

Annual Instructional Program Review Template for 2011-2012  
**Introduction to The Program Review Process for Instructional Programs**

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

**Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

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

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

## Annual Instructional Program Review Template for 2011-2012

<b>Basic Program Information</b>
----------------------------------

Department Name: Theatre Arts

**Program Mission(s):** Our mission is to provide our students an expansive set of skills for creative, artistic expression with an eye towards cultural and interpersonal empathy in the contemporary world by providing perspective for expression from varying sources. Graduates of our actor training program will have developed a vibrant, personally relevant process for performance expression through intensive exposure to the foundation techniques, skills and practices of acting and all of its support elements. Graduates of our technical theatre program will, likewise, have gained a significant, vocationally appropriate set of skills based in the premises of production and design. Furthermore, our graduates will understand and possess the interpersonal skills of cooperation, collaboration, problem solving, team building and supportive peer evaluation necessary to effectively work in multi-contributing artistic environments. Our graduates will possess a realistic knowledge of the performing arts entertainment industry. Finally, our graduates will understand and appreciate the unique contributions of many cultures, ethnicities and value systems present in the rich heritage of world theatre.

Program review team:

Name	Department	Position
Tom Gough	Theatre Arts	FT Faculty, Department Chair
Bruce McLeod	Theatre Arts	FT Faculty, Theatre Technology
Janis Bergmann	Theatre Arts	FT Faculty, Director Foothill Conservatory

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Theatre Arts	AA	90
Theatre Arts—Theatre Technology	AA	90
Foothill Theatre Conservatory	Pending CA**	59
Theatre Arts -- Theatre Technology	CA	44
Theatre Arts -- Theatre Technology	Career Cert	24

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

\*\*Foothill Conservatory Certificate is in process of re-garnering state approval. Approval of the current proposal or amended proposal is expected for Fall 2012.

## Annual Instructional Program Review Template for 2011-2012

### Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Theatre Arts AA	2	3	2	-50%
Theatre Arts AA-Theatre Technology	1	0	2	

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Foothill Theatre Conservatory	18	14	11	-22%

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	1967	1903	1612	-15%
Productivity (Goal: 546)	376	482	430	-11%
Success	1810	1701	1428	-16%
Full-time FTEF	3.2	3.1	3.5	+13%
Part-time FTEF	4.6	3.7	3.2	-13%
Full-time Staff	.5	1	1	0%
Part-time Staff	.5	.5	.5	0%

Department Course Data – See attached enrolment data – FA-THTR Enroll 2011

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.
  - a. Total enrollment has declined due to fewer course offerings. Efforts to increase online offerings should help in this area. Some Theatre Technology courses are capped at low seat counts due to small teaching spaces.
2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
  - a. AA, AS, transcriptable certificates
    - i. AA Degree completions in Theatre Arts and Theatre Technology have remained steady. Both programs are experiencing increased student interest currently and the faculty are more students are expected to obtain their

## Annual Instructional Program Review Template for 2011-2012

- degrees prior to transferring. The inclusion of a Theatre Arts transfer degree currently in development should further increase the number of degrees granted
- ii. Theatre Technology Certificates have been non-existent for several years. Although many students complete the bulk of the requirements, most serious students have transferred to four-year institutions or successfully moved into the workforce without completing the necessary paperwork. Counseling help is often difficult to obtain and most judge the Certificate to be not necessary.
- b. Local, non-State approved certificates
    - i. Foothill Theatre Conservatory completion rates have been low recently but an increase in applications and enrollment this year should return the numbers to previous levels. The faculty recently completed an application for a 59 unit transcriptable Certificate of Achievement which would hopefully be offered beginning in Fall 2012
  - c. Certificates less than 27 units:
    - i. The Theatre Technology Career Certificate will be assessed with local theatre professionals this year. Most students are interested in the transcriptable Certificate of Achievement and the Career Certificate will likely be discontinued effective Fall 2012
3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)
- a. While overall productivity was down last year, preliminary Fall productivity looks to be closer to 2009 levels. Some specialized technical theatre classes are capped at low enrollment due to facility and safety restrictions. Efforts to increase productivity include receiving GE approval for THTR 26 (Costume and Fashion History) and including the class in the Art History degree as an elective. Some classes have received DE approval and will be offered and marketed to local high school drama students for concurrent enrollment
4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)
- a. Beginning with this scholastic year, we have modified much of our course scheduling to accommodate larger class sizes and fewer courses offered. These choices, without question, detrimentally impact the quality of student experience as many of these courses rely significantly on direct instructor feedback and interaction. We have eliminated two of our department's annual productions. The playwriting courses have been eliminated due to consistent low enrollment. There continue to be a few courses that may be viewed as "under enrolled." These largely technical theater courses are needed to support the department productions and continued training of thriving technical artists. They are decisively crucial to the department's overall mission and ability to produce shows. The greatest impediment to increasing the enrollments in these courses enrollment remains the lack of adequate facilities that would allow a larger number of students and maintain student safety in these specialized environments.

## Annual Instructional Program Review Template for 2011-2012

5. Curriculum and SLOs
  - a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?
  - b. Comment on program mapping and how it ties to the college Mission(s).
  - c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.
  - d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
  - e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?
6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):
  - a. Many theatre students are not comfortable in a standard academic curriculum. In addition to providing training in vocational areas, many of the recent high school graduates, given access to programs with which they have an affinity and are successful, go on to find later success in basic math and English classes.
7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)
  - a. Many of our non-degree students transfer to four- year institutions both in and out of California. The implementation of a Theatre Arts transfer degree beginning in Fall 2012 will enable the College to track these successful students.
8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)
  - a. Through faculty contacts, both the Foothill Conservatory and Theatre Technology programs regularly place current and former students in entry-level positions at professional and semi-professional theatres in the Bay Area. Tracking of these students is difficult but the department is exploring the use of use of social media to facilitate this in the future. Efforts are under way to create a more formal path for students to pursue internships in their chosen disciplines.

### **Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.  
See attached files: FA-THTR AA 2011 4 col assessment report 2011 and FA-THTT AA"CA 4 col assessment report 2011

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat  
See attached COURSE REPORT FA-THTR 2011

**Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

Appropriate room and class sizes are essential to a conducive learning environment. Depth of technical theatre curriculum training is hampered by lack of facilities and equipment. Student success in performance-based courses is noticeably hindered by mandate to maintain enrollments above 35.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Curriculum changes, while affecting the quality and thoroughness of student training, have reflected streamlining choices allowing students more flexibility in completing program goals in less time. Transfer degrees may increase tracking of successful students not currently enumerated.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

Fully reflected.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Encouraged improved evaluation methodologies and student accountability.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

All facets of the department's goals maintain alignment with the program level assessments.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Program changes, while affecting the quality and thoroughness of student training, have reflected streamlining choices allowing students more flexibility in completing program goals in less time. The main program change is a certificate adjustment pending college/state approval.

