Included are assessment reports for the following courses:

• TH061_Auditioning for Stage, Film, TV
• TH 110_Understanding Theatre
• TH 120_Stagecraft
• TH 127_Improvisational Performance
• TH 130_Costume Crafts
• TH 141_Scene Performance
• TH144_Acting for the Camera
• TH 190A_New Works Production
• TH190C_Production Comedy
• TH190D_Production Drama
• TH 1905_Solo Performance
<table>
<thead>
<tr>
<th>Course</th>
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<th>Sp13</th>
<th>Fa13</th>
<th>Sp14</th>
<th>Fa14</th>
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</table>

*COC Theatre Department Assessment Schedule (Revised 8/22/2012)*
### State Outcome

Provide the complete statement of the outcome being assessed.

**Lecture:**
Analyze scripts for stage, film and television

**Lab:**
Demonstrate effective auditioning techniques for stage, television and film.

### Means of Assessment

| Assessment Instrument(s): | Skill Demonstration Survey |

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

Lecture: A faculty developed list of questions that asks students to reflect on their learning. Lab: Performance of commercial cold read, television cold read, contrasting monologues for the stage, cold reading for the stage, and audition scene.

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.

19 Students Participated

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

19 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.

Fall 2013

Please describe where this dialogue occurred.

Department Retreat/Meeting

1. Did students’ level of achievement meet, exceed, or fail below Discipline’s target (see “Criteria for Success” and “Results”).

Meet
Comments:
There was a general understanding of the variance between audition techniques for television, film and stage.

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

Full time faculty member developed and administered assessments.

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

There was a general understanding of the variance between audition techniques for television, film and stage. Students clearly understand “size?” in terms of the camera vs. the stage.

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

There is still some confusion in the specificity of technique between commercial cold reads and television cold reads. Tone and style of the material needs to be addressed more clearly.
### 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.

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 2014

<table>
<thead>
<tr>
<th>Outcome Assessment Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
</tr>
<tr>
<td><strong>Title:</strong> TH061_Auditioning for Stage Film TV_LAB - Spring 2013</td>
</tr>
<tr>
<td><strong>Status:</strong> Pending</td>
</tr>
<tr>
<td><strong>Type:</strong> Course Student Learning Outcome</td>
</tr>
<tr>
<td><strong>Created On:</strong> 07/31/2013</td>
</tr>
<tr>
<td><strong>Course:</strong> THEATR 061 - Auditioning for Stage, Film and Television</td>
</tr>
</tbody>
</table>

**State Outcome**

Provide the complete statement of the outcome being assessed.

Lab:

Demonstrate effective auditioning techniques for stage, television and film.

**Means of Assessment**

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

**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.

21 Students Passed

Below is the percentage of students who passed the assessment.

87.5 %

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.

Fall 2013

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:

24 students - commercial cold read 20 students - television cold read 20 students - contrasting monologues 19 students - audition scene 86% passed

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

Results were shared and discussed at fall department retreat.

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

Students did extremely well with the lab SLO. Students enjoy performing and can be counted on to do so for cold reads. Less so when actor homework is needed. After finding the right material, students were outstanding in their performances. Students understood and demonstrated the difference in size and scope of performance for camera vs. the stage. Differences in slates and introductions were clear and understood.

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

Tone and style of material within the genre needs to be addressed. Instructor will use more variety of tone and style within each genre.
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 guidance for students as they work on assignments
- Use methods of questions that encourage competency
- Instructor will use more variety of tone and style within each genre.

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

Course offered again in spring 2014 and will be assessed at that time.

<p>| Next Planned Assessment Cycle: | Spring 2014 |</p>
<table>
<thead>
<tr>
<th>Overview</th>
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<tbody>
<tr>
<td><strong>Title:</strong> TH 110_Understanding Theatre - Spring 2013</td>
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<td><strong>Course:</strong> THEATR 110 - Understanding Theatre</td>
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<table>
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<tr>
<th>State Outcome</th>
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<tbody>
<tr>
<td><strong>Provide the complete statement of the outcome being assessed.</strong></td>
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</table>

