

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Department Name:** THEATRE ARTS

**Division Name:** FINE ARTS AND COMMUNICATION

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

Name	Department	Position
TOM GOUGH	THEATRE ARTS	FT FACULTY
BRUCE MCLEOD	THEATRE ARTS	FT FACULTY
JANIS BERGMANN	THEATRE ARTS	FT FACULTY
MILISSA CAREY	THEATRE ARTS/MUSIC	FT FACULTY

**Number of Full Time Faculty:** 3.2 **Number of Part Time Faculty:** 1.2

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

Box Office Manager

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

THEATRE ARTS	<input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
THEATRE TECHNOLOGY	<input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

**SECTION 1: PROGRAM DATA & ENROLLMENT**

**1A. Transcriptable Program Data:** Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
AA Theatre Arts	4	6	7
AA Theatre Technology	0	2	4
ADT Transfer Theatre Arts	0	0	1
CEA Theatre Technology	0	1	0

**1B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016
Actor Training Certificate Career Certificate	0	0	9
Theatre Technology Career Certificate	1	2	4
Theatre Production Organization Career	0	2	0

Certificate			
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Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

Theatre Technology is a CTE program. The career certificates prepare students for entry level jobs in the theatre industry. In addition to newly matriculated students, they are useful for returning students who are seeking additional career oriented training in the field, having already received Baccalaureate degrees in other fields. The certificates are difficult to track since not all students who complete the classwork apply for the certificate. The Actor Training Certificate is a precursor for a performance option of the AA in Theatre Arts for students who wish to specialize in this area but are not interested in transfer or degree options at this time.

**1C. Department Level Data:**

	2013-2014	2014-2015	2015-2016
<b>Enrollment</b>	<b>833</b>	<b>1026</b>	<b>809</b>
<b>Productivity</b>	<b>439</b>	<b>420</b>	<b>353</b>
<b>Course Success</b>	<b>88%</b>	<b>87%</b>	<b>85%</b>
<b>Full-Time Load (FTEF)</b>	<b>2.2</b>	<b>3.4</b>	<b>3.2</b>
<b>Part-Time Load (FTEF)</b>	<b>1.1</b>	<b>0.5</b>	<b>0.4</b>

**1D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years):  Increase  Steady/No Change  Decrease

**1E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**1F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:  Above Level  At Level  Below Level

Female:  Above Level  At Level  Below Level

<25 Years Old:  Above Level  At Level  Below Level

>25 Years Old:  Above Level  At Level  Below Level

**1G. Equity:** One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster

youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

In general, course success rates overall and in every disaggregated group are either at or above similar college-wide rates, in many cases significantly above. The small class sizes and the cooperative nature of many of our courses create an environment that fosters student engagement and student success. Enrollment data shows the program with fewer enrolled minority students with a correspondingly larger percentage (44% to 29%) of white students than college-wide enrollments. There is, however, a considerable achievement gap between African American students (64% success rate) and all other measured ethnic groups (82-100%). Part of this may be the lack of any significant number of enrolled students in this group. In this regard, we have an opportunity to join a network of colleges and universities in Northern California working with the internationally reputed The Acting Company. They are spearheading a new outreach program to provide a series of workshops as well as two touring productions over the course of four terms. We would look to make these workshops and shows available to the local high school students at no extra charge in an attempt to attract our feeder schools to our program, while also providing substantive, meaningful augmentation to our current students. There is also the possibility of some cross-pollinating benefit to Humanities and Language Art students. In addition to increasing enrollment we need to develop ways to support these students through cohorts or other campus support services. Overall online course success rates are 9% below the college as a whole (67% vs 76%). Minority achievement gaps are more prevalent here also, although sample sizes are small. We are exploring various options to raise online success rates that have shown success in other disciplines; early contact, minimizing late adds, early identification of students at risk, more aggressive interventions for struggling students. These and other measures should help move our courses closer to the college standard.

**1H. Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

Enrollment is clearly a huge issue and the department has struggled to address this over the past few years. A spike in enrollment in 2013-14; up 23%; was achieved at a cost to productivity and could be attributed at least in part to a 37% increase in the number of sections offered. This also masked the underlying trend of lower enrollments. While few classes have been cancelled due to enrollment shortfalls, overall we only average slightly more than 10 students per section taught. We are addressing low enrolled courses and fluctuations in enrollment in a few ways. The department recently completed a two-year schedule that includes more offerings of GE and degree core classes, fewer elective classes. The AA degree will be streamlined in this curriculum cycle to include fewer elective choices to create clear pathways for students. Scheduling will focus on core degree classes with fewer adjunct instructors, overloads and scheduling conflicts within the department classes. Department faculty have created new survey courses and moved others online in efforts to reach a broader student population. These efforts have been recently implemented in response to the ongoing enrollment instability. We are hopeful that these changes will be effective over the course of this year.

**1I. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend:  Increase  Steady/No Change  Decrease

Program Productivity (Compared to College):  Above Goal  At Goal  Below Goal

Please discuss what factors may be affecting your program's productivity.

Theatre Arts productivity has been declining consistently since repeatability ended, falling from 453 in 2012-13 to 353 in 2015-16. The department has only just begun to implement measures that might counter this trend. The true nature of the decline is further masked by the increase shown in the small number of online classes taught. Since 2012-13, there has been no reduction in the number of course sections taught, yet enrollment is down over 40%. In order to reach the college target, enrollment would have to more than double. Scheduling has not helped, with nearly the same number of sections taught last year as in 2012-13. Some minor effects may be due to continued changes in scheduling and instructors; all of the three full-time faculty members have been on PDL for portions of the last three years and adjuncts have been hired to teach potentially higher enrolled classes with minimal success. While several of the Theatre Technology courses; scenic production, make up, and costume construction, for example; are hampered by classrooms that can not effectively support enrollments much above 16, too many courses other courses are not achieving significantly higher numbers. The loss of program and course continuity has been substantial given the inability of the department to offer a consistent and sustainable schedule to students. Adoption of online instruction has lagged behind other campus departments, partly due to the interactive nature of theatre courses but also due to a lack of focus on the potential enrollment possibilities of these classes. Too often, additional courses have been offered that have diluted the pool of potential students in these classes.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

The department has recently streamlined the available course section offerings and completed a two year schedule proposal that will allow students greater certainty in their course planning and insure that all degree and certificate pathways can be completed in two years or less. This schedule will be released to counselling with the beginning of Winter quarter. All survey courses in the department; THTR 1, 8, 2A, 2B, 2F, 12A and 26; have been approved for online instruction and will be offered online on a regular basis. Several of these are GE approved and have the potential to draw students from a broader pool. The use of adjunct faculty has been largely eliminated except in very discipline-specific areas (costuming), back fill for PDL faculty, and new evening course offerings at Sunnyvale. The past year has seen the creation of two new survey courses, THTR 2F, History of Musical Theatre, and THTR 12A, Stage to Screen, both of which will be online and have the potential to reach a broader audience. A third course, THTR 26, History of Costume and Fashion Design, is being readied for the same treatment later this year. Finally, every FT faculty member will teach at least one high enrollment, online class each quarter in an effort to bring consistency of scheduling, enrollment and instruction to the department.

## SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

**2A. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion:  Above Standard  At Standard  Below Standard

Targeted Student Course Completion:  Above Standard  At Standard  Below Standard

Online Student Course Completion:  Above Standard  At Standard  Below Standard

In-Person/Hybrid Course Completion:  Above Standard  At Standard  Below Standard

**2B. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion:  Above Goal  At Goal  Below Goal

Targeted Student Course Completion:  Above Goal  At Goal  Below Goal

Online Student Course Completion:  Above Goal  At Goal  Below Goal

In-Person/Hybrid Course Completion:  Above Goal  At Goal  Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Program level completion and success rates are well above targets and show a minimal gap between targeted and not targeted students. This likely is a result of the smaller class sizes in many of the hybrid and face to face classes and the cooperative and project-based instructional style of theatre courses. Additionally, most of the courses are taught by full time faculty who are available and on campus for student interaction. Online courses are less successful and need additional attention. While enrollment and productivity have been excellent, reaching a high of 602 last year with fewer sections, success rates are 10% below the IEPI goal of 77%. Part of this may be attributed to teaching turnover in these classes due to scheduling changes. By the end of Fall 2016 all department full-time faculty will have completed Canvas training and successful techniques can be more readily discussed and implemented across the online courses.

The Foothill College Theatre Department faculty regularly reviews program and course success rates, along with many other program considerations, largely through department meetings, typically scheduled monthly. Higher student retention rates, typically a hallmark of the department, that lead to greater student success rates has intermittently been a featured topic of discussion at our various department meetings. The frequency of the issue of basic skills needs has not come up as regularly as topics of realigning the program's offerings to appeal to a broader student population and streamlining efforts to prepare students for successful degrees, it has been discussed in regards to how best to serve recognized individuals whose skill sets are not as developed as some others may be. In these instances, we have regularly discussed considerations that may benefit the student while not violating the integrity of the coursework. Instances of these anecdotal analyses are quite regular and in line with accommodations from the DRC where applicable.