Annual Instructional Program Review Template for 2011-2012

2.4 Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Certificate Modification	Community Integration	Work Force	Streamline student goals
2 Foster Internships	Community Integration	Work Force	Increase opportunities for direct professional involvement
3 Enhance Technical Theatre Facilities	Technology Development	Work Force	Better ready students for workplace skills.

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The department serves the core missions of the college in several ways. First, by providing broad based CTE program for students seeking to have a career in the performing arts or entertainment industry. These industries continue to grow both in the state and across the nation, even in a depressed economy. Additionally, the department, primarily through its GE offerings, serves the ILO’s of Critical Thinking, Computation, Communication, and Community. Finally, in a time of budget shortages and program cutbacks, the department has been able to maintain a regionally recognized and highly visible schedule of public performances that serves as a magnet for students in the performing arts and increases local awareness of Foothill College and its place in the community.

Annual Instructional Program Review Template for 2011-2012

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Increase numbers of technical students earning certification.	2-3 years	Increased focus on current students to assist in course planning and degree readiness and application.	More current students have expressed desire to complete degree or certificate in Theatre Technology. Continue focus on current student and increase outreach to local high schools to promote program.
Build attractive, viable more productive general program classes through increased GE offerings.	2-5 years	Increased Distance Education offerings and visibility in technical theatre classes. Received Reapprove for Costume History class.	Continue to create broad based GE applicable classes- Music Theatre Appreciation, for example -that can draw non-major students into the department and increase the online presence of these classes.
Maintain department production offerings and quality while infusing greater student responsibility in production process.	1-2 years	Increased number of students in production design and management positions from 50% in 2008-09 to 77% in 2010-11. Applied for and received \$20,000 SanDisk, Corp. grant for production support to supplant lack of Lohman funding	Maintain ratio despite reductions in programming. Increase opportunities for students to get practical experience in these areas in classroom and small scale programming. Seek out additional grant funding for production support to replace end of SanDisk funding for the arts.
Develop greater sense of departmental and conservatory pedagogical consistency.	ongoing	Increased use of former students as TA's in Conservatory classes with larger enrollments	Expand this program if funding is available



Annual Instructional Program Review Template for 2011-2012

Rectify past budgetary inconsistencies.	ongoing	annual budgeting and more frequent review. Centralized budget oversight in one place	Continue search for outside grant money with the Foundation staff. Increase publicity and marketing to raise awareness of departmental productions and increase earned revenue.
Increase flexibility and maximize use of theatre spaces for division/campus availability.	5 years	Media cart installed in Fall 2011 Lohman Theatre allows better use as classroom. Theatre rentals scheduled for April 2012 and summer 2012	Maximum flexibility of the Lohman and Smithwick theatres will not be possible until the completion of an off-site theatrical scene shop and access to a rehearsal space large enough to accommodate full stage rehearsals. These would allow the Lohman Theatre to be available for outside use during the first 5 weeks of each quarter as well as short term uses during around production times.

3.3 New Goals: Goals can be multi-year

Increase department productivity	2-3 years		This should result in a broader students population in the department and a greater integration of theatre arts into the regular College academic curriculum
Develop sustainable model for Conservatory program	1-3 years	1 Certificate Modification	The stability of the program is a factor in attracting and retaining students. A long term solution to the ongoing changes will afford students a greater opportunity for success.

Annual Instructional Program Review Template for 2011-2012

Find a sustainable model for funding and promoting the department productions	5 years		A long term solution to production expenditures would insulate the department from some of these variations in funding from the state
Integrate the music theatre program into the department class and production offerings	2-3 years	1 Certificate Modification	Students will be able to acquire a broader range of performance skills with increased placements in the workforce. A broad-based theatre program will be attractive to a wider range of potential student and should result in an increase in enrollment in performance classes.
Increase performance offerings in the Lohman Theatre space	1-5 years	3 Enhance Technical Theatre Facilities	Additional small productions will afford students more opportunities to practice their craft either in performance or technical support areas. Department production processes will be more closely aligned with those seen in a professional setting.

**Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>Music Theatre Faculty - FT</b>		4. Integrate the music theatre program into the department class and production offerings	
<b>PT Staff – Theatre Shop Facility</b>		5. Increase performance offerings in the Lohman Theatre space	

Draft Annual Program Review Template for 2011-2012

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Theatrical Scene Shop			
Rehearsal Space			
Upgrade Lohman lighting control and projection capabilities	\$25,000	Increase performance offerings in the Lohman Theatre space	Lottery, Measure C, Lohman Equip Fund

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Technical training for faculty and staff	\$3000	Increase performance offerings in the Lohman Theatre space	

Draft Annual Program Review Template for 2011-2012

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and, reflect on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	<ol style="list-style-type: none"> <li>1. Support from previous and current College administrations for the Theatre Arts as a vital part of the campus curriculum.</li> <li>2. Lohman theatre has provided a visible and accessible home for department productions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Program has strong reputation in regional theatre for production excellence</li> <li>2. Faculty have strong connections with regional theatres and regularly work professionally outside the College</li> </ol>
<b>Weaknesses</b>	<ol style="list-style-type: none"> <li>1. Program has not kept pace with recent technology in lighting and projections.</li> <li>2. Curriculum needs major overhaul to be sustainable in the long term</li> </ol>	<ol style="list-style-type: none"> <li>1. The rate of change in media presented entertainment requires the ability to constantly modify and adapt curriculum and technology</li> </ol>
<b>Opportunities</b>	<ol style="list-style-type: none"> <li>1. Proposed new scene shop will provide opportunity to expand size and variety of technical class offerings</li> </ol>	<ol style="list-style-type: none"> <li>1. Funding stress on local professional theatre and entertainment providers will create more opportunities for interns and cooperative work experience in the industry.</li> </ol>
<b>Threats</b>	<ol style="list-style-type: none"> <li>1. Inability to change quickly enough to keep up with external forces and funding</li> </ol>	<p>State and federal budget cuts threaten all campus funding , especially programs deemed optional or discretionary</p>

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

- a. Funding will be key during the next year. The possibility that college staff cuts will impact the department and require the hiring of temporary help to support the production program is a real threat.
- b. The Conservatory Certificate approval is vital to sustaining that program. If that is not approved, major changes to the department course offerings and faculty assignments will be necessary.