Appraise and evaluate a theatrical or dramatic presentation through an examination of production elements such as the script, direction, acting, costumes, scenery, properties, music, choreography, lighting, and sound.
<table>
<thead>
<tr>
<th>Analysis of Assessment Results</th>
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</thead>
<tbody>
<tr>
<td><strong>Please indicate the semester and year the department discussed assessment results.</strong></td>
</tr>
<tr>
<td><strong>Please describe where this dialogue occurred.</strong></td>
</tr>
<tr>
<td><strong>1. Did students’ level of achievement meet, exceed, or fall below Discipline’s target (see “Criteria for Success” and &quot;Results&quot;).</strong></td>
</tr>
</tbody>
</table>
### Means of Assessment

| Assessment | EssayOther, Please Specify: Students will attend a theatrical production and critique assessing quality of production elements and contributions of participants. |

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

All faculty were involved in the planning and implementation of the assessment. One full time faculty and 4 part-time faculty.

| Please identify the faculty involved in planning this assessment. |

Paul Wickline David Stears Leigh Kennicott Susanna Levitt Theresa Layne Allan Trautman

### Results

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

83 Students Participated

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

70 Students Passed

| Below is the percentage of students who passed the assessment. |

84.3 %

| If your department used sampling, please describe the process utilized below. |
Comments:
Students generally scored well on the rubric and more passed than expected.

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

All faculty teaching the course (5 part-time and 1 full-time) assessed courses. Results were submitted by the summer deadline by 5 of the 6 faculty members.

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

Faculty commented that those who attended the Supplemental Learning workshops in the TLC showed improved writing skills on the critique. “Students were able to identify the different elements to be discussed, but could have developed more specific examples for their assertions.” “Students’ attention and insight were attracted by the well-delineated directing concept at Anteaus Theatre Company’s production of The Crucible.”

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

“The students who did not pass the SLO mostly were very skimpy on detail and/or opinion, some simply summarizing the plot of the play. They needed to study more professional critiques that were a bit closer to the type of writing they would be doing than some of the critiques I provided, and to do more analysis of such critiques. Most students would have benefitted from a more streamlined approach to the content, going a bit deeper on fewer topics.” “Student ability to identify specifics of acting techniques exhibited in sample productions is limited.” One faculty member noted the following: “This semester was a bit of an experiment. I used student-written critiques as the largest component of their final grades, and so I spent a good deal of time studying content through professionally written critiques in addition to the textbook. The results were mixed, but provided a guidepost toward improvement. First, the results of the second critique, due at the end of the semester, were not as good as the first. Students who were able to focus on production elements and achieve a passing SLO score on the first critique just seemed a bit too rushed for time (or burned out) at the end of the semester to give the assignment as much effort as the first. Next, I think I can better focus the students’ attention on the elements that make up a good critique, and model good critique-writing skills, through a more judicious selection of critique source material and a closer analysis of such material. I think I’m on the right track with this procedure, but I haven’t yet found the best elements. This is something I would attack in my semester pre-planning. And then I keep thinking there must be more I can do to get more students to actually read the textbook material. Many do, but most discussion periods have a hard time getting to “critical mass.” I used cold-calling techniques to encourage students (i.e. embarrass students into) reading the material, with mixed results. I plan to revisit the Reading Across the Curriculum course I took during my California credential process, to see if there are some other techniques I can use. I’ve already been through a few.”
**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.

The faculty will discuss the assessment instrument and decide if changes or alternate assessment might be useful. One faculty member commented: "The SLO vs. the Assignment itself is overly broad and therefore too unfocused to provide much insight into student learning. A better choice might be one in which the student provides a self-evaluation of his/her level of knowledge in a comparison of a beginning questionnaire with a culminating questionnaire using the same inquiries for both." This will be explored in successive department meetings. Faculty noted the following goals: 1. State the goals of the assignment more explicitly. 2. Revise content of activities to focus on SLO. 3. Increase discussions focused on SLO. 4. Discuss best practices with other TH 110 faculty. 5. Create a bibliography of resource material for students. 6. Provide more frequent or fuller feedback on student progress. 7. Use methods of questions that encourage competency. 8. State criteria for grading more explicitly. One challenge the department has is requiring students to attend the productions in the Black Box theatre which only accommodates 80 per performance. The department might consider using the final DRESS REHEARSAL as an additional date to accommodate TH 110 students.

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

The course SLOs will be assessed again in fall 2014.

| Next Planned Assessment Cycle: | Spring 2013 |
# Outcome Assessment Report

## Overview

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>TH 120_Stagecraft_LECTURE - Spring 2013</th>
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<td><strong>Status:</strong></td>
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<td><strong>Created On:</strong></td>
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<td><strong>Course:</strong></td>
<td>THEATR 120 - Stagecraft</td>
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</table>

## State Outcome

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

**Lecture:**

Evaluate all forms of scenic drawings and create construction drawings for basic scenic units.
Analysis of Assessment Results
Please indicate the semester and year the department | Fall 2013

**Means of Assessment**

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

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

As the department chair, Paul Wickline established the Student Learning Outcomes and helped establish the overall guidelines for assessment. As the instructor, Brodie Steele created the test used to evaluate the student’s understanding of the material and the main objectives of the course.