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

A more robust discussion of how to foster student success in online instruction needs to take place at the department level. We can probably do a better job of early identification of under-prepared students and aggressively steering these students towards available resources on and off campus. With the exception of online course completion of the IEPI goal--and even that isn't very far beneath the goal, the Theatre Arts Department's courses regularly have a completion rate well above both the institutional standard and the IEPI goal. Our program's objectives are largely in line with trying to maintain this track record and our online completion rate is not dissimilar if not slightly above the completion rate averages for the rest of the campus. We have recently made concerted efforts to increase our online presence and course availability by offering more online sections of more courses to a greater student population. This is a plan's effectiveness will likely need to await the results of some completion data. However, it is a concerted solution the department's faculty arrived at through pointed review and discussion of our offerings and how they need to change.

**2C. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)?  Yes  No

Does meaningful dialogue currently take place around equity and course success rates?  Yes  No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings  Opening Day  Online Discussions  Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

**Faculty teaching schedules have evolved in such a way that it is difficult to find times when all FT - faculty are available for these discussions. Some of this is driven by the demands of the production classes but the departments schedule has, like many others, deviated from the standard block scheduling leaving little time for faculty or student gatherings outside class. However, since the beginning of the calendar year, the department has resolved to conduct more regular meetings--and though schedules are compacted we have managed to meet, typically every three weeks when in session, to discuss a variety of department issues. Many discussions regarding online course content and viability has been addressed at these meetings. Going forward, these meetings will continue and we will look to broaden our scope of course reflections to the agenda.**

**2D. Course-Level:** How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

In this past year, the department's focus has been largely on program level changes rather than individual courses. This is due in some respects to the fact that most student learning outcome targets have been met in individual courses. Our chief focus has been on aligning our program choices to further support the college's target and mission. These changes include increased online presence, more online course offerings and concerted efforts to better align our schedule allowing for maximum course offering capability. The course level changes that have been proposed and/or submitted stem largely from efforts to expand our course offerings appeal to a broader audience of students by removing a prerequisites where CL-SLO's have lead us to believe prerequisites are not necessary. We are monitoring enrollments and success rates in those classes where prerequisites have been removed. Our experience with THTR 1 was successful in this regard. Not only did enrollment increase but the success rate growth has also increased from 57% to 67% overall and 40% to 57% in the targeted group area. Additionally, in our online courses of higher density, we have begun to include earlier assessments to discourage underprepared students from enrollment past the early drop deadline.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

In a few instances our CL-SLO's are not being met, the data and our anecdotal hypotheses seem to indicate the difficulty lies in maintaining success rates in the online courses especially among targeted groups. The COOL committee and FGA have put forth suggestions for student engagement in online courses that we are implementing: pre-quarter e-mail communication, clear guidelines and expectations on the home page with clarity as to next assignment expectations. These initiatives have had success retaining targeted students. We will continue to monitor success rates quarterly and seek out assistance from the wider College community.

**2E. Program-Level:** How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

This area is where the most significant evaluation of the department's processes have been rendered by the representative faculty. In our attempts to better serve a broader population of students as well as boost the productivity, the department has arrived at a comprehensive two-year scheduling plan that addresses the program level needs and targets, aligning them with degree necessities. This evolution includes an increase in online course presence, an increase in general education and broader appeal courses and elimination or reduced sections of non-essential classes with historically precarious enrollment numbers.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

As the first Theatre Arts student to achieve the ADT walked through last year's graduation ceremony, it is indicative of several others pursuing that new degree as well. After multiple hours of review analysis and negotiation, we have arrived at an exciting plan to introduce areas of emphasis within our AA degree during the next curriculum cycle. This proposed degree expansion is in an attempt to capture and motivate and number of students who have pursued the major almost to the point of completion, but moving on from their Foothill experience for a variety of reasons, though mostly having to do with taking a course or three within the major that does not interest them. This new plan offers students more flexibility in the focus of choosing their major with a particular emphasis. This coupled with the streamlined two-year course offering guidelines--a process that has been in flux since the elimination of repeatable courses-- should now offer students more streamlined, dependable ways of earning a degree more specifically tied directly to their interests.

If your department has a Workforce/CTE program, please complete Section 2F.

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

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

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

2-4% in theatre and entertainment related fields

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

Entertainment and Arts employment is projected to grow between 2 and 4% annually through 2017 according to California Ed. labor projections. Our Theatre Technology graduates are uniquely positioned for many of these jobs given the range of training and practical experience the program offers. Placement in the technical theatre industry is often driven by personal contacts. As such, the Theatre Technology faculty are in constant communication with many of the employers in the immediate area regarding their current and future needs. Faculty facilitate the contacts with employers and, where possible, provide advance screening and recommendations for prepared students. Given course and production schedules within the theatre community, it has been difficult to align internships for current student's schedules. We have, however, focused Perkins funding as well as new SB1070 funding to hire students to work alongside professionals in the field on department productions. These students have increased success with job placements after Foothill, often working for or alongside these professionals in career-advancing positions.

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

The CTE advisory board for Theatre Technology includes a mix of secondary school educators and theatre professionals who regularly review articulation with secondary schools and preparedness for job placements based on current professional experiences. Within funding and equipment limitations, the program revises course content according to their input. The CCC 2015 core indicator report for Foothill Theatre Technology shows a 100% placement rate based on 2013-14 enrollments.

Individual course enrollments in Theatre Technology remain constrained by facilities. The scenery

construction spaces can only safely accommodate 10-12 students at a time, costume and make up classes are limited to 20-24 and are split between two rooms. Specialized equipment must be portable and set up and removed on a regular basis for other room uses. Dedicated spaces for these classes would certainly allow more students access. As a temporary measure, we are looking at moving some lecture content online to allow more lab flexibility.

The Lohman theatre is now nearly 10 years old and some of the equipment was not new at the time. In terms of equipment technology, the facility is in the dark ages. For our students to be competitive in the job market, they must have training with modern technologies including digital controls, wireless communication and sound reinforcement and LED lighting technology for example. The facility is years behind most local secondary schools and it is difficult to claim we have a comprehensive theatre training program when the equipment does not support that training.

### SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

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

1. Implement courses that appeal to a broader range of students outside the department (since 2012)	Year: 12-16	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input checked="" type="checkbox"/> No Longer a Goal
2. Develop interdisciplinary courses within the Division to attract a broader range of students	Year: 15-16	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input checked="" type="checkbox"/> No Longer a Goal
3. Stabilize production support and staffing for all department offerings (since 2012)	Year: 12-16	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
4. Develop outreach support materials and implement an ongoing structure for outreach to secondary schools in our service area	Year: 15-16	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input checked="" type="checkbox"/> No Longer a Goal
5. Increase use of the Lohman theatre for lectures and small performances by campus and community groups	Year: 15-16	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
6. Replace worn and outdated equipment and furnishings (Since 2013)	Year: 13-16	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
7. Develop short courses in that can be offered at evening and weekend times and attract a new student population	Year: 15-16	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input checked="" type="checkbox"/> No Longer a Goal
8. Develop sustainable model for Theatre Arts Degree programs in performance (from 2012)	Year: 12-16	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input checked="" type="checkbox"/> No Longer a Goal

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

All of these goals are from the 15-16 annual program review, with those held over from previous years noted. All are long-term goals that require significant resources, either faculty and staff time or capital funding.

Goals 1,2, 4 and 7 have had minimal progress and will be subsumed into a broader goal to increase productivity and stabilize enrollment (3b.1.). These are all strategies that we will continue to explore but the broader goal of enrollment stability is key in all of these. Outreach efforts (Goal 4) have been minimal although CTE funding created a new Theatre Technology brochure. Articulation discussions were held with MVLA and PASUD school districts by current and past Deans but have yet to yield substantive progress, in large part due to staffing changeovers at MVHS and difficulties aligning instructional times and low enrollment projections at the secondary level. Short courses in Theatre Technology (Goal 7) have been discussed in several venues including the CTE advisory group, but no progress has been made on how these can/would be created and offered or how they might align with current courses.