## Draft Annual Program Review Template for 2011-2012

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

- a. The lack of a state-approved Certificate for the Conservatory program.
- b. Theatre Arts productivity is below the current College target.
- c. Lack of adequate facilities for rehearsals and instruction.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

- a. The lack of a state-approved Certificate for the Conservatory program has been an ongoing concern expressed by administrators. A proposal for a Certificate of Achievement has been submitted to the College Curriculum Committee for review in Winter 2012 with the goal of having a State approval for inclusion in the catalog by Fall 2012
- b. Theatre Arts productivity is consistently below the College target. Balancing the campus need for larger class sizes with the need for more instructor-student contact required in performance classes and the safety requirements in technical classes is difficult. Theatre faculty is working on developing and offering additional classes that would allow larger class sizes, primarily though online and GE offerings.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

- a. Student interest in the program has increased in the last year. Applications for the Conservatory were up last year by 50%. Technical theatre class enrollment has been steady and has included a larger number of students focused on degree and Certificate completions and transfer.
- b. The faculty is actively engaged in curriculum assessment and revisions to expand the course offerings into untapped areas that would increase enrollment.
- c. The productions have been able to maintain a high level of professionalism while offering more students to work in supervisory and design roles and gain valuable experience

### Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

**Excellent productions, an engaged faculty and dedicated students. The last 3 Musical Theatre Productions have been smash hits, and the overall quality of productions is very high for a Community College.**

6.2 Areas of concern, if any:

**As noted above, productivity, enrollment and success rate in THTR is declining. Notable statistics from this review are the 22% decline in Conservatory Certificates, and an overall 15% decline in enrollment coupled with an 11% decline in productivity and a 16% decline in student success. I feel that the imminent increase in tuition, coupled with changes to**

## Draft Annual Program Review Template for 2011-2012

repeatability at the state level will cause a further decline in enrollment and productivity. As noted in this review:

- *Program has not kept pace with recent technology in lighting and projections.*
- *Curriculum needs major overhaul to be sustainable in the long term*
- *Inability to change quickly enough to keep up with external forces and funding*

The last statement is particularly prescient as it denotes an aspect of the problem that is obviously solvable and, in fact, leads to a solution.

6.3 Recommendations for improvement:

The application for a Certificate of Achievement is certainly notable, but without a fundamental change in the structure of the Department, the Theatre Program will have to be scaled back as far as FTEF is concerned. I feel that the changes noted in this program review are not enough to address the obvious, pressing needs of the program.

Here are my suggestions:

- Assign full time tenured faculty to classes open to all students. The current practice of hiring part time faculty to teach classes open to all is no longer functioning in the department's favor as it adds additional FTEF which, in turn, lowers productivity.
- While students may have great interest in the Conservatory Program, the numbers in this review indicate that the interest is not resulting in the kind of enrollment and productivity needed to bring the Theater Department up to the level needed based on current funding and FTEF usage. It may be prudent to scale the Conservatory back much more than currently proposed.
- Offer low productivity classes only sporadically, if at all. For example, current data suggests Theatre Technology classes are in a period of steep decline. This area should be rethought as to how often courses are offered, in what format, and where. It may be prudent to put this element of the department on hold until the new scene shop is built, which will alleviate the classroom limitation.
- Immediately begin developing a plan to address the inability to change quickly to address changes in external developments. Such a plan should include
  - An alternate schedule for the following quarter that will insure productivity should things change for the worse.
  - Staffing that optimizes a lowered FTEF while still keeping student educational needs in the forefront.
  - A plan to address technical needs, such as setbuilding and lighting for productions without offering the corresponding class

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column  
 Foothill College  
 Program (FA-THTR) - Theatre Arts AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (FA-THTR) - Theatre Arts AA - 1 - Students will be able to seamlessly and integrally contribute to any further educational or workforce experience in their prescribed area of the performing arts with minimal fundamental adjustment period. Matriculating students will be able to critically assess his or her role in prescribed performing arts circumstance and promote its furtherance appropriately with creative solutions.</p>	<p><b>Assessment Method:</b>            Student progress as assessed through cumulative coursework.  <b>Assessment Method Type:</b>            Presentation/Performance  <b>Target:</b>            Students achieve minimal degree or certificate qualifications and successful completion of designated production assignments stemming from compiled coursework.</p>		
<p><b>PL-SLO Status:</b>            Active</p>			
<p>Program (FA-THTR) - Theatre Arts AA - 2 - Students will progress and be able to employ skill sets of collaboration relevant to multiple arenas of alliance or teamwork. The matchless demands of developing collaborative art provides students germane insights applicable to interpreting personal dynamics in conjunction with content assessment, promoting students engagement skills of unique perspective and critical assessment.</p>	<p><b>Assessment Method:</b>            Cumulative coursework development leading to performance acumen of industry standards and expectations.  <b>Assessment Method Type:</b>            Presentation/Performance  <b>Target:</b>            Students achieve minimal degree or certificate qualifications and successful completion of designated production assignments stemming from compiled coursework.</p>		
<p><b>PL-SLO Status:</b>            Active</p>			

THTR-CL-SLO - Four Column  
 Foothill College  
 Department - Theatre Arts (THTR)