Please identify the faculty involved in planning this assessment.

Brodie Steele, Paul Wickline

**Results**

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

8 Students Participated

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

6 Students Passed

Below is the percentage of students who passed the assessment.

75 %

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

<table>
<thead>
<tr>
<th>Please describe where this dialogue occurred.</th>
<th>Department Retreat/Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see &quot;Criteria for Success&quot; and &quot;Results&quot;).</strong></td>
<td></td>
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<tr>
<td>Below Comments: Only slightly below. Sample size was very small. Taking the results from a 100 point section of the Final Exam and evaluating the success rate of the students The section of the final included reading both a ground plan and front elevation in scale, answering 25 questions worth two points each about each drawing, and then completing a construction drawing and full cut list to build one of the flats on the front elevation.</td>
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<tr>
<td><strong>2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).</strong></td>
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<tr>
<td>Results shared with department faculty at fall retreat.</td>
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<tr>
<td><strong>3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).</strong></td>
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<tr>
<td>Overall, they did really well with 5 out of the 6 that passed getting over 90% of the possible points. 50% of the students that passed the exam also completed an extra project that was the same basic skills covered in the exam but required them to adapt those skills to a much more complicated scenic unit.</td>
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<tr>
<td><strong>4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).</strong></td>
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<tr>
<td>B. There is a direct correlation between how comfortable each student is with basic math and how well they performed on the exam. The addition of some basic math worksheets and optional assignments in the first few weeks would be helpful, as well as consulting with the TLC and suggesting a math tutor to any student struggling in the first couple weeks. Tardiness was a big issue this semester with some students showing up 10 to 15 minutes late to class. There is a definite link between those that attended the course regularly and on time and the highest grades in the class.</td>
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</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 an ongoing level of success.**

Basic math tutoring is going to be essential to some students in this course. The course requires basic arithmetic (adding, subtracting, multiplication, division) and a calculator is allowed in class and for the exams, but several students have not been able to grasp those skills. **GOALS**

- State goals or objectives of assignment/activity more explicitly
- Revise activities leading up to and/or supporting assignment/activities
- Encourage faculty to share activities that foster competency
- Write collaborative grants to fund departmental projects to improve teaching
- Visit classrooms to provide feedback (mentoring)

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

No timeline yet. Faculty will discuss how best to address student needs. Notes/Comments:

There are three areas that have routinely been an issue for this course and require some additional thought on how to resolve. 1) **Enrollment:** Enrollment for the course remains on the low side and even though 20-25 students may be signed up for the course when it begins, we are usually down to 10-12 by the final. Theatre 120 is a course that relies heavily on student involvement, and the more students enrolled, the better the experience can be. A larger class size (keeping 20-25 students) allows for the students to work in larger groups, learn from and challenge each other, and create a more supportive environment.

2) **Basic Math Skills:** As stated above, there is a significant number of students that lack the basic math skills necessary to complete this course. There are several students each semester that are not able to add \( \frac{3}{4} + \frac{1}{4} \), or subtract \( 12 - 5 \) and get the correct answer. What has started to occur is that so much time is spent trying to get those students up to speed that more advanced students are getting bored with the class and stop attending regularly. I attempted to address this with one on one meetings with the students that were struggling after every class and suggesting they make arrangements with a math tutor, but that has not made much of a difference. The problem gets worse as the semester progresses. This course takes information covered in the first few weeks and builds on that to cover more complicated topics. The students struggling with the basic skills end up falling even further behind and the stronger students lose their patience while class time is spent answering questions on topics covered in the first three weeks.

3) **Stagecraft** is one of two technical courses taught at COC, the other being costumes. Students that are really interested in moving on in technical theatre don’t have any options here and move on to other schools. More technical theatre courses would allow us to build a full technical department.