Major funding is an impediment to stabilizing production support (Goal 3) and upgrading equipment (Goal 6). A comprehensive look at departmental performance programs (including the summer musical) and budgets is needed after many years of status quo. The recently revised mission statement will be a starting point for this effort. Additional use of the Lohman Theatre (Goal 5) can be a driver for community recognition, fundraising and enrollment outreach. The proposed scene shop was delayed due to budget over runs on other campus bond projects. This facility could be used to facilitate additional use of the Lohman in addition to serving as a venue for classes in several emerging campus programs including industrial design and 3D modeling and engineering. Until there are viable rehearsal and scenic construction spaces outside the theatre any additional campus use or major revenue from rentals or will be limited. Progress on this is slow and minimal. A series of new Asian-American play readings was held last year and will continue, Music Technology has held a new music Festival the past three years, and a cooperative one-night performance of 48-hour Shakespeare is again repeating. New initiatives include a planned pilot production from TheatreWorks in December 2017 that has the potential to bring audiences and rental revenue into the Lohman several times a year. A sustainable model for a Theatre performance degree (Goal 8) has been attempted for the last five years and we will attempt to put this to rest through elective pathways in the existing AA degree during this curriculum cycle.

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

Goals 1,2, 4 and 7 have had minimal progress and will be subsumed into a broader goal to increase productivity and stabilize enrollment (3b.1.). These are all strategies that we will continue to explore but the broader goal of enrollment stability is key in all of these. Outreach efforts (Goal 4) have been minimal although CTE funding created a new Theatre Technology brochure and articulation discussions were begun with MVLA and PASUD school districts. Short courses in Theatre Technology (Goal 7) have been discussed in several venues including the CTE advisory group, but no progress has been made on how these can/would be created and offered or how they might align with current courses.

**3B. New Program Objectives:** Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment
1. Increase productivity and stabilize	raise to 430 by F18	course enrollment

enrollment		
2. Increase success rates in online courses	meet college standard by F18	course enrollment
3. Increase enrollment of minority and underserved student populations	match college profiles by F18	course enrollment
4. Stabalize production support and staffing for all department offerings	Fall 2018	revised programming and budget FY 2018
5. Increase use of the Lohman theatre for lectures and small performances by campus and community groups	ongoing	30 dates by 2018
6. Replace worn and outdated equipment and facilities	ongoing	replacement purchases

**3C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- Create a culture of equity that promotes student success, particularly for underserved students.
- Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

**3D. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Scene shop	\$2M	1, 3, 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rehearsal space		5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Costume and makeup classroom	\$20-50K	1, 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New lighting and sound equipment	\$20K	3, 5, 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PT Lohman Theatre technical support	\$20K	3, 5, 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lohman Theatre video support	\$20K	5, 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classroom support equip	\$2K	6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outreach and program alliance with The Acting	\$10K over 18 mos	1 and 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Company and UCSC		

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassigned time.

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**3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.**

**Scene shop was originally part of bond measure but cost overruns in other areas dropped it off the list. No other resources requests were funded through program review in the last three years.**

#### SECTION 4: PROGRAM SUMMARY

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

Concern/Recommendation	Comments
Improve WSCH	The program has streamlined course offerings--reducing sections of historically low enrolled courses, introduced more GE and broad-appeal courses and further reduced dependence upon adjunct faculty.
Sunnyvale campus presence	We are initiating an evening acting class there and have ideas for others if the initial offering proves successful. So far, response to non-technology classes in the evenings has been good and we hope to add to those successes.
Target more degree-specific students	The ADT is fully available now. We are putting the final touches on revisions to our AA degree to create multiple pathways within the discipline. Completion of an acting certificate program has stalled, but will soon be revisited.
Enrollment fluctuations and productivity	Prrogram will offer fewer sections with less reliance on PT faculty to increase productivity. FT faculty will teach more classes that have the potential to reach a broader student population and fewer low-enrolled courses will be offered that do not serve either degree pathways or a general campus population.

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

<p>As indicated by the data, one of the Department's real strengths continues to be course completion rates as a measure of student success. Our position and relationship with the community remains a fairly unique one, compared to other departments, as we not only continue to serve thousands of patrons on-campus each year, but also have forged and maintained significant relationships with multiple professional and semi-professional performing arts organizations in the area. Some of these include: students being hired as production crew for TheatreWorks, our highly successful internship program with the City Lights Theater Company--now in its 12th year our second 48-Hour Play Festival on campus collaboration with the Silicon Valley Shakespeare Company. There are many others as well. We</p>
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have made several other attempts to collaborate with local high schools, some have not worked out, some have yielded significant benefit to both organizations. The efforts continue to reach out to them. The faculty has remained dedicated to maintaining a vibrant, diverse and dynamic program that fosters student success in many ways. We have been heartened that our students continue to thrive despite the decreased course offerings. The remaining challenges are substantial; to find a sustainable balance between instruction and production, to increase our presence on campus and in the community and to continue to develop curriculum and performances that inform our understanding of the world around us.

## SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

**5A. Attach 2015-2016 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**5B. Attach 2015-2016 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

## SECTION 6: FEEDBACK AND FOLLOW-UP

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

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

The Theatre Department has been struggling to deal with the end of repeatability for some years and I feel that they have finally come to terms with the fact that they need to see themselves as a regular Foothill department (with a robust offering of GE classes) and not as a special program (The Conservatory). They have worked with both the recent deans to streamline their course offerings and make sure that all full-time faculty teach the higher-enrolled online and F2F courses (THTR 1, THTR 8, etc.). We have seen a small improvement in enrollment and will continue to schedule only full-time faculty for these classes from now on. In addition, three of the four THTR faculty are Canvas trained and are teaching online sections. This will also help enrollment.

The department has committed to writing more GE curriculum and the THTR 2F and THTR 12A classes will be a positive addition to their GE offerings, especially as online courses. The overall courses success rate is still high (85%), although the slight decline since 2012/13 could be a function of the move to online sections.

It is nice to see that the department is so involved in the local community and bringing Theatreworks productions to the college in 2017 will help subsidize the cost of the Lohman and also provide opportunities for our students to work side by side with a professional theatre company. Theatre Technology is a CTE program and has been receiving Perkins funding for some time. We hope that the Strong Workforce initiative will also contribute to the expansion of this CTE program offering our tech students opportunities for paid internships with local theatre companies.

**6B. Areas of concern, if any:**

The most obvious area to address is enrollment. It has declined to the point that the program has very low productivity (353 last quarter). The department is hoping that more online sections will help grow both enrollment and productivity and the fact that one faculty member is on 33% reassigned time this year will also help. It must be noted that the department did not offer its usual Summer Musical last year (to be revived this summer) and that also hurt enrollment. The Theatre Department needs to take a

close look at its course offerings and see if there is any way it can attract more students from underrepresented groups; offering more GE courses will help in this effort as will participation in campus events (The Ghostlight event, being an example). The department did host one Open House in November and it is recommended that they do the same in the winter and spring to let more students know about their course offerings and to welcome the whole campus community into the program.

**6C. Recommendations for improvement:**

The THTR department needs to continue to market their program to the campus community. Outreach to local high-school THTR programs to attract students up to Foothill College would also help build interest and enrollment. Finally, the full-time faculty must teach at least one high-enrollment GE class each every quarter. This has already helped and will make a huge difference in productivity and enrollment.

**6D. Recommended Next Steps:**

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

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

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

The department should be commended for its effort to re-invigorate enrollments. It is clear from this program review that a lot of thought has been put in to how best to serve students and how best to get more students excited about a degree in Theatre. The department should be commend for its recent curriculum changes designed to better meet student needs.

It is nice to see THTR 8: Multicultural Theater Arts in Modern America (4 units) included as an elective in the new Social Justice ADT.

**6F. Areas of concern, if any:**

I think the department's focus on program pathways will pay off in the long run. I must say it is not clear to me from this program review the distinction between the Theatre Teachnology award and the Theatre Arts AA and ADT and how they work together. Articulating this for students in clearly defined pathways could be one tool for increasing enrollment.

**6G. Recommendations for improvement:**

The program outcomes assessments show students are generally meeting the outcomes of the program (except for the porfolio). The department might consider working with institutional research to look at the outcomes for students based on their curricular pathway and demographics to assess whether there are differences in outcomes based on success in supporting courses - including courses outside the department.

The is a new reporting tool that provides information on potential student enrollment selections based on the student educational plan that might be helpful in mapping scheduling needs. The department might work with institutional research to review this data.

A sample of other suggestions (from various sources) for increasing the success for disproportionately impacted students include:

- Syllabus redesign
- Incorporation of service learning activities
- Including classroom activities to acknowledge and strengthen students' personal identities as learners (in the discipline)

These suggestions are given in the spirit of helping the program to improve. It is clear from the writing that the program has taken the time to thoughtfully address the prompts in this program review which show a viable program working to improve the learning opportunities for all its students.