**Mission Statement:** Our mission is to provide our students an expansive set of skills for creative, artistic expression with an eye towards cultural and interpersonal empathy in the contemporary world by providing perspective for expression from varying sources. Graduates of our actor training program will have developed a vibrant, personally relevant process for performance expression through intensive exposure to the foundation techniques, skills and practices of acting and all of its support elements. Graduates of our technical theatre program will, likewise, have gained a significant, vocationally appropriate set of skills based in the premises of production and design. Furthermore, our graduates will understand and possess the interpersonal skills of cooperation, collaboration, problem solving, team building and supportive peer evaluation necessary to effectively work in multi-contributing artistic environments. Our graduates will possess a realistic knowledge of the performing arts entertainment industry. Finally, our graduates will understand and appreciate the unique contributions of many cultures, ethnicities and value systems present in the rich heritage of world theatre.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Theatre Arts (THTR) - THTR 1 - THEATRE ARTS APPRECIATION - 1 - Integrate - A successful student will analyze and integrate his/her own artistic standards as they relate to theatrical performance and criticism. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will attend theatrical performances and submit written opinions of the production. Students will evaluate the the acting, directing, play structure, design components and audience response of the performance. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Successful students will present clear opinions with supporting examples from the performance in at least three of the five artistic criteria.	12/18/2011 - All students who received a passing grade in the class were able to meet this standard. They were able to present their opinions clearly and were able to provide examples form performances in at least three of the categories. Most of these were successful when discussing the audience, design elements, ad play structure. They struggled with acting and directing evaluations. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> Additional video and streaming resources to give students a greater range of performance examples in the acting and directing areas.	12/18/2011 - Since most students have limited exposure to theatrical performances and especially little experience assessing successful acting or directing, more examples are needed. With the bulk of the students in this class are online, integrating greater visual content to give students a broader range of acting and directing examples would give students a greater knowledge base for these areas.
Department - Theatre Arts (THTR) - THTR 1 - THEATRE ARTS APPRECIATION - 2 - Illustrate - A successful student can use examples from theatrical performances to illustrate his/her own artistic standards. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will attend theatrical performances and submit written opinions of the production. Students will evaluate the the acting, directing, play structure, design components and audience response of the performance. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Successful students will present clear personal opinions with supporting examples from the performance in at least three of the 5 artistic criteria	12/18/2011 - All students who submitted these assignments were capable of expressing their personal opinions but many struggled with finding appropriate examples from the performances. Most found it easier to relate their opinions to examples from the production when assessing the areas areas of design, play structure and audience response. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> Additional video and streaming resources to	12/18/2011 - Since most students have limited exposure to theatrical performances and especially little experience assessing successful acting or directing, more examples are needed. With the bulk of the students in this class are online, integrating greater visual content to give students a broader range of acting and directing examples would give students a greater knowledge base for these areas.