**Next Planned Assessment Cycle:**

| Spring 2014 |  |
### Outcome Assessment Report

<table>
<thead>
<tr>
<th>Overview</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
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<td><strong>Status:</strong></td>
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<td><strong>Type:</strong></td>
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<td><strong>Created On:</strong></td>
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<td><strong>Course:</strong></td>
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<table>
<thead>
<tr>
<th>State Outcome</th>
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<tbody>
<tr>
<td><strong>Provide the complete statement of the outcome being assessed.</strong></td>
</tr>
<tr>
<td><strong>Lab:</strong></td>
</tr>
<tr>
<td>Demonstrate proper use of scene shop tools and equipment and create and maintain a safe and efficient working environment within a scene shop.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Means of Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment Instrument(s):</strong></td>
</tr>
</tbody>
</table>

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

As the department chair, Paul Wickline established the Student Learning Outcomes and helped establish the overall guidelines for assessment. As the instructor, Brodie Steele created the test used to evaluate the student’s understanding of the material and the main objectives of the course.

**Please identify the faculty involved in planning this assessment.**

Brodie Steele, Paul Wickline
## 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.

| 7 Students Passed |

Below is the percentage of students who passed the assessment.

| 77.8 % |

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. | Fall 2013 |
| 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:**

77.8% is very close to 80%. Sample size is low. A rubric is used to evaluate a construction project built by the student in the last two weeks of the course compared to a project the student completed during the first week of the course.

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

Results and concerns shared at fall retreat. All faculty (both part-time and full-time) present.

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

Most students did very well and demonstrated safe, proper use of all the necessary tools and materials. The speed and accuracy that most students demonstrated in the last project compared to their first project was remarkable. Most students completed the last project, which is more complicated than the first, in a quarter of the time.

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

The more powerful tools frightened some of the students and prevented them from gaining significant experience with them during the semester which resulted in less improvement with those tools in the final project. While most the students completed their lab hours, regular attendance was an issue. Most students crammed all of their lab hours in during the first 10 weeks and then didn’t attend during the last six. Additional supervisory staff would allow more students to work independently yet have a trained professional overseeing their projects as a whole. The shop currently has 2 supervisors and since the students are generally beginners, each student needs close supervision to ensure they are using safe...
and proper construction techniques. When more than 10 students would be in the lab at the
same time, students may have to wait for a supervisor for up to 15 minutes until they can
begin the next step on their project.

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

The more powerful tools frightened some of the students and prevented them from gaining significant experience with them during the semester which resulted in less improvement with those tools in the final project. While most the students completed their lab hours, regular attendance was an issue. Most students crammed all of their lab hours in during the first 10 weeks and then didn’t attend during the last six. Additional supervisory staff would allow more students to work independently yet have a trained professional overseeing their projects as a whole. The shop currently has 2 supervisors and since the students are generally beginners, each student needs close supervision to ensure they are using safe and proper construction techniques. When more than 10 students would be in the lab at the same time, students may have to wait for a supervisor for up to 15 minutes until they can begin the next step on their project. GOALS: ? State goals or objectives of assignment/activity more explicitly ? Revise activities leading up to and/or supporting assignment/activities ? Increase guidance for students as they work on assignments ? Encourage faculty to share activities that foster competency ? Write collaborative grants to fund departmental projects to improve teaching Notes/Comments: The lab portion of the stagecraft class needs to be a specific time that students enroll in when they sign up for the class. For example, when the student enrolls in the course scheduled from 11:10 to 12:20 M,W?they would also be required to sign up for a lab time so it was a part of the course schedule. Right now, several students have had issues completing their lab hours due to conflicts with other classes. If the lab was a part of the class schedule with a hard time once or twice a week, we could mitigate some of this issue and increase regular attendance.

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

Discussion of locking LAB time to LECTURE time will be discussed for spring 2014.

Next Planned Assessment Cycle: | Spring 2014
# Outcome Assessment Report

## Overview

<table>
<thead>
<tr>
<th>Title</th>
<th>TH127_Improvisation Performance - Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending</td>
</tr>
<tr>
<td>Type</td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td>Created On</td>
<td>08/20/2013</td>
</tr>
<tr>
<td>Course</td>
<td>THEATR 127 - Improvisational Performance</td>
</tr>
</tbody>
</table>

## State Outcome

Provide the complete statement of the outcome being assessed.

Demonstrate skills and techniques for performance in front of a live audience.

Plan, design and produce a performance

## 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).

Instructor and part-time faculty member developed assessment instrument and rubric.

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.

20 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.

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. | Fall 2013
---|---
Please describe where this dialogue occurred. | Department Retreat/Meeting

1. Did students' level of achievement meet, exceed, or fall below Discipline's target (see TH127_Improvisation Performance Assessment Report)

"Criteria for Success" and "Results").