**6H. Recommended Next Steps:**

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

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

# Unit Course Assessment Report - Four Column

## Foothill College Department - Theatre Arts (THTR)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><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.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><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.</p>	<p>12/02/2016 - All students who successfully passed the class were able to present clear opinions with supporting examples in multiple artistic areas. This is a core value of the learning outcomes in the course and directly correlates to overall course success. Students who struggle with this learning outcome are typically ESL students or students who are less prepared for the rigors of college level writing. Early assessment of these students in the class can help them either withdraw and correct their preparation deficiencies or prompt instructor recommendations for additional assistance. Course success rates are below college goals and methodology should be evaluated, especially with new faculty instructors being considered.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>12/02/2016 - Increased faculty contact for at risk students through face-to-face meetings (when possible) telephone contact, or peer mentoring. Larger discussion with department and college faculty regarding preparations for online student success. Incorporate alternate strategies including voicethread, to evaluate integration skills.</p> <hr/>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><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.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Successful students will present clear personal opinions with supporting examples</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>from the performance in at least three of the 5 artistic criteria</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>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>12/11/2015 - 80% of students completed the relevant assignment and 85% were able to correctly identify the relevant genres. All of these students received also received a passing grade for the class overall</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Theatre Arts (THTR) - THTR 12A - STAGE &amp; SCREEN - Critical Thinking and Analysis - Upon completionn of this course students will gain significant insight into comparable mediums of popular expression for both personal interpretation as well as audience impact. By keying into the emotional and intellectual influence of narrative and presentation has upon audiences, students will grow their textured ability to critically develop project outcomes. These skills will be applicable to various aspects of the performing arts (writing, directing, acting, designing), but will also invariably contirbute to multiple platforms of societal employment (public speaking, advocacy, business presentations). (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Comparative essays assessing contrasting works.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>		
<p>Department - Theatre Arts (THTR) - THTR 12A - STAGE &amp; SCREEN - Global View and</p>	<p><b>Assessment Method:</b> Peer group project assessing relationship</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Creativity - Upon completion of this course students will significantly embrace empathetic views of multiple-cultures and eras and the impact the narratives contained within the studied works (through the lens of contemporary perspectives) reflect the society, conditions and issues of these prescribed cultures and the diversity of human experience they reflect.</p> <p>(Created By Department - Theatre Arts (THTR))</p>	<p>between culture and produced work.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 20A - ACTING I - Communication - By processing intracacies 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>Start Date:</b> 12/02/2011</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>11/27/2016 - All activities and exercises proved appropriately challenging towards leading the vast majority of students who applied effort to develop sequential skills leading to successful culminations.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>11/27/2016 - Students who successfully completed the course, demonstrated noticeable growth in performance comfort and situation interpretation through these exercises.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>
		<p>11/27/2016 - All activities and exercises proved appropriately challenging towards leading the vast majority of students who applied effort to develop sequential skills leading to successful culminations.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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 confident, embodied performance. (Created By Department - Theatre Arts (THTR))</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> Essay reflecting participation experience and development 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><b>Assessment Method:</b> Journal reflecting experiences and development I through course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>	<p>12/11/2015 - All activities and exercises proved appropriately challenging towards leading the vast majority of students who applied effort to develop sequential skills leading to successful culminations though burgeoning class sizes still challenges the effectiveness and quality and interactions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</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</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p>	<p>12/11/2015 - The particular section being assessed here seems to be something of an anomaly because of a high rate of withdraws and students unwilling to put forth the effort to keep up with assignments. In other sections, these targets are absolutely met through the cumulative nature of arriving at final assignment.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
and performance circumstances. (Created By Department - Theatre Arts (THTR))		<b>Year This Assessment Occurred:</b> <u>2014-2015</u>	
<b>Start Date:</b> 12/02/2011			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 20B - ACTING II - 2 - Skills & 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 an increasingly advanced level from previous sequence course. (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>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	12/11/2015 - The culminating assignment and support assignments leading up to effectively challenge and demonstrate effective representations of the target. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> <u>2014-2015</u>	
<b>Start Date:</b> 12/02/2011			
<b>Course-Level SLO Status:</b> Active			
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))	<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	12/11/2015 - The particular section being assessed here seems to be something of an anomaly because of a high rate of withdraws and students unwilling to put forth the effort to keep up with assignments. In other sections, these targets are absolutely met through the cumulative nature of arriving at final assignment. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> <u>2014-2015</u>	
<b>Start Date:</b> 12/02/2011			
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>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>12/11/2015 - Substandard number of students have a distaste for self-reflection. This is an area to monitor, but this particular collection of students seemed to have a penchant towards apathy.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>12/11/2015 - Effectively demonstrates readiness for all elements pertinent to course success.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Theatre Arts (THTR) - THTR 20D - ACTING IV - 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> <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</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/Reflections	Action Plan & Follow-Up
<p>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>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>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> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Presentation of targeted research accompanying final performance.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Successful completion of individually specified project/assignment.</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>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 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><b>Assessment Method:</b> Substantive research journal of individually prescribed major assignment.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p><b>Assessment Method Type:</b> Essay/Journal</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>Course-Level SLO Status:</b> Active</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>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>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be asked to match the artistic, business and production positions in a not-for-profit theatre with job descriptions and responsibilities</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Successful students should be able to correctly match at least 80% of the positions with their job descriptions and responsibilities</p>		
<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>Course-Level SLO Status:</b> Active</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>12/11/2015 - Students were observed and by the end of the quarter, all were able to safely use the basic hand power tools in an appropriate manner. In addition, students have been asked to demonstrate this for others and have begun creating training videos.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Scant proximity of student work space makes safety an ongoing issue. A larger space would alleviate this danger.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>construction space is limited and</p> <p><b>Resource Request:</b> Sceneth proximity of student work space makes safety an ongoing issue. A larger space would alleviate this danger.</p> <p>construction space is limited and</p> <p><b>Resource Request:</b> The proximity of student work space makes safety an ongoing issue. A larger space would alleviate this danger.</p> <p>construction space is limited and</p> <p><b>Resource Request:</b> The proximity of student work space in the theatre shops makes safety an ongoing issue. A larger space would alleviate this danger.</p> <p>construction space is limited and</p> <p><b>Resource Request:</b> The proximity of student work space in the theatre shops makes safety an ongoing issue. A larger space would alleviate this danger.</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>Course-Level SLO Status:</b> Active</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>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</p>	<p><b>Assessment Method:</b> 12/02/2016 - All students successfully demonstrated the safe practices described either on a regular basis during lab sessions or in a controlled testing setting in week 12.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	<p><b>Assessment Findings/Reflections:</b> 12/02/2016 - Information distributed through handouts has been less effective than hands on demonstrations. Students in Winter 2015 created storyboards demonstrating safe practices for final project. Compilation of this work and repeat usage of the</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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><b>Resource Request:</b> none</p> <p><b>Resource Request:</b> better wide angle digital camera and recording to use in class as an instructional tool</p> <p><b>Resource Request:</b> better wide angle digital camera and recording to use in class as an instructional tool</p>	<p>exercise fosters greater understanding of the issues. Videotaping all classes for later review and instruction would be especially useful. Need easy technology.</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>Course-Level SLO Status:</b> Active</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 ability to construct flat and platform scenery on a level acceptable for an amateur production company.</p>	<p>12/12/2016 - Some students -50%- can work independently to finish basic scenic units. These are typically students who have some training either in theatre or other related construction areas prior to enrolling in the course sequence. Students whose only exposure has been through 21A are rarely able to fully comprehend the nuances and processes required to complete the projects on their own.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Larger lab space for individual projects. Current spaces make individual projects almost impossible.</p>	<p>12/12/2016 - restructure 21A so that projects are more focused on basic scenic construction with clear outcomes instead of show driven projects</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will be asked to create a plan of materials, tools and construction process for small scenic projects.		
Department - Theatre Arts (THTR) - THTR 21C - ADVANCED SCENERY & 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))	<b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> Successful completion of all projects after review of the plan with instructor		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 21C - ADVANCED SCENERY & 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))	<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 <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> All projects complete before technical rehearsals of the current production	12/12/2016 - Students are universally able to work collaboratively at the completion of this class. All of the projects and work in the class is done in small working groups with changing partners. By the end of the class, each of the students can work as leaders or as part of a group to finalize projects. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