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>give students a greater range of performance examples in the acting and directing areas.</p>	
<p>Department - Theatre Arts (THTR) - THTR 1 - THEATRE ARTS APPRECIATION - 3 - Genres/Style - A successful student will be able to recognize different theatrical genres and assess the style of current theatrical presentations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be assessed on their knowledge of basic theatrical genres including tragedy, comedy, drama, melodrama, and musicals.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Successful students will be able to demonstrate the ability to define the criteria for at least three of the five basic theatrical genres and provide examples of specific theatrical performances in each.</p>	<p>12/18/2011 - Unclear. Students who took these tests were able to successfully distinguish the criteria applicable to the various theatrical genres. Since these questions are spread out over several tests/quizzes it is difficult to accurately compile data</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p>	<p>12/18/2011 - Focus questions about theatrical genres in one quiz, use other quizzes for reinforcement and review as appropriate. Add section on genre to production review essays.</p>
<p>Department - Theatre Arts (THTR) - THTR 20A - ACTING I - Communication - By processing intricacies of human behaviors empathetically, students will develop the voice and body as an instrument of expression applicable in multiple public and interactive situations. Additionally, students will gain confidence through the experience of interaction--applicable in both interpersonal and performance circumstances. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 20A - ACTING I - 2 - Critical Thinking &amp; Skills - Upon satisfactory completion of this course, through introduction to the practices of the theatre arts and developed ability to analyze text from multi-cultural sources and performance content for self-advancement, students will be able to employ basic foundational acting premises towards</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>confident, embodied performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Essay reflecting participation experience and development through course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <hr/> <p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <hr/> <p><b>Assessment Method:</b> Journal reflecting experiences and development through course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		
<p>Department - Theatre Arts (THTR) - THTR 20B - ACTING II - 1 - Communication - By processing intricacies of human behaviors empathetically, students will develop the voice and body as an instrument of expression applicable in multiple public and interactive situations. Additionally, students will gain confidence through the experience of interaction--applicable in both interpersonal and performance circumstances. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>		
<p>Department - Theatre Arts (THTR) - THTR 20B - ACTING II - 2 - Skills &amp; Critical Thinking - Upon satisfactory completion of this course, through introduction to the practices of the theatre arts and developed ability to analyze text from multi-cultural sources performance content for self-advancement, students will be able to employ basic foundational acting premises towards confident, embodied performance at</p>	<p><b>Assessment Method:</b> Journal reflecting experiences and development through course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <hr/> <p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>an increasingly advanced level from previous sequence course. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 20C - ACTING III - 1 - Communication - By processing intricacies of human behaviors empathetically, students will develop the voice and body as an instrument of expression applicable in multiple public and interactive situations. Additionally, students will gain confidence through the experience of interaction--applicable in both interpersonal and performance circumstances." (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 20C - ACTING III - 2 - Skills &amp; Critical Thinking - Upon satisfactory completion of this course, through introduction to the practices of the theatre arts and developed to analyze text and performance content for self-advancement, students will be able to employ basic foundational acting premises towards confident, embodied style or genre specific performance, with relation to other performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Journal reflecting experiences and development I through course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 20D - ACTING IV - 1 - Knowledge &amp;</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Communication - Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. And as such, have a newly acquired wealth of skills, theories and techniques giving them advantage in the industry by increasing active knowledge of prescribed performance genres. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 20D - ACTING IV - 2 - Critical Thinking and Collaboration. - Students heighten abilities to analyze text and performance content for self-advancement, progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. All paramount preparations for a well-rounded artist to perceive and employ in the field. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Assessment Method:</b> Journal reflecting experiences and development I through course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		
<p>Department - Theatre Arts (THTR) - THTR 20E - ADVANCED ACTING V - 1 - Knowledge &amp; Communication - Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. And as such, have a newly acquired wealth of skills, theories and techniques giving them advantage in the industry by increasing active knowledge of prescribed performance genres. (Created By Department - Theatre Arts (THTR))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 20E - ADVANCED ACTING V - 2 - Critical Thinking and Collaboration. - Students heighten abilities to analyze text and performance content for self-advancement, progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. All paramount preparations for a well-rounded artist to perceive and employ in the field. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Journal reflecting experiences and development through course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <hr/> <p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 21 - INTRODUCTION TO TECHNICAL THEATRE - 1 - Tools/Hardware - A successful student can identify basic tools and hardware used in theatrical productions. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Visual identification of common tools and their uses</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> All students should be able to correctly identify 85% of the tools shown</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 21 - INTRODUCTION TO TECHNICAL THEATRE - 2 - Personnel - A successful student can recall the jobs and functions of administrative and artistic personnel in theatre, film, and television (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Students will draw/create a management chart for a not-for profit theatre company including artistic and business management and task positions</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Successful students should be able to draw a management plan for a not-for profit theatre company correctly showing 75% of</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active	typical management and 90% of typical production positions.		
<p>Department - Theatre Arts (THTR) - THTR 21A - SCENERY &amp; PROPERTY CONSTRUCTION - 1 - Tools - A successful student can demonstrate the safe use of basic hand and power woodworking tools used in the production of scenery. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Students will be observed using basic hand and power tools in a working environment</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> Following completion of the course all students will be able to appropriately and safely use all basic hand and power tools</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 21A - SCENERY &amp; PROPERTY CONSTRUCTION - 2 - Safe Practices - A successful student can describe and demonstrate knowledge of safe practices required in the creation and handling of stage scenery in stage and shop areas (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Students will be tested on general theatrical shop safety practices at the beginning and end of the course</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> All students shall be able to successfully answer at least 90% of the questions on the quiz.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be asked to demonstrate safe practices in a theatre setting to their peer group</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Upon completion of the course, all students should be able to safely demonstrate safe practices in the areas of ladder safety, working overhead, working around and with power tools, and handling flat scenery</p>		
<p>Department - Theatre Arts (THTR) - THTR 21B - INTERMEDIATE SCENERY &amp; PROPERTY CONSTRUCTION - 1 - Construct - A successful student can safely construct small projects using correct tools and procedures. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Students will construct basic scenic and property units for use in theatrical presentations while safely uses basic tools and methods</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Successful students will demonstrate the</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>	<p>ability to construct flat and platform scenery on a level acceptable for an amateur production company.</p>		
<p>Department - Theatre Arts (THTR) - THTR 21B - INTERMEDIATE SCENERY &amp; PROPERTY CONSTRUCTION - 2 - Shop Drawings - A successful student will be able to read and interpret shop drawings for scenic units and plan the steps need for construction. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Students will be asked to read simple shop drawings and explain what the project requires and the steps needed for construction.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 21C - ADVANCED SCENERY &amp; PROPERTIES CONSTRUCTION - 1 - Plan/Create - A successful student will assess the material and tool requirements to independently plan and create simple scenery and properties for theatrical productions. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Students will be asked to create a plan of materials, tools and construction process for small scenic projects.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> Successful completion of all projects after review of the plan with instructor</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 21C - ADVANCED SCENERY &amp; PROPERTIES CONSTRUCTION - 2 - Collaboration - A successful student can work collaboratively with staff and other students to create scenery and properties for a department production (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Individual students will be given responsibility for small projects and be asked to coordinate materials, tools and construction process with other projects with a defined completion date</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> All projects complete before technical rehearsals of the current production</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 22 - AUDITIONING FOR THEATRE - Communication &amp; Industry Standards - Upon completing this class, students will generate,</p>	<p><b>Assessment Method:</b> Successful execution of sequenced performance exercises gauged for knowledge integration into practice.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