Exceeds
Comments:
Students who performed in the final performance generally did an outstanding job, showing clear progress in performance skills and improv knowledge from the first performance to the last.

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

Instructor and part-time faculty discussed assessment plan with department chair.

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

This is the first time I have used a variety of long-form, team-based structures, and the best students took to them extremely well. In fact, they seemed to pull the weaker students along with them.

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

This was arguably the most successful class I've had in this course. The standout students needed simply to be pushed a little further and be given more responsibility. The non-star students performed at least competently, and just needed an opportunity to perform more often.

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 instructor would like to be able to explore more shortform structures while maintaining students' skills in the long-forms. It’s difficult to do with only three hours per week, but believes it can be done with proper lesson planning. Plans include the following: Revise activities leading up to and/or supporting assignment/activities. No significant changes are needed.

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

The course will be assessed again in spring 2014 when it is offered again.

Next Planned Assessment Cycle: | Spring 2014
## Outcome Assessment Report

<table>
<thead>
<tr>
<th>Overview</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>TH 130_Costume Crafts_SLO1 - Spring 2013</td>
</tr>
<tr>
<td><strong>Status:</strong></td>
<td>Pending</td>
</tr>
<tr>
<td><strong>Type:</strong></td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td><strong>Created On:</strong></td>
<td>08/16/2013</td>
</tr>
<tr>
<td><strong>Course:</strong></td>
<td>THEATR 130 - Costume Crafts</td>
</tr>
</tbody>
</table>

## State Outcome

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

**LECTURE**

Analyze the basic skills required of both costume hand and machine sewing.

## Means of Assessment

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

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

Costume instructor and part-time faculty Kim DeShazo developed and implemented assessment. Paul Wickline, chair, provided resources and helped guide development of rubrics.

**Please identify the faculty involved in planning this assessment.**

Kim DeShazo Paul Wickline

## Results

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

19 Students Participated

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

17 Students Passed

**Below is the percentage of students who passed the assessment.**

89.5 %

**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 2011 |
| 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:**
   
   No issues revealed.

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

   Part-time faculty member presented assessment results to department at fall 2013 retreat.

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

   Students scored well on quizzes with 17 passing.

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

   Students struggle identifying types and varieties of fabric. Students would benefit and improve attainment of SLO with purchase of fabric display boards and binders.

## 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.

While students did well in most areas, they need help with identification and familiarity with fabrics. The department should purchase fabric boards and binders to make available to students. These resources are important for a costume crafts course to include.

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

Course will be assessed again in Spring 2014. The department will attempt to purchase these resources and make them available for students by that semester.

| Next Planned Assessment Cycle: | Spring 2014 |
## Outcome Assessment Report

### Overview

| Title: | TH 130_Costume Crafts_SLO2 - Spring 2013 |
| Status: | Pending |
| Type: | Course Student Learning Outcome |
| Created On: | 08/16/2013 |
| Course: | THEATR 130 - Costume Crafts |

### State Outcome

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

**LECTURE**

Synthesize and apply basic theatre and costume design vocabulary.

### Means of Assessment

| Assessment Instrument(s): | Presentation Other, Please Specify: Render a character costume choice with appropriate fabric swatches. |

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

Paul Wickline collaborated with instructor Kim DeShazo (part-time faculty) on development of rubrics. DeShazo developed project and assessed students.

**Please identify the faculty involved in planning this assessment.**

Paul Wickline Kim DeShazo

### Results

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

19 Students Participated

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

17 Students Passed

**Below is the percentage of students who passed the assessment.**

89.5 %

**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. | Fall 2013
---|---

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:
Students were enthusiastic about this project which resulted in high quality work.

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

Kim DeShazo, instructor, created assessment and rubric.

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

Enthusiasm breeds enthusiasm. Students completed quality work. Those with design skills and experience naturally did better designs than others.

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

Nothing significant at this time.

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.

Nothing significant is needed. Faculty would like to increase in-class discussions and activities to help those students who struggle. Students need to be frequently reminded of need to manage time as this is a long term project.

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

Assess SLO spring 2014.

Next Planned Assessment Cycle: Spring 2014

Outcome Assessment Report

Overview

| Title: | TH 130_Costume Crafts_SLO3 - Spring 2013 |
| Status: | Pending |
| Type: | Course Student Learning Outcome |
| Created On: | 08/16/2013 |
| Course: | THEATR 130 - Costume Crafts |
### State Outcome

Provide the complete statement of the outcome being assessed.