Department - Theatre Arts (THTR) - THTR 22 - AUDITIONING FOR THEATRE - Communication & Industry Standards - Upon completing this class, students will generate, rehearse and perform a general audition package, suitable for application to the theatre community at large incorporating the criteria and theories introduced, preparing the student to face the expectations of auditioning premises and guidelines within the live performance industry. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Successful execution of sequenced performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active	<b>Department - Theatre Arts (THTR) - THTR 22 - AUDITIONING FOR THEATRE - Skills &amp; Critical Thinking</b> - 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 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>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active	<b>Department - Theatre Arts (THTR) - THTR 23 - ACTING FOR FILM &amp; TELEVISION - 1 - Identification</b> - A successful student will recognize the actor's place in the film and television production scheme, and become familiar with the basic types of film and television production formats the actor will encounter and how to function within them. (Created By Department - Theatre Arts (THTR))		
<b>Course-Level SLO Status:</b> Active	<b>Department - Theatre Arts (THTR) - THTR 23 - ACTING FOR FILM &amp; TELEVISION - 2 - Performance</b> - A successful student will become familiar with camera terminology and technique. (Created By Department - Theatre Arts (THTR))		
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR  23 - ACTING FOR FILM &amp; TELEVISION - 3 -  Practice and Apply - A successful student will understand the casting process for all forms of media production.  (Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - Theatre Arts (THTR) - THTR  23X - ACTING FOR FILM &amp; TELEVISION - 1  - Identification - A successful student will recognize the actor's place in the film and television production scheme, and become familiar with the basic types of film and television production formats the actor will encounter and how to function within them.  (Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - Theatre Arts (THTR) - THTR  23X - ACTING FOR FILM &amp; TELEVISION - 2  - Performance - A successful student will become familiar with camera terminology and technique. (Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - Theatre Arts (THTR) - THTR  23X - ACTING FOR FILM &amp; TELEVISION - 3  - Practice and Apply - A successful student will understand the casting process for all forms of media production.  (Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b>  Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 25 - INTRODUCTION TO FASHION &amp; COSTUME CONSTRUCTION - 1 - Sewing skills - Successful students can demonstrate sewing skills through the use of the sewing machine and a variety of hand stitches. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Defined projects for each technique are assigned and performed.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>	<p>12/08/2016 - Each student progressed from either none or relatively little sewing knowledge and acumen, to at least adequate sewing proficiency.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 25 - INTRODUCTION TO FASHION &amp; COSTUME CONSTRUCTION - 2 - Craft skills - Successful students can identify and produce a variety of craft applications used in costume preparation, including millinery/hat making, shoe modification, and accessory making. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will work on and complete an assigned project.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>	<p>12/08/2016 - The class millinery project was made even more interesting and fun with the addition of a final "tea party" where projects were worn. Through this display of work, students had an extra enjoyment of the success of their projects.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 25 - INTRODUCTION TO FASHION &amp; COSTUME CONSTRUCTION - 3 - Equipment skills - Students can operate specialty equipment for costume preparation, including the overlock, blind hemmer, steam iron, garment steamer and pattern drafting tools. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are individually tested to perform a task on each costume construction machine and tool.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>12/08/2016 - The rotation of stations allows for flow with a larger class and minimal equipment. Students are successful without the pressure of speeding through task assignments.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 25 - INTRODUCTION TO FASHION &amp; COSTUME CONSTRUCTION - 4 - Production - Successful students recognize and use the costume process to prepare the costumes for a theatrical production.</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Each student is assigned an element of costume construction to contribute to the overall whole of the design completion of a production.</p> <p><b>Assessment Method Type:</b></p>	<p>12/08/2016 - Student projects for this year were rewarding and successful. The connection of the class to the larger musicals is particularly challenging and interesting for the students.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Theatre Arts (THTR))	Class/Lab Project	Year This Assessment Occurred: 2015-2016	
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 25B - FASHION & COSTUME CONSTRUCTION II - 1 - Research Techniques - Successful students can classify and identify costume styles and periods for the theatre. (Created By Department - Theatre Arts (THTR))	<p><b>Assessment Method:</b> Written exam will be given to test knowledge.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A working knowledge of costume styles and periods for the theatre.</p>		
<p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/07/2015</p> <p><b>End Date:</b> 06/24/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>			
Department - Theatre Arts (THTR) - THTR 25B - FASHION & COSTUME CONSTRUCTION II - 2 - Sewing skills - Successful students can demonstrate intermediate sewing skills with a wide range of fabrics and equipment, including overlock and blind hemmer machines. (Created By Department - Theatre Arts (THTR))	<p><b>Assessment Method:</b> Defined projects for each technique are assigned and performed.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> Intermediate level sewing skills achieved.</p>		
<p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/07/2015</p> <p><b>End Date:</b> 06/24/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>			
Department - Theatre Arts (THTR) - THTR 25B - FASHION & COSTUME CONSTRUCTION II - 3 - Construction	<p><b>Assessment Method:</b> Student will work on and complete an assigned project.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Techniques - Successful students can demonstrate techniques of pattern adjustments of an existing pattern, as well as drafting and fitting a custom body block. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/07/2015</p> <p><b>End Date:</b> 06/24/2016</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> Students will complete finished garment using learned techniques.</p>		
<p>Department - Theatre Arts (THTR) - THTR 25B - FASHION &amp; COSTUME CONSTRUCTION II - 4 - Production - Successful students can organize elements in creating costumes for production, including analyzing a script, creating a costume plot and production schedule, and evaluating costs and budgeting. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/07/2015</p> <p><b>End Date:</b> 06/24/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Each student is assigned a script and all elements of a costumer's job are worked on in order to practice creating the design completion of a production.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Students will submit a finished presentation exhibiting all required materials.</p>		
<p>Department - Theatre Arts (THTR) - THTR 25C - FASHION &amp; COSTUME CONSTRUCTION III - 1 -- Leadership - Successful students will master complex elements of costume construction for the stage by taking a leadership role in body measuring, pulling costumes, fitting, garment measuring, garment alterations, show maintenance and laundering theatrical</p>	<p><b>Assessment Method:</b> All aspects of the prescribed jobs will be observed and critiqued.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> The student will acquire confidence and competence in performing all necessary functions of the costumer's job.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>costumes. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/07/2015</p> <p><b>End Date:</b> 06/24/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 25C - FASHION &amp; COSTUME CONSTRUCTION III - 2 -- Advanced skills - Successful students can demonstrate advanced techniques of costume construction from drafting to finish, including techniques of draping on a dress form to create patterns and clothing for costumes on the stage. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Student will work on and complete an assigned project.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Students will complete finished garment using learned techniques.</p>	
<p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/07/2015</p> <p><b>End Date:</b> 06/24/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 25C - FASHION &amp; COSTUME CONSTRUCTION III - 3 -- Design - Successful students will be able to create design ideas through the interpretation of sketches and renderings of costume designs, and develop a complex costume or costume element for theatrical production. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Each student is assigned designs to work off of in order to create a realized, functional garment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> The student will present a completed, functional garment.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/07/2015</p> <p><b>End Date:</b> 06/24/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR</p> <p>26 - INTRODUCTION TO FASHION</p> <p>HISTORY &amp; COSTUME DESIGN - 1- History</p> <p>- Successful students can identify various forms of historical clothing and distinguish their proper terminology. (Created By Department - Theatre Arts (THTR))</p>		
<p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR</p> <p>26 - INTRODUCTION TO FASHION</p> <p>HISTORY &amp; COSTUME DESIGN - 2 -</p> <p>Design - Successful students can create historically inspired theatrical designs by using the design elements of line, form, color, texture, and pattern. (Created By Department - Theatre Arts (THTR))</p>		
<p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR</p> <p>26 - INTRODUCTION TO FASHION</p> <p>HISTORY &amp; COSTUME DESIGN - 3 -</p> <p>Analyze/Compare - Successful students can compare the fashions of an historical time and relate them to the social and political climates of those eras, as well as compare them to dramatic texts of those eras.</p> <p>(Created By Department - Theatre Arts (THTR))</p>		
<p><b>Course-Level SLO Status:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Theatre Arts (THTR) - THTR 27 - LIGHTING DESIGN &amp; TECHNOLOGY - Tools and Equipment - Successful students will be able to identify and correctly use the basic tools used to hang, focus, and circuit stage lighting equipment (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be observed as they perform the required tasks and reminded of teh best practices involved in the tasks. Students will be evaluated based on their use of correct tools and procedures in a variety of theatre settings.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> All students will be able to successfully and correctly hang, focus, and circuit stage lighting equipment in a theatre.</p>		
<p>Department - Theatre Arts (THTR) - THTR 27 - LIGHTING DESIGN &amp; TECHNOLOGY - Lighting Design Plan - Students will be ale to read and implement simple lighting plans. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will work in pairs to hang and circuit portions of a lighting plot. They will trouble shoot functionality to assess completion.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> All students will complete the project and a minimum of 95% of the equipment will be working properly.</p>	<p>12/12/2016 - Students worked in pairs to hang the Lohman lighting. All of the groups were able to complete this task with only one instrument requiring addtional troubleshooting.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 2A - HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE - 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 Method:</b> Quizzes on each of the plays presented in the course will asses the students knowledge of the content, dramatic structure, and character motivations within the play.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> 80% of the students should be able to score above 80% on the quiz.</p>	<p>11/28/2016 - Method of assessment proved to be effective achieving the prescribed target and preparing students for deeper analysis of the prescribed works.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>11/28/2016 - While there certainly were students who did not consistently meet the goal, the majority did. This methodology of screening</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		<p>student preparation remains essential for the analytical participation of class activities. The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>  <u>2014-2015</u></p>	