rehearse and perform a general audition package, suitable for application to the theatre community at large incorporating the criteria and theories introduced, preparing the student to face the expectations of auditioning premeases and guidelines within the live performance industry. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012 <b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active	Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 22 - AUDITIONING FOR THEATRE - Skills & Critical Thinking - Upon completion of this class, students will capture and be able to apply concepts of self-promotion, self-marketing and the industry standards for personal presentation in seeking performance/employment opportunities. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012 <b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. <b>Assessment Method Type:</b> Discussion/Participation		
Department - Theatre Arts (THTR) - THTR 2A - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012 <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>2A - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2A - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2AS - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2AS - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2AS - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2AT - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2AT - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines. (Created By</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2AT - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2B - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2B - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 2B - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>		
<p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 2BS - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>		
<p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 2BS - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from early 17th century through the late 19th century from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 2BS - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2BT - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2BT - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from the mid 19th century to early 20th century from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2BT - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2C - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2C - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2C - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations.</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2CS - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2CS - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from the early to mid 20th century from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2CS - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2CT - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2CT - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from the mid-20th century to contemporary time from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 2CT - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 38 - MOVEMENT PRACTICUM FOR THE ACTOR - 1 - Theory &amp; Expression - Through applied, active study of movement theories and theorists, students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist more viable in communicating through performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p>Department - Theatre Arts (THTR) - THTR 38 - MOVEMENT PRACTICUM FOR THE ACTOR - 2 - Body Awareness and Mechanics - Students, through personally and secondarily examining the relationship between body and mind, time and space, breath and body impulse students will be able to employ the cohesive properties and the integrative relationships of all as applied to generating vibrant, unified, embodied performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Assessment Method:</b> Journal reflecting experiences and development through course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		
<p>Department - Theatre Arts (THTR) - THTR 38D - MOVEMENT FOR THE ACTOR: STAGE COMBAT - Knowledge &amp; Skills - Upon completion of this class, students will have working knowledge of the procedures, safety premises, terminology and execution of hand-to-hand stage combat</p>	<p><b>Assessment Method:</b> Original peer choreography demonstration.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>universally employed in the entertainment industry. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 38D - MOVEMENT FOR THE ACTOR:STAGE COMBAT - Practical Execution and Critical Thinking - Upon completion of this class, students will be able to basically apply the above (SLO #1) listed stage combat choreography precepts into practical performance circumstances. (Created By Department - Theatre Arts)</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Original peer choreographed demonstration</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 40A - BASIC THEATRICAL MAKE-UP - 1 - Use/Effectiveness - A successful student will identify and compare the use and effectiveness of available makeup products and materials. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Observation and discussion</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Experimentation with, and subsequent understanding of the use of a variety of makeup products and materials</p>		
<p>Department - Theatre Arts (THTR) - THTR 40A - BASIC THEATRICAL MAKE-UP - 2 - Design/Application - A successful student will demonstrate skills in the design and application of theatrical makeup. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluation of makeup design concepts and ideas.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Completed makeup applications.</p>		
<p>Department - Theatre Arts (THTR) - THTR 40A - BASIC THEATRICAL MAKE-UP - 3 - Design Skills - A successful student will employ basic design skills, including</p>	<p><b>Assessment Method:</b> Evaluation of design sheets and clay modeling projects.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>drawing, painting and clay modeling. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Designs that can translate into effective finished products.</p>		
<p>Department - Theatre Arts (THTR) - THTR 40A - BASIC THEATRICAL MAKE-UP - 4 - Facial Anatomy - A successful student will locate and give examples of facial anatomy as it pertains to various character factors, including age, gender, race, and species. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> lab assignments</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Demonstration of facial alterations in completed projects.</p>		
<p>Department - Theatre Arts (THTR) - THTR 40B - THEATRICAL MAKE-UP FOR PRODUCTION - 1 - Use/Effectiveness - A successful student will identify and compare the use and effectiveness of available makeup products and materials. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Observation and discussion</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Experimentation with, and subsequent understanding of the use of a variety of makeup products and materials</p>		
<p>Department - Theatre Arts (THTR) - THTR 40B - THEATRICAL MAKE-UP FOR PRODUCTION - 2 - Design/Application - A successful student will demonstrate skills in the design and application of theatrical makeup for production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluation of makeup design concepts and ideas.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Completed makeup applications.</p>		
<p>Department - Theatre Arts (THTR) - THTR 40B - THEATRICAL MAKE-UP FOR PRODUCTION - 3 - Proficiency - A successful student will demonstrate skills in</p>	<p><b>Assessment Method:</b> Observation</p> <p><b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>the use of advanced makeup materials. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Class/Lab Project</p> <p><b>Target for Success:</b> Complete all required steps to create advanced makeup applications.</p>		
<p>Department - Theatre Arts (THTR) - THTR 40B - THEATRICAL MAKE-UP FOR PRODUCTION - 4 - Facial Anatomy - A successful student will locate and give examples of facial anatomy as it pertains to various character factors, including age, gender, race, and species. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> lab assignments</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Demonstration of facial alterations in completed projects.</p>		
<p>Department - Theatre Arts (THTR) - THTR 43A - FOUNDATIONS IN REALISTIC ACTING - 1 - Analysis - A successful student will analyze realistic texts for origins of choices and motivations in human behaviors. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> script analysis assignment</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> An acceptable analysis and full breakdown of a scene from a published play.</p>		
<p>Department - Theatre Arts (THTR) - THTR 43A - FOUNDATIONS IN REALISTIC ACTING - 2 - Self-preparation/Communication - A successful student will prepare themselves as an instrument of vibrant communication. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In-class exercises for the development of physical and vocal presence and character communication.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> Full participation and effort in exercises.</p>		
<p>Department - Theatre Arts (THTR) - THTR 43A - FOUNDATIONS IN REALISTIC ACTING - 3 - Performance - A successful</p>	<p><b>Assessment Method:</b> Performance of assigned scenes and/or</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>student will apply the integrated skills of realistic textual analysis into tangible actor choices by employing imagination, observation and concentration, as they apply to determining character action. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p>monologues.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Complete memorization and engagement in assignment, utilizing all integrated skills and preparation.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 43C - FOUNDATIONS IN CLASSICAL ACTING - Performance - Upon completion of this course, students will be able to comprehensively combine and apply the challenges of heightened language, the limitations and expectations of social behaviors from the varied cultures and eras studied into embodied performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfillment of designated performance/production assignments.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 43C - FOUNDATIONS IN CLASSICAL ACTING - Communication - Upon completion of this course, students will be able to beneficially analyze and interpret classical texts in multiple ways relevant to performance expression, employment and creative inspiration rendering greater communicative potential. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 43D - FOUNDATIONS ON COMIC STYLES - Critical Thinking and Communication - Upon completion of this course, students will be able to comprehensively combine and apply the challenges of heightened language, the limitations and expectations of</p>	<p><b>Assessment Method:</b> Journal reflecting experiences and development through course with applicable terminology and appropriate self-review.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>social behaviors from the varied cultures and eras studied into embodied performance through the unique distinctions of humorous perspective. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 43D - FOUNDATIONS ON COMIC STYLES - Performance - Upon completion of this course, students will be able to beneficially analyze and interpret genre specific comedic texts in multiple ways relevant to performance expression, employment and creative inspiration rendering greater communicative potential. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfillment of designated performance/production assignments. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 43E - IMPROVISATION - Self-growth - Upon completion of this course, students will develop increased confidence, flexibility, versatility and committed expressiveness applicable to multiple aspects of performance both within and beyond acting (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Comparative text reflection applying premisses of text to all aspects of course performance and communicative potential growth by means of journal or essay.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		