**LAB**

Demonstrate basic skills required of both machine and hand sewing.

### Means of Assessment

<table>
<thead>
<tr>
<th>Assessment Instrument(s):</th>
<th>Skill Demonstration Other, Please Specify: Lab and homework project. Student will make a pair of pants to fit specifically discussed measurements. Must manipulate fabric to function on a real body. Rubric will be used to help assess.</th>
</tr>
</thead>
</table>

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

Paul Wickline worked with Kim DeShazo on rubric and assessment procedures.

Please identify the faculty involved in planning this assessment.

Paul Wickline, chair Kim DeShazo, faculty (part-time)

### Results

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

19 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.

94.7 %

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. | Fall 2013 |
| 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:** Students exceeded expectations in displaying skills. This was helped by the purchase of additional sewing machines at the beginning of the semester.

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

Kim DeShazo (part-time faculty and instructor) worked with Paul Wickline, chair, on rubric.

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

Evidence of skills taught demonstrated in final project.

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

First attempts are always weaker than successive attempts. Repetition is the key to improvement. Students would benefit by having more access to the costume shop, but budget prohibits hiring of supervisor. As the room is very small and only accommodates 18 students, students would benefit with a lower enrollment cap. Students also need supplies that can't be easily purchased in the bookstore and need to be procured by theatre department.

### 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 instructor would like to increase student collaboration in the project and will consider how to do so. This might help those who struggle with skills. The students would benefit by having additional machinery and soft goods for the project. Also, the room only accommodates 18 students and even that number is quite large in this small space. The enrollment cap for this course should be adjusted.

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

Course will be assessed again spring 2014.

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

### Overview

<table>
<thead>
<tr>
<th>Title:</th>
<th>TH 141_Scene Performance_Lecture - Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status:</td>
<td>Pending</td>
</tr>
<tr>
<td>Type:</td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td>Created On:</td>
<td>07/31/2013</td>
</tr>
<tr>
<td>Course:</td>
<td>THEATR 141 - Scene Performance</td>
</tr>
</tbody>
</table>

### State Outcome

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

**LECTURE:**

Compare/contrast various styles of acting.

### Means of Assessment

**Assessment Instrument(s):** Survey

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

A faculty member developed list of questions that asks students to reflect on their learning.

**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.**

20 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.**

100 %

**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>Fall 2013</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").

   **Exceeds**
   Comments:
   2 @ 100% 7 @ 93% 8 @ 86% 2 @80% 1 @73% 100% Passed

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

   Results shared and discussed at fall retreat.

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

   Students did well with the survey. In general they showed an understanding of the variance of styles studied in the class. Students have a strong understanding of the complexities, nuances and subtleties of Realism.

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

   Some students think that the approach to Shakespeare, Realism and contemporary plays has little variation. The instructor approaches Shakespeare from student strengths in Realism and then broadens student skills in voice, movement and speech. Instructor will clearly identify the skills needed for Shakespeare and the differences between Realism and Shakespeare, which will reinforce the lecture SLO.

## 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 instructor approaches Shakespeare from student strengths in Realism and then broadens student skills in voice, movement and speech. Instructor will clearly identify the skills needed for Shakespeare and the differences between Realism and Shakespeare, which will reinforce the lecture SLO.

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

Faculty will develop plan to implement changes before fall 2013. Course will be assessed again in spring 2014.

**Next Planned Assessment Cycle:** Spring 2014

Outcome Assessment Report
## Overview

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>TH 141_Scene Performance_LAB - Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Status:</strong></td>
<td>Pending</td>
</tr>
<tr>
<td><strong>Type:</strong></td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td><strong>Created On:</strong></td>
<td>07/31/2013</td>
</tr>
<tr>
<td><strong>Course:</strong></td>
<td>THEATR 141 - Scene Performance</td>
</tr>
</tbody>
</table>

## State Outcome

Provide the complete statement of the outcome being assessed.

**Lab:**
Prepare, rehearse and present scenes and monologues from contemporary and stylized dramatic texts

## Means of Assessment

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

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

Faculty developed 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.

23 Students Participated

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

23 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

<table>
<thead>
<tr>
<th>Please indicate the semester and year the department discussed assessment results.</th>
<th>Spring 2011</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:**  
Lab: 23 students on the roster 23 students performed scenes 20 students performed contrasting monologues

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

Results were shared and discussed at department retreat in fall 13.