Department - Theatre Arts (THTR) - THTR 2A - HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE - 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><b>Assessment Method:</b>            Analytical and comparative essay on targeted topics specific to assigned works through the scope of cultural placement.</p> <p><b>Assessment Method Type:</b>            Essay/Journal</p> <p><b>Target for Success:</b>            80% of completing students achieving 80%</p>	<p>12/11/2015 - Efforts were re-doubled to give students a stronger foundation in analytical essay writing. For students who engaged in the effort, the essay effectively demonstrated both critical thinking and synthesis characteristics with appropriate verification.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>  <u>2014-2015</u></p>	
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 2A - HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE - 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><b>Assessment Method:</b>            Analytical and reflective essay on targeted topics specific to assigned works through the scope of immediate relevance/applications.</p> <p><b>Assessment Method Type:</b>            Essay/Journal</p> <p><b>Target for Success:</b>            80% of students achieving 80% or higher</p>	<p>12/11/2015 - The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. The result of this required change placed a burden of considerable content in the final exam. This prompted a decline in student performance from previous sections. Perhaps a less content oriented final should be considered.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>  <u>2014-2015</u></p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes on each of the plays presented in the course will assess the students knowledge of the content, dramatic structure, and character motivations within the play.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of the students should be able to score above 80% on the quizzes</p>	<p>11/28/2016 - While there certainly were students who did not consistently meet the goal, the majority did. This methodology of screening student preparation remains essential for the analytical participation of class activities. The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. Outcome remains consistent.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Return to Half-class format as an option</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 Moliere to present day from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final comprehensive exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students receiving a grade of 80% or higher.</p>	<p>11/28/2016 - The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. The result of this required change placed a burden of considerable content in the final exam. This prompted a decline in student performance from previous sections. Perhaps a less content oriented final should be considered.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Return to Half-class format as an option</p>	
<p>Department - Theatre Arts (THTR) - THTR 2B - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content -</p>	<p><b>Assessment Method:</b> Comprehensive/analytical essay(s) of</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations.</p> <p>(Created By Department - Theatre Arts (THTR))</p>	<p>precise topics totaling 10 pages of composition</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80% of students receiving a grade of 80% or higher</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 Method:</b> Quizzes on each of the plays presented in the course will asses the students knowledge of the content, dramatic structure, and character motivations within the play.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of the students should be able to score above 80% on teh quizzes</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>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</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #1 -</p> <p>- Demonstrate an understanding of musical theatre styles beginning in the early twentieth century to present day as a reflection of its societal/historical context.</p>	<p><b>Assessment Method:</b> A 1000 word essay on topics concerning the development of musical theater examined within the context of social/historical context.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> A successful student will demonstrate knowledge of the musicals studied in terms of the social, political and historical framework.</p>	<p>12/02/2016 - Students demonstrated an understanding of the genesis of musical theater styles as a reflection of societal/historical context.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>
<p>(Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Weekly online discussions with guided topics following course content.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> A successful student will participate in individual posts and responses to other students.</p>		
<p>Department - Theatre Arts (THTR) - THTR 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #2 -</p> <p>- Discriminate--via an understanding of between various musical styles (e.g., early twentieth century and the decade of the 1930s, the Golden Age of musicals in mid-century, influence Sondheim, transition to rock musicals and commercial musicals, multi-media influence of the twenty-first century.) (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Weekly quizzes covering the content of the course materials studied.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A successful student will pass these quizzes demonstrating a fundamental knowledge of musical styles from the early twentieth century to the present day.</p>	<p>12/02/2016 - Students uniformly demonstrated an understanding of the musical styles embodied in the musical theatre genre from its earliest days through the present day.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>12/02/2016 - Continue to build resource library of the most current musicals</p>
		<p><b>GE/IL-SLO Reflection:</b> With the incorporation of more youtube assignments, students were able to discern styles successfully.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Weekly quizzes covering the course content concerning design in theater. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> A successful student will pass these quizzes demonstrating a fundamental understanding of theatrical design elements.	12/02/2016 - Students demonstrated a basic understanding the design elements in theatre. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b> Easily accessible examples and images on the internet facilitated this process.	12/02/2016 - Continue to source the most current audio and video examples.
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #3 - - Discriminate -- via an understanding of theatrical elements involved in the production of musicals (score, lyrics, book, directors, staging, actors, dance, and design) (Created By Department - Theatre Arts (THTR))		
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 32 - CAD DRAFTING FOR THE THEATRE, FILM & TELEVISION - Technical proficiency - All successful students will be able to create a theatre ground plan with accurate dimensions using a computer drafting software program. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Students will present a final drawing of a correctly dimensioned theatrical floor plan for assessment at the end of the class. <b>Assessment Method Type:</b> Portfolio Review	12/11/2015 - All students in the class successfully completed this assignment <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 32 - CAD DRAFTING FOR THE THEATRE, FILM & TELEVISION - Collaboration - Students that are successful in the course will be able to collaborate with others to develop a 3d design concept and an associated drawing package including a flooer plan, section and elevations for a simple theatrical production. (Created By Department - Theatre Arts (THTR))		
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 32 - CAD DRAFTING FOR THE THEATRE, FILM & TELEVISION - Assessment and		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>interpretation - Successful students will be able to create working drawings for a simple piece of theatrical scenery based on a design drawing or sketch. (Created By Department - Theatre Arts (THTR))</p> <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 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><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</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 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><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 38A - MOVEMENT PRACTICUM I - 1 - Theory &amp; Expression - Through applied, active study of movement theories and theorists--body awareness centered-- students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist more viable in communicating through performance. (Created By Department - Theatre Arts (THTR))</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 38A - MOVEMENT PRACTICUM I - 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>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 38B - MOVEMENT PRACTICUM II - 1 - Theory &amp; Expression - Through applied, active study of movement theories and theorists--gesture analysis centered-- students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 38B - MOVEMENT PRACTICUM II - 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>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 38C - MOVEMENT PRACTICUM - MASK - 1 - Theory &amp; Expression - Through applied, active study of movement theories and theorists--mask embodiment and visualization centered--students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist more viable in communicating through performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b></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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 38C - MOVEMENT PRACTICUM - MASK - 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>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 techniques universally employed in the entertainment industry. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Original peer choreography demonstration.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</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</p>	<p><b>Assessment Method:</b> Original peer choreographed demonstration</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 38E - MOVEMENT FOR THE ACTOR: STAGE COMBAT II - Knowledge & Skills - Upon completion of this class, students will have working knowledge of the procedures, safety premises, terminology and execution of small weapons stage combat techniques universally employed in the entertainment industry. (Created By Department - Theatre Arts (THTR))	<p><b>Assessment Method:</b> Original peer choreography demonstration.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	
Department - Theatre Arts (THTR) - THTR 38E - MOVEMENT FOR THE ACTOR: STAGE COMBAT II - 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 (THTR))  <b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 38E - MOVEMENT FOR THE ACTOR: STAGE COMBAT II - 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 (THTR))	<p><b>Assessment Method:</b> Original peer choreographed demonstration</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	
Department - Theatre Arts (THTR) - THTR 39 - LEADERSHIP PROJECTS IN THEATRE WORKSHOP - Experiential Knowledge & Critical Thinking - Upon completion of this course, students, in a leadership capacity, through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--engendering a greater sense of leadership process in production	Department - Theatre Arts (THTR) - THTR 39 - LEADERSHIP PROJECTS IN THEATRE WORKSHOP - Experiential Knowledge & Critical Thinking - Upon completion of this course, students, in a leadership capacity, through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--engendering a greater sense of leadership process in production	<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/Reflections	Action Plan & Follow-Up
<p>development. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 39 - LEADERSHIP PROJECTS IN 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.</p>	<p><b>Assessment Method:</b> Successful, consistent completion of designated assignment</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	
<p>(Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 39X - LEADERSHIP PROJECTS IN THEATRE WORKSHOP - 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.</p>	<p><b>Assessment Method:</b> Successful, consistent completion of designated assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	