<p>Department - Theatre Arts (THTR) - THTR 43E - IMPROVISATION - Collaboration and Performance - Upon completion of this course, students will not only be able to comprehend and apply foundational premissis inherent to universal standards of improvisational performance, but invest themselves into multiple functional social and employment situations with a newfound sense of</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>expediency and collaboration. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 43F - ADVANCED CHARACTERIZATION - Critical Thinking - Upon completion of this course, students will have accessed multiple methods and approaches, employing a cross section of movement and vocal based skills, towards the challenges of embodying complex characterizations for performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students research and intergret varied material sources related to particular assignments and compile a strategy-based research presentation of expected approaches for class review.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 43F - ADVANCED CHARACTERIZATION - Performance - Upon completion of this course students will have engaged comprehensive preparation and performance strategies, producing increased embodying confidence in performance, highly applicable to industry employment. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 44 - PRODUCTION PROJECTS - 1 - Literature/History - A successful student will identify and assimilate the literature and history of a specific time period, cultural or ethnic experience, or historical epoch selected for the quarter's study. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Presentation and discussion of accumulated research and analysis.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> A fully developed knowledge of a particular theatrical genre and style.</p>		
<p>Department - Theatre Arts (THTR) - THTR 44 - PRODUCTION PROJECTS - 2 -</p> <p><b>Assessment Method:</b> Rehearsal of assigned script, incorporating</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Technique - A successful student will distinguish and practice a variety of activities necessary for the actor in production, from either the perspective of the actor or director, including the employment of a specific acting technique, as well as movement techniques and vocal production skills. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>acquired techniques and skills.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Complete and specific analysis of text and characterization, leading to performance quality work.</p>		
<p>Department - Theatre Arts (THTR) - THTR 44 - PRODUCTION PROJECTS - 3 - Perform - A successful student will identify and perform one or more aspects of technical theatre relevant to production, including directing, stage management, lighting and sound design and operation, set design and construction, properties, costumes, stage makeup, and publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Observation of assigned tasks and cooperative work.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Appropriate performance and completion of assigned tasks for production.</p>		
<p>Department - Theatre Arts (THTR) - THTR 47 - MUSIC THEATRE PRODUCTION WORKSHOP - 1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in staging a fully-realized, large-scale, live musical theatrical performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 47 - MUSIC THEATRE PRODUCTION</p>			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>WORKSHOP - 2 - Experiential Knowledge - A successful student, through personal involvement, will gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, large-scale, live musical theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 47X - MUSIC THEATRE PRODUCTION WORKSHOP - 1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in staging a fully-realized, large-scale, live musical theatrical performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 47X - MUSIC THEATRE PRODUCTION WORKSHOP - 2 - Experiential Knowledge - A successful student, through personal involvement, will gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, large-scale, live musical theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 48 - VOICE PRACTICUM FOR THE ACTOR - 1 - Theory/Examination - Successful students, through introduction of theory into guided examination, develop the ability to harness greater breath capacity, vocal sustainability, projection potential, resonance, articulation and placement for incorporation into performance for both indoor and outdoor venues. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 48 - VOICE PRACTICUM FOR THE ACTOR - 1 - Theory/Examination - Successful students, through introduction of theory into guided examination, develop the ability to harness greater breath capacity, vocal sustainability, projection potential, resonance, articulation and placement for incorporation into performance for both indoor and outdoor venues. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Journal reflecting experiences and development through course. <b>Assessment Method Type:</b> Essay/Journal		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 48 - VOICE PRACTICUM FOR THE ACTOR - 2 - IPA - Successful students integrate the demands of performing with targeted English language dialects through the employment of the International Phonetic Alphabet (IPA), thereby providing the foundation for employment of IPA towards performance with dialect or accent requirements. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Course efficiency based on satisfactory execution of midterm, final exams, small assignments and voice recording sample. <b>Assessment Method Type:</b> Exam - Course Test/Quiz		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 49 - REHEARSAL & PERFORMANCE - 1 - Synthesize/Develop Skills - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--applicable towards familiarizing with industry structures and experiences of live performance. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance		
<b>Assessment Cycles:</b> 2011-2012			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 49 - REHEARSAL &amp; PERFORMANCE - 2 - Experiential Knowledge - Students, through personal involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 49X - REHEARSAL &amp; PERFORMANCE - 1 - Synthesize/Develop Skills_1 - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--applicable towards familiarizing with industry structures and experiences of live performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 49X - REHEARSAL &amp; PERFORMANCE - 2 - Experiential Knowledge_1 - Students, through personal involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012 <b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 49Y - REHEARSAL & PERFORMANCE - 1 - Synthesize/Develop Skills_1 - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--applicable towards familiarizing with industry structures and experiences of live performance. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012 <b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 49Y - REHEARSAL & PERFORMANCE - 2 - Experiential Knowledge_1 - Students, through personal involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012 <b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 50 - PRODUCTION PROJECTS IN THEATRE - 1 - Investigate Skills - A successful student will discover and investigate skills applicable to the creation of all aspects of theatre production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Written original scripts or a variety of observable skill sets</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Accepted script work and assignment of acting and/or technical positions.</p>		
<p>Department - Theatre Arts (THTR) - THTR 50 - PRODUCTION PROJECTS IN THEATRE - 2 - Practice and Apply - A successful student will practice and apply skills in mutiple areas of theatre, including playwrighting, acting, directing, design, management and marketing. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Observation, participation and discussion</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Completion of writing, acting, directing or design project, or assigned technical/production work.</p>		
<p>Department - Theatre Arts (THTR) - THTR 50 - PRODUCTION PROJECTS IN THEATRE - 3 - Themes and Issues - A successful student will identify and explore relevant, topical, contemporary issues and themes upon which to build a production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Script writing and group projects</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Completed public performance based on cooperatively agreed upon issues and themes.</p>		