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

Students did extremely well in performance of scenes. More time with students individually was needed for performance of Shakespeare monologues. All students performed scenes well. Some students chose to take a lower grade and performed monologues after the scheduled performance date.

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

Students enjoy performing and can be counted on to do so. Less so for actor homework. Actor homework needed to be performance ready should be stressed.

## 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.

- State goals or objectives of assignment/activity more explicitly.
- Revise activities leading up to and/or supporting assignment/activities.
- Increase guidance for students as they work on assignments. Stress the importance of actor homework and the discipline needed to be performance ready.

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

Faculty will create plan to address student deficiencies. Course is offered every semester.

### Next Planned Assessment Cycle:

**Spring 2014**
### Outcome Assessment Report

#### Overview

<table>
<thead>
<tr>
<th>Title:</th>
<th>TH 144_FALL 2012 BOTH SLOS - Fall 2012</th>
</tr>
</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>02/21/2013</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

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

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.

17 Students Participated

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

16 Students Passed

Below is the percentage of students who passed the assessment.

94.1 %

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 2013 |
| Please describe where this dialogue occurred. | Department Retreat/Meeting Email Conversation |

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

**Meet**

Comments:

Students met expectations.

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).

Although this represented a kind of ?delayed gratification,? students who filled in written answers LATER (or as an afterthought) in the rehearsal process were shown to do less well than those who did this prior to the first rehearsal. The need to focus on process over product was a challenge for most students, but the results demonstrated the necessity to arrive for on-camera work fully prepared. The ?nuts and bolts? work on paper was tedious for some students who were anxious only to get in front of the camera. Again, this depended on the individual student, and how hard they were willing to work between class meetings.

**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 revise the amount of writing/oral/visual/clinical or similar work, increase student collaboration and/or peer review, and provide more feedback during process as they work on assignments. Success rates were high so no other changes are needed at this point. Having sufficient access to the studio (3 hours once a week and sometimes more) was ESSENTIAL to student success. This was well-coordinated with the MEA department to ensure student success.

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

Course will be assessed next time its offered. Likely fall 2013.

**Next Planned Assessment Cycle:**  Fall 2013
### Overview

<table>
<thead>
<tr>
<th>Title</th>
<th>TH 190A: New Works Festival - Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending</td>
</tr>
<tr>
<td>Type</td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td>Created On</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>THEATR 190A - New Plays Workshop &amp; Production</td>
</tr>
</tbody>
</table>

### State Outcome

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

**LECTURE:**

- Appraise and revise a new theatrical dramatic work for production (playwrights).
- Analyze, compare and describe the stages of development of a new theatrical dramatic work (performers).

**LAB:**

- Produce a new play for performance for an audience (playwrights/performers).

### Means of Assessment

**Assessment**

<table>
<thead>
<tr>
<th>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).**

### Results

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

0 Students Participated

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

0 Students Passed

**Below is the percentage of students who passed the assessment.**

0 %

**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.

**TH 190A: New Works Festival - Spring 2013_Assessment Report**

Please describe where this dialogue occurred.

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

   **Comments:**

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

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

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

### 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 an ongoing level of success.

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

### Next Planned Assessment Cycle:

**Theatre 190C_PlayProduction Comedy_Spring 2013_Assessment Report**

### Outcome Assessment Report

<table>
<thead>
<tr>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
</tr>
<tr>
<td><strong>Status:</strong></td>
</tr>
<tr>
<td><strong>Type:</strong></td>
</tr>
<tr>
<td><strong>Created On:</strong></td>
</tr>
<tr>
<td><strong>Course:</strong></td>
</tr>
</tbody>
</table>
**State Outcome**

Provide the complete statement of the outcome being assessed.

**LECTURE:**
Interpret and analyze comedic text, to reveal character and dramatic action.

**LAB:**
Demonstrate proficiency of analytical (character analysis and development), physical (clarity and specificity of action, blocking, gesture) and vocal techniques (breathing, phrasing, topping, timing) for effective performance of comedic text.

**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).

Paul Wickline created rubric in consultation with theatre department faculty, including Susan Hinshaw, John DeMita, David Stears. Rubric was shared and refined at department retreats in 2011.

Please identify the faculty involved in planning this assessment.

Paul Wickline, Susan Hinshaw, John DeMita, David Stears.

**Results**

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

8 Students Participated

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

8 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.

Fall 2013

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 Theatre 190C_Production Comedy_Spring 2013_Assessment Report“)?
Meet Comments:
8 took. 8 passed.