<p>(Created By Department - Theatre Arts (THTR))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 39X - LEADERSHIP PROJECTS IN 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 Method:</b> Successful, consistent completion of designated assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p><b>Course-Level SLO Status:</b> Active</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 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>12/08/2016 - Lining up discounts at all local makeup suppliers has allowed students more affordable access to new materials of their choice.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p><b>Course-Level SLO Status:</b> Active</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 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>12/08/2016 - The addition of online support materials for designs has opened up a great range of possibilities for students. The plethora of online tutorials has also aided in student's deeper understanding and expanded creativity.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 40A - BASIC THEATRICAL MAKE-UP - 3 - Design Skills - A successful student will employ basic design skills, including drawing, painting and clay modeling. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluation of design sheets and clay modeling projects.</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>12/08/2016 - The mix of advanced and beginning students in the same class has continued to be a huge benefit in this area. Advanced students also receive the added benefit of deeper learning through teaching.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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>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>12/08/2016 - The addition of allowing morgues to exist as paperless, has facilitated student's success greatly. It is far more cost effective for the student as well, as it eliminates magazine/resource purchases and paper copies.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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>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>12/08/2016 - Lining up discounts at all local makeup suppliers has allowed students more affordable access to new materials of their choice.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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</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></p>	<p>12/08/2016 - Practical opportunities for local productions have been an excellent learning adjunct. Students also participated in a face painting booth in association with Foothill's "May the 4th Be With You" event day. Local opportunities will continue to be explored and</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR)  <b>Course-Level SLO Status:</b> Active	Completed makeup applications.	provided for additional learning. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
Department - Theatre Arts (THTR) - THTR 40B - THEATRICAL MAKE-UP FOR PRODUCTION - 3 - Proficiency - A successful student will demonstrate skills in the use of advanced makeup materials. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Observation <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Complete all required steps to create advanced makeup applications.	12/08/2016 - I continue to buy and share all of the current books in order to keep the students up to date with new recipes, materials and resources. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
<b>Course-Level SLO Status:</b> Active	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))	<b>Assessment Method:</b> lab assignments <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Demonstration of facial alterations in completed projects.	12/08/2016 - Delivery of online images for assignments is now being more predominantly clarified and accepted. This has encouraged even greater student success. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 42 - INTRODUCTION TO SCENE DESIGN - Analysis - Students will be able to assess and prioritize the scenic needs of the play through a detailed analysis of the script (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Students will analyze a play script and generate a breakdown of the scenic needs of the play. Students will prioritize each need using an instructor provided rubric. Students will present their analysis to the class and defend their prioritization.	12/02/2016 - All students in the class were able to successfully complete this analysis and clearly presented their priorities to their peers.
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> All students should be able to generate the breakdown and present a clearly reasoned argument for their priorities.	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 43A - SCRIPT ANALYSIS - 1 - Analysis - A successful student will analyze realistic texts for structure, origins of choices and motivations in human behaviors. (Created By Department - Theatre Arts (THTR))</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> Students will submit an acceptable analysis and full breakdown of a play, scene and monologue from various assigned sources, including at least one published play.</p>	<p>07/12/2016 - A script that was written by the instructor was added for analysis, which opened up various lines of structure discovery for the students from a playwrights perspective. This proved to be particularly engaging for the majority. Perhaps less time devoted to a specific script may be even more beneficial for all.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 43A - SCRIPT ANALYSIS - 2 - Self-preparation/Communication - A successful student will understand how to prepare themselves as an instrument of vibrant communication of a text. (Created By Department - Theatre Arts (THTR))</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 - SCRIPT ANALYSIS - 3 - Presentation - A successful 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>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Presentation of assigned scenes and/or monologue projects.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Understanding memorization and engagement in assignment, and how to utilize all integrated skills and preparation.</p>		
<p>Department - Theatre Arts (THTR) - THTR 43B - CONTEMPORARY METHODOLOGIES IN ACTING - 1 - Analysis - A successful student will acquire a working technique for translating script work</p>	<p><b>Assessment Method:</b> Analysis paper, fully delineated and separated into elemental parts.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>to spontaneously charged performance work.            (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b>            Active</p>	<p><b>Target for Success:</b>            A thorough understanding of text analysis and breakdown, as communicated through assigned paper.</p>		
<p>Department - Theatre Arts (THTR) - THTR 43B - CONTEMPORARY METHODOLOGIES IN ACTING - 2 - Self-preparation/Communication - A successful student will develop an awareness of "in the moment" performance work, and enhance their ability to listen and connect with others on stage.            (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b>            Active</p>	<p><b>Assessment Method:</b>            Observation and critique of performance work.  <b>Assessment Method Type:</b>            Presentation/Performance  <b>Target for Success:</b>            A complete translation of text analysis to performance.</p>		
<p>Department - Theatre Arts (THTR) - THTR 43B - CONTEMPORARY METHODOLOGIES IN ACTING - 3 - Character Developement - Deepen and expand character exploration through character memory work and physical exercises. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b>            Active</p>	<p><b>Assessment Method:</b>            Full participation in guided and assigned exercises.  <b>Assessment Method Type:</b>            Class/Lab Project  <b>Target for Success:</b>            Assimilating the use of learned exercises to fully develop character work.</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 Method:</b>            Successful fulfillment of designated performance/production assignments.  <b>Assessment Method Type:</b>            Presentation/Performance</p>	<p>11/27/2016 - Students who applied their efforts towards all facets of the class successfully achieved identified goal, about 85%. Students with lackluster efforts did not.  <b>Result:</b>            Target Met  <b>Year This Assessment Occurred:</b>            2015-2016</p>	<p>11/27/2016 - Appropriately represent the necessary culmination of sequenced skills.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> <u>2015-2016</u>	
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))	<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	12/11/2015 - Stepladder introduction of necessary skills lead to effective use and demonstration of students' acquired dexterity. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> <u>2014-2015</u>	
<b>Course-Level SLO Status:</b> Active			
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 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))	<b>Assessment Method:</b> Journal reflecting experiences and development through course with applicable terminology and appropriate self-review. <b>Assessment Method Type:</b> Essay/Journal		
<b>Course-Level SLO Status:</b> Active			
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	<b>Assessment Method:</b> Successful fulfillment of designated performance/production assignments. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>communicative potential. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</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>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Comparative text reflection applying premeses 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>11/27/2016 - Ultimately this assignment presents itself as a significant reinforcement of abstract materials practically experienced in class allowing fresh perspective and confidence in an otherwise largely unfamiliar art form.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Smaller Class Sizes</p> <p><b>GE/IL-SLO Reflection:</b> Smaller class size in 15-16 made for increased student success.</p>
		<p>11/27/2016 - The sequential based skill development suits this class ideally. Basic skills are compiled, gradually leading to increasing complexities in performance. The crush of a large class size does make the opportunity for significant cumulative confidence less likely by sheer lessening of participation regularity.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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 premesis inherent to universal standards of improvisational performance, but invest themselves into multiple functional social and employment</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>12/11/2015 - The sequential based skill development suits this class ideally. Basic skills are compiled, gradually leading to increasing complexities in performance. The crush of a large class size does make the opportunity for significant cumulative confidence less likely by sheer lessening of participation regularity.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
situations with a newfound sense of expediency and collaboration. (Created By Department - Theatre Arts (THTR))		<b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Students research and interpret varied material sources related to particular assignments and compile a strategy-based research presentation of expected approaches for class review. <b>Assessment Method Type:</b> Presentation/Performance		
<b>Course-Level SLO Status:</b> Active			
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))	<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>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 43G - ACTOR MARKETING STRATEGIES - 1 - Analysis - A successful student will interpret and absorb the psychology of the audition process from the perspectives of actor, director, casting director, and talent agent. (Created By Department - Theatre Arts (THTR))			
<b>Course-Level SLO Status:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Theatre Arts (THTR) - THTR 43G - ACTOR MARKETING STRATEGIES - 2 - Marketing - A successful student will develop a working resume, headshot, and other personal marketing materials. (Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 43G - ACTOR MARKETING STRATEGIES - 3 - Practice and Apply - A successful student will practice preparation skills for various theatrical auditioning formats, including appropriate monologues and cold reading technique. (Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 44A - 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 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><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 44A - PRODUCTION PROJECTS - 2 - Technique - A successful student will distinguish and practice a variety of activities necessary for the actor in production, from either the perspective of the actor or director, including the employment of a specific acting</p>	<p><b>Assessment Method:</b> Rehearsal of assigned script, incorporating acquired techniques and skills.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
technique, as well as movement techniques and vocal production skills. (Created By Department - Theatre Arts (THTR))	Complete and specific analysis of text and characterization, leading to performance quality work.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 44A - 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><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>		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 44B - PRODUCTION PROJECTS II - 1 - Research and Communicate - A successful student will research, analyze, interpret and effectively communicate the literature and history of a specific time period, cultural or ethnic experience, or historical epoch. (Created By Department - Theatre Arts (THTR))			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 44B - PRODUCTION PROJECTS II - 2 - Production Design - A successful student will take a leadership role in one or more aspects of production, delving deeply into a particular area of design and technology (stage management, lighting, sound, set, properties, costumes, or stage makeup.) (Created By Department - Theatre Arts (THTR))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 44B - PRODUCTION PROJECTS II - 3 - Production Leadership - A successful student will participate as a director, featured actor, or other leadership role in a full-scale, publicly performed theatrical production. (Created By Department - Theatre Arts (THTR))		
