</th>
<th>TH195_Solo Performance_SLOS1&amp;2 - Fall 2013</th>
</tr>
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<tbody>
<tr>
<td>Status:</td>
<td>Active</td>
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<tr>
<td>Type:</td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td>Created On:</td>
<td>02/04/2014</td>
</tr>
<tr>
<td>Course:</td>
<td>THEATR 195 - Solo Performance</td>
</tr>
</tbody>
</table>

### State Outcome

Provide the complete statement of the outcome being assessed.

Demonstrate proficiency in writing and evaluating an original work for solo performance that incorporates all the tools of dramatic writing, including developing believable dramatic character(s), creating dramatic conflict, and applying the basic principles of monologue/dialogue writing.

Demonstrate proficiency in performing and evaluating an original solo work that includes the basic principles and techniques of acting.

### Means of Assessment

**Assessment Instrument(s):** Performance

Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 1 (planning phase).

Full time faculty member and TH 195 instructor Susan Hinshaw developed and implemented assessment.

Please identify the faculty involved in planning this assessment.

Susan Hinshaw

### Results

Please indicate in the box below the number of students who took the assessment.

24 Students Participated

Please indicate in the box below the number of students who passed the assessment.

20 Students Passed

Below is the percentage of students who passed the assessment.

83.3 %

If your department used sampling, please describe the process utilized below.

### Analysis of Assessment Results
Please indicate the semester and year the department discussed assessment results. | Spring 2014
---|---
Please describe where this dialogue occurred. | Department Retreat/Meeting
1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see "Criteria for Success" and "Results").

| Exceeds Comments: |

2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).

| Susan Hinshaw assessed and led discussion of results at department retreat. |

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).

| Students were very successful in performing their solo works. 4 students did not complete their work and were unable to perform. Most students had strong intentions, varied characterization, and performed honestly and in the moment. Those who didn't perform are students who did not respect the process. |

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

| Students must respect the process of creating an original piece and complete their work in a timely manner in order to perform successfully. Students were held accountable to writing and rehearsal deadlines. Those who were not accountable were not able to perform. Attendance was poor when others were rehearsing and valuable information was missed. Attendance needs to be improved. |

### Action Plan

As a result of the department wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure ongoing level of success.

- Revise content of assignment/activities.
- Increase in-class discussions and activities.
- Increase student collaboration and/or peer review.
- Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods.
- Consult teaching and learning experts about teaching methods.
- Encourage faculty to share activities that foster competency. Above mentioned seminars, workshops, discussion groups, consultations with teaching and learning experts, encouragement of faculty to share activities, should focus on achieving student interest and attendance during rehearsals.

Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc).

| Course was revised 13-14. Implemented changes will occur 14-15. 2 separate courses (writing and performing) have been proposed. Next assessment will occur spring 2015. |

**Next Planned Assessment Cycle:** | Spring 2015
Outcome Assessment Report

Overview
Title: TH242_Voice for the Performer_SLO1&2 - Fall 2013
Status: Active
Type: Course Student Learning Outcome
Created On: 02/05/2014
Course: THEATR 242 - Voice for the Performer

State Outcome
Provide the complete statement of the outcome being assessed.
Ability to sing, dance and act on stage.
Ability to sell a song.

Means of Assessment
Assessment Instrument(s): Performance
Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 1 (planning phase).
Paul Wickline developed assessment
Please identify the faculty involved in planning this assessment.
Paul Wickline

Results
Please indicate in the box below the number of students who took the assessment.
22 Students Participated
Please indicate in the box below the number of students who passed the assessment.
18 Students Passed
Below is the percentage of students who passed the assessment.
81.8 %
If your department used sampling, please describe the process utilized below.

Analysis of Assessment Results
Please indicate the semester and year the department discussed assessment results. Spring 2014
Please describe where this dialogue occurred. Department Retreat/Meeting
1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see
"Criteria for Success" and "Results").

Meet Comments:

2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).

Paul Wickline (instructor) assessed students.

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).

Effective breathing, relaxation, alignment, posture in 80% of students. Most voices demonstrated increased volume, strength. Mid-term performance of Spoon River demonstrated effective interpretation skills and limited vocal growth. Articulation and pronunciation improved from baseline recording at the start of the course.

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).

Memorization of sonnets. Almost 50% did not have piece memorized after having sonnet for 6 weeks. Sufficient preparation of sonnets. Inconsistent breathing. While breathing was improved and student voices demonstrated increased strength and support, most students clearly have to "think" about low breath support. Few have internalized and habitualized this behavior. Students need to be more dedicated to a rehearsal regimen of vocal exercises.

### Action Plan

As a result of the department wide dialogue concerning analysis of results, give specific examples how your department will improve student learning in the next assessment. If the department believes no improvement is necessary, indicate how the department will ensure on ongoing level of success.

Revise course to include one more hour per week of student contact. The SLOs in CurricuNET are wrong. They are TH 161 (Musical Theatre) SLOs. Correct SLOs were lost in transition from WEBCMS. This has been fixed in curriculum revision. Consider more MEMORIZATION work early in the course. Find methods to work with students outside of class more consistently to provide individualized attention as needed. Classical language instruction (handling heightened text) in preparation for sonnet work should be reexamined. Instructor would like to attend workshops/seminars/etc. developing actor's voices but no departmental or institutional funds currently available to help with this goal.

Outline the timeline for implementation of the Action Plan (by the end of the next course, academic year, program, etc).

Course will be offered in spring 2015. Instructor will develop revised instructional approaches as needed. As course is only offered once every 1-2 years, instructor will continue to explore teaching strategies to improve memorization, breathing, articulation, resonance development, etc. and employ these when course is taught again.

**Next Planned Assessment Cycle:** Spring 2015