<p>Department - Theatre Arts (THTR) - THTR 53 - AUDITIONING FOR THEATRE - 1 - Audition Package - Successful students generate, rehearse and perform a general audition package, suitable for application to the theatre community at large incorporating the criteria and theories introduced. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 53 - AUDITIONING FOR THEATRE - 2 - Premises - Successful students apply practical comprehension of auditioning premises and industry guidelines through multiple auditioning scenarios. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. <b>Assessment Method Type:</b> Discussion/Participation		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 53 - AUDITIONING FOR THEATRE - 3 - Promotion/Presentation - Successful students capture concepts of self-promotion and the industry standards for personal presentation in seeking performance/employment opportunities. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 54 - ACTOR'S WORKSHOP - 1 - Develop Skills - Successful students develop and practice additional skills in stage characterization, movement and voice, focusing on a high level of versatility. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Observation <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Fully submersed and committed in-class acting assignments, leading to expanded versatility as an actor.		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 54 - ACTOR'S WORKSHOP - 2 - Strengths/Weaknesses - Successful students are able to identify acting strengths and weaknesses, and convert weaknesses into additional strengths. (Created By	<b>Assessment Method:</b> Discussion, observation <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Full awareness of acting strengths and		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Theatre Arts (THTR) <b>Assessment Cycles:</b> 2011-2012	weaknesses, and the development of the ability to control them.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 5B - PLAYWRITING - 1 - Scope and Demands - A successful student will synthesize the scope and demands of language structure, formatting, industry standards and source inspiration creating original, dramatic compositions. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 5B - PLAYWRITING - 2 - Analysis and Critical Thought - A successful student will, by transferring observations of human nature, its relationships and idiosyncrasies, into original composition, enhance the relationship between analysis and critical thought. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 5B - PLAYWRITING - 3 - Insight - A successful student will acquire significant insight into the process of performing art and the expected contributions of each of the main collaborators: playwrights, producers, directors, choreographers, actors, designers, stage managers, technicians. (Created By Department - Theatre Arts (THTR)) <b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 5C - INTERMEDIATE PLAYWRITING - 1 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Scope and Demands - A successful student will synthesize the scope and demands of language structure, professional formatting, industry standards and source inspiration creating original, dramatic compositions. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 5C - INTERMEDIATE PLAYWRITING - 2 - Analysis and Critical Thought - A successful student will, by transferring observations of human nature, its relationships and idiosyncrasies, into original feature-length composition, enhance the relationship between analysis and critical thought. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 5C - INTERMEDIATE PLAYWRITING - 3 - Insight - A successful student will acquire significant insight into the process of performing art and the expected contributions of each of the main collaborators: playwrights, producers, directors, choreographers, actors, designers, stage managers, technicians. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 6 - ADVANCED PLAYWRITING - 1 - Scope and Demands - A successful student will synthesize the scope and demands of language structure, professional formatting, industry standards and source inspiration creating original, dramatic compositions.</p>			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 6 - ADVANCED PLAYWRITING - 2 - Analysis and Critical Thought - A successful student will, by transferring observations of human nature, its relationships and idiosyncrasies, into original feature-length composition, enhance the relationship between analysis and critical thought. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 6 - ADVANCED PLAYWRITING - 3 - Insight - A successful student will acquire significant insight into the process of performing art and the expected contributions of each of the main collaborators: playwrights, producers, directors, choreographers, actors, designers, stage managers, technicians. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 7 - INTRODUCTION TO DIRECTING - 1 - Relationship - A successful student will students can demonstrate an understanding of the relationship of the director to the total theatrical production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 7 - INTRODUCTION TO DIRECTING - 2 -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Script - A successful student will analyze and prepare a script for production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 7 - INTRODUCTION TO DIRECTING - 3 - Actors/Casting - A successful student will assemble actors for production through the audition and casting process. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 7 - INTRODUCTION TO DIRECTING - 4 - Scene - A successful student will dramatize a theatrical scene utilizing the fundamentals of composition, movement, business and characterization.. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 8 - MULTICULTURAL PERFORMING ARTS IN MODERN AMERICA - 1 - Tradition/Context - A successful student will have connected the development of each theater tradition with social, political and artistic movements of the time, and therefore can locate each tradition within a diverse cultural context. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 8 - MULTICULTURAL PERFORMING ARTS IN MODERN AMERICA - 2 - Theater Types -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>A successful student will have distinguished between the commercial Broadway theater, the non-profit regional theater and theaters with a multicultural focus, and therefore can identify less visible ?mission theater? companies in the Bay Area. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 81 - CONTEMPORARY ISSUES IN PERFORMANCE SEMINAR - 1 - Trends - A successful student will distinguish and examine the contemporary performance and business trends of the entertainment industry. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 81 - CONTEMPORARY ISSUES IN PERFORMANCE SEMINAR - 2 - Productions - A successful student will analyze and evaluate theatrical productions by professional and nonprofessional performers and companies. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 81 - CONTEMPORARY ISSUES IN PERFORMANCE SEMINAR - 3 - Ethics - A successful student will recognize and identify the industry standards of ethical behaviors and practices for professionals. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Theatre Arts (THTR) - THTR 85 - DIRECTED FIELD STUDY IN THEATRE - 1 - Insight/Perspective - Upon completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>		
<p>Department - Theatre Arts (THTR) - THTR 85 - DIRECTED FIELD STUDY IN THEATRE - 2 - Analytical Abilities - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p>Department - Theatre Arts (THTR) - THTR 85X - DIRECTED FIELD STUDY IN THEATRE - 1 - Insight/Perspective_1 - Upon completion of this course, students through observation of outstanding, live, professional theatre,</p>	<p><b>Assessment Method:</b> Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 85X - DIRECTED FIELD STUDY IN THEATRE - 2 - Analytical Abilities_1 - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p>Department - Theatre Arts (THTR) - THTR 85Y - DIRECTED FIELD STUDY IN THEATRE - 1 - Insight/Perspective_1 - Upon completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development. (Created By Department -</p>	<p><b>Assessment Method:</b> Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 85Y - DIRECTED FIELD STUDY IN THEATRE - 2 - Analytical Abilities_1 - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p>Department - Theatre Arts (THTR) - THTR 85Z - DIRECTED FIELD STUDY IN THEATRE - 1 - Insight/Perspective_1 - Upon completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 85Z - DIRECTED FIELD STUDY IN THEATRE - 2 - Analytical Abilities_1 - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p>Department - Theatre Arts (THTR) - THTR 95 - THEATRE SUMMER STOCK WORKSHOP - 1 - Synthesize/Develop Skills - Through critical thinking, problem solving, and teamwork practices, successful students challenge, synthesize and develop skills pertaining to the designated assignment (actor, designer, stage manager, technician) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 95 - THEATRE SUMMER STOCK WORKSHOP - 2 - Experiential Knowledge - Successful students, through personal interaction and involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012	<b>Course-Level SLO Status:</b> Active		
Department - Theatre Arts (THTR) - THTR 95 - THEATRE SUMMER STOCK WORKSHOP - 3 - Direct Knowledge - Successful students furthermore process direct knowledge through personal involvement the roles, demands, terminology, expectations of developing a production in the model of a professional/semi-professional structured theatre environment. (Created By Department - Theatre Arts (THTR))	<b>Assessment Cycles:</b> 2011-2012	<b>Course-Level SLO Status:</b> Active	
Department - Theatre Arts (THTR) - THTR 95X - THEATRE SUMMER STOCK WORKSHOP - 1 - Synthesize/Develop Skills - Through critical thinking, problem solving, and teamwork practices, successful students challenge, synthesize and develop skills pertaining to the designated assignment (actor, designer, stage manager, technician) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR))	<b>Assessment Cycles:</b> 2011-2012	<b>Course-Level SLO Status:</b> Active	
Department - Theatre Arts (THTR) - THTR 95X - THEATRE SUMMER STOCK WORKSHOP - 2 - Experiential Knowledge - Successful students, through personal interaction and involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 95X - THEATRE SUMMER STOCK WORKSHOP - 3 - Direct Knowledge - Successful students furthermore process direct knowledge through personal involvement the roles, demands, terminology, expectations of developing a production in the model of a professional/semi-professional structured theatre environment. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 97 - ACTORS' ENSEMBLE - 1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 97 - ACTORS' ENSEMBLE - 2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized,</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>live theatrical performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 97X - ACTORS' ENSEMBLE - 1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 97X - ACTORS' ENSEMBLE - 2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 97Y - ACTORS' ENSEMBLE - 1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts,</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 97Y - ACTORS' ENSEMBLE - 2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 97Z - ACTORS' ENSEMBLE - 1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 97Z - ACTORS' ENSEMBLE - 2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician,</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>choreographer) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 99 - THEATRE WORKSHOP - 1 - Experiential Knowledge &amp; Critical Thinking - Upon completion of this course, students, in a leadership capacity, through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--engendering a greater sense of leadership process in production development. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful, consistent completion of designated assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 99 - THEATRE WORKSHOP - Practical Leadership &amp; Communication - Upon completion of this course, students, in a leadership capacity, through personal involvement, supervised coordination, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful, consistent completion of designated assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 99X - THEATRE WORKSHOP - 1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful, consistent completion of designated assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 99X - THEATRE WORKSHOP - 2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful, consistent completion of designated assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		