2. Please describe the specific involvement of the faculty members (including adjunct faculty) at phase 2 (analysis phase).
Results were shared and discussed with faculty at fall retreat. Both full time and part-time faculty were present.

3. Please identify specific strengths or areas where students demonstrated success in achieving course outcome(s).
Throughout rehearsal process, students ability to play comedy improved substantially. Vocal and physical skills needed for comedy performance improved. Students adapted well to the larger performance space of the PAC mainstage.

4. Please identify specific weaknesses or areas where students struggled to demonstrate success in achieving course outcome(s).
Dying is easy. Comedy is hard.... Some students have a natural affinity for comedy/timing/pacing/etc. Others, this is more of a struggle. Being "funny" is not necessarily "teachable"; however, the instructor could build time into the rehearsal schedule to practice comedic timing and business. Also, lack of sufficient time on the stage with the set is always a problem, particularly when doing farce. The students would improve physicality, timing, etc. if they were able to get an additional 2-3 rehearsals on the set before opening.

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.
The curriculum is being revised due to repeatability.

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

Next Planned Assessment Cycle: Fall 2014

TH 190D: Play Production Drama - Spring 2013 Assessment Report

Outcome Assessment Report

Overview
Title: TH 190D: Play Production Drama - Spring 2013
Status: Pending
Type: Course Student Learning Outcome
Created On: 07/31/2013
Course: THEATR 190D - Theatre Production - Drama
### State Outcome

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

**LECTURE:**

Interpret and analyze the dramatic text, to reveal fully developed character and dramatic action.

**LAB:**

Demonstrate proficiency of analytical (character analysis and development), physical (clarity and specificity of action, blocking, gestures) and vocal techniques (breathing, phrasing) for performance of a dramatic text.

### Means of Assessment

<table>
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<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).

Paul Wickline developed with input from John DeMita (part-time faculty and instructor). The rubric was developed in 2010

**Please identify the faculty involved in planning this assessment.**

Paul Wickline John DeMita

### 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.

TH 190D: Play Production Drama - Spring 2013 Assessment Report
**Analysis of Assessment Results**

| Please indicate the semester and year the department discussed assessment results. | Fall 2013 |
| 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:
In a rehearsal-based class such as this, students benefit from mandatory consistent attendance, even during times when they are technically not called for a particular scene. This enhances the feeling of ensemble and commitment to the total show. For this reason, I scheduled group activities in addition to the nuts and bolts work of getting the play on its feet.

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

Adjunct faculty John DeMita assessed the students and completed assessment report.

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

All students excelled in both course SLO’s.

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

The area of ?physicalization? as described in the rubric was the one criteria with consistent lower scores. In some ways this is to be expected, as environmental work is difficult before the set is available for rehearsal.

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
</table>

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.

As mentioned, the area of ?physicalization? as described in the rubric was the one criteria with consistent lower scores. In some ways this is to be expected, as environmental work is difficult before the set is available for rehearsal. The sooner the set is available for students to incorporate into their rehearsal prep, the better.

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

We are revising all TH 190 courses due to repeatability constraints. We will assess the new courses when they are ready.

| Next Planned Assessment Cycle: | Fall 2014 |

TH195_Solo Performance - Spring 2013 Assessment Report
## Outcome Assessment Report

### Overview

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>TH195_Solo Performance - Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Status:</strong></td>
<td>Pending</td>
</tr>
<tr>
<td><strong>Type:</strong></td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td><strong>Created On:</strong></td>
<td>08/20/2013</td>
</tr>
<tr>
<td><strong>Course:</strong></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).**

Instructor and full-time faculty member developed assessment instrument and rubric to assess SLOS. Both SLOS are assessed during the final performance of solo work developed by students.

**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 2013 |
| 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").

TH195_Solo Performance - Spring 2013 Assessment Report

**Exceeds**

**Comments:**
Students were very successful in performing their solo works. 4 students did not complete their work and were unable to perform.

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

TH 195 instructor assessed students, completed reflection/analysis form and shared results for faculty at fall 2013 department retreat.

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

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.**

The faculty member shared reflections at the department retreat. Future plans include the following to address gaps in student learning:
- 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. Course is currently under revision due to repeatability restrictions. Goal is to develop 2 courses: 1 in Solo Ensemble: Writing and 1 in Solo Ensemble: Performance.

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

Fall 2013 -- implement some or all of the above. Revise curriculum and submit fall 2013. Spring 2014 -- reassess.

**Next Planned Assessment Cycle:** Spring 2014