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 45 - THEATRE SUMMER STOCK 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))		
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 45 - THEATRE SUMMER STOCK 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 -		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 45A - TECHNICAL THEATRE IN PRODUCTION I - Tasks - Successful students shall be able to learn and execute assigned tasks in lighting, sound, costuming, or other technical departments for a live theatre production. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Students will be observed as they execute their tasks and critiqued on their ability to be collaborative and effective in the completion of their assignment</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> All students should be able to execute the assignment independently and within the framework of the production</p>	12/12/2016 - Students were all able to follow directions and work independently on basic tasks. Consecutive projects were less successful. The least successful students were those with lower entry level skills in theatre production areas. Critiques were generally successful in raising the level of competency but those students without earlier training were not able to work independently.
		<p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> TEA assistance to help underprepared students</p> <p>12/11/2015 - All students were successful in their assignments and many have received opportunities for employment using the skills learned in this class</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	12/12/2016 - Restructure course to serve as an entry level preparation. Reduce hour requirements and unit load to encourage students with lower levels of preparation to enroll and focus the course on basic theatre skills.
Department - Theatre Arts (THTR) - THTR 45A - TECHNICAL THEATRE IN PRODUCTION I - Skills - Students will use basic skills in costuming, lighting, sound and/or scenery construction to create technical solutions for the production needs of a live theatrical performance. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR          45B - TECHNICAL THEATRE IN          PRODUCTION II - Tasks - Successful students shall be able to learn and execute assigned tasks in lighting, sound, costuming, or other technical departments for a live theatre production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b>          Active</p>			
<p>Department - Theatre Arts (THTR) - THTR          45B - TECHNICAL THEATRE IN          PRODUCTION II - Skills - Students will use basic skills in costuming, lighting, sound and/or scenery construction to create technical solutions for the production needs of a live theatrical performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b>          Active</p>			
<p>Department - Theatre Arts (THTR) - THTR          45C - TECHNICAL THEATRE IN          PRODUCTION III - Tasks - Successful students shall be able to learn and execute assigned tasks in lighting, sound, costuming, or other technical departments for a live theatre production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b>          Active</p>			
<p>Department - Theatre Arts (THTR) - THTR          45C - TECHNICAL THEATRE IN          PRODUCTION III - Skills - Students will use basic skills in costuming, lighting, sound and/or scenery construction to create technical solutions for the production needs of a live theatrical performance. (Created By Department - Theatre Arts (THTR))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 45D - TECHNICAL THEATRE IN PRODUCTION IV - Tasks - Successful students shall be able to learn and execute complex tasks required in lighting, sound, costuming, or other technical departments for a live theatre production. (Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 45D - TECHNICAL THEATRE IN PRODUCTION IV - Skills - Students will use a variety of skill in costuming, lighting, sound and/or scenery construction to create appropriate solutions for the technical needs of a live theatrical performance. (Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 45E - TECHNICAL THEATRE MANAGEMENT IN PRODUCTION - Terminology - Successful students will be able to demonstrate correct and effective usage of common theatrical terminology used in the planning and operation of a live theatrical production. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Students will be tested to assess their knowledge and usage of common theatrical production management terms</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 90% correct at the completion of the production</p>	<p>12/11/2015 - Success was complete and thorough in all facets in both production expectation, preparation and execution, demonstrating accurate and complete incorporation of terminology expectation.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 45E - TECHNICAL THEATRE MANAGEMENT IN PRODUCTION - Organizational skills - Successful students will be able to demonstrate basic skills for</p>	<p><b>Assessment Method:</b> Students will be observed during the course of organizing a theatrical department. Forms created for the production will be assessed for completeness, appropriateness and</p>	<p>12/11/2015 - Success was complete and thorough in all facets in both production expectation, preparation and execution.</p> <p><b>Result:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>organizing and managing a live theatrical production. The student shall be able to create and utilize common forms for managing data and personnel during a theatrical production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>currency at regular intervals during the production process.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of the forms used shall be correct and current.</p>	<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Theatre Arts (THTR) - THTR 45F - TECHNICAL THEATRE MANAGEMENT IN PRODUCTION II - Terminology - Successful students will be able to demonstrate correct and effective usage of common theatrical terminology used in the planning and operation of a live theatrical production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be tested to assess their knowledge and usage of common theatrical production management terms</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 90% correct at the completion of the production</p>	<p>12/11/2015 - Success was complete and thorough in all facets in both production expectation, preparation and execution, demonstrating accurate and complete incorporation of terminology expectation.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Theatre Arts (THTR) - THTR 45F - TECHNICAL THEATRE MANAGEMENT IN PRODUCTION II - Organizational skills - Successful students will be able to demonstrate basic skills for organizing and managing a live theatrical production. The student shall be able to create and utilize common forms for managing data and personnel during a theatrical production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be observed during the course of organizing a theatrical department. Forms created for the production will be assessed for completeness, appropriateness and currency at regular intervals during the production process.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of the forms used shall be correct and current.</p>	<p>12/11/2015 - Success was complete and thorough in all facets in both production expectation, preparation and execution.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Theatre Arts (THTR) - THTR 45X - THEATRE SUMMER STOCK 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</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 45X - THEATRE SUMMER STOCK 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>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 46A - 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>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Participation in the understanding and planning of the creation of a production.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Students will contribute ideas, creative input, and delineate positions to be filled in the creation of the class production.</p>	<p>12/08/2016 - The addition of small group breakout sessions allowed for even more participation from each student.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 46A - PRODUCTION PROJECTS IN THEATRE - 2 - Practice and Apply - A successful student will practice and apply skills in multiple areas of theatre, including playwriting, acting, directing, design,</p>	<p><b>Assessment Method:</b> Effective placement and development of created and assigned positions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b></p>	<p>12/08/2016 - Students are allowed to choose from a variety of proposed positions, which leads to greater success. All roles and positions were effectively filled and accomplished, creating a successful final performance.</p> <p><b>Result:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
management and marketing. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	Successful students are able to define and develop specific tasks and positions that will contribute to the final class production.	Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
Department - Theatre Arts (THTR) - THTR 46A - 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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Participation in the contribution of ideas.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Students will each contribute ideas through the analysis and development of relevant and interesting issues.</p>	<p>12/08/2016 - The use of two student leaders to organize the group is tremendously effective to gather ideas and encourage complete class participation.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
Department - Theatre Arts (THTR) - THTR 46B - LEADERSHIP & ORGANIZATION FOR PRODUCTION - 1- Leadership - A successful student will participate in a leadership role: either as student leader of the entire project, or student coordinator in a specified area, or director of a group piece. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Position is observed, guided and critiqued in chosen or assigned leadership role.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> Students will successfully direct or guide other students in one or more aspects of the creation of a final production.</p>	<p>12/08/2016 - Students are allowed to choose from several proposed positions, which leads to greater success. All students followed through with each assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
Department - Theatre Arts (THTR) - THTR 46B - LEADERSHIP & ORGANIZATION FOR PRODUCTION - 2 - Develop skills - A successful student will substantially develop skills and apply those skills directly into the discipline of theatre production. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Students are guided and tutored while practicing leadership skill sets.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Students effectively guide other fellow students to an effective and fulfilling performance.</p>	<p>12/08/2016 - Students are able to practically use skills learned in other classes -- including Directing, Lighting, and Costumes -- to add to creative sensibilities.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
Department - Theatre Arts (THTR) - THTR 46B - LEADERSHIP & ORGANIZATION	<b>Assessment Method:</b> Effective performance in one or more areas	12/08/2016 - The addition of evening performances allows for more audience	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>FOR PRODUCTION - 3 - Practice and Apply</p> <p>- A successful student will participate and study multiple areas of theatre craft.</p> <p>(Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>of production is evaluated.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Students get the opportunity to expand skills into various areas of interest.</p>	<p>attendance, which has in turn filled the theatre to almost capacity. This has motivated students to achieve at their best.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 46C - THEATRE DEVELOPMENT</p> <p>WORKSHOP III - 1-Creative Development - A successful student will substantially develop skills applicable to the artistic development of original new works for theatrical production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Written work evaluated. Adjustments and rewrites as needed.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> A final written work will be submitted and deemed appropriate to proceed into production.</p>	<p>12/08/2016 - All students submitted viable work. Only a percentage gets voted in by the entire class to proceed to a full performance. This process mirrors professional life, which is an appropriate and valuable lesson for the student.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 46C - THEATRE DEVELOPMENT</p> <p>WORKSHOP III - 2-Production - A successful student will fully realize and prepare a viable theatrical production for public audience. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are guided and tutored while practicing production development skill sets.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Students create a viable finished product for performance purposes.</p>	<p>12/08/2016 - Students are able to practically use skills learned in other classes -- including Directing, Lighting, and Costumes and Props -- to add to creative sensibilities. The previously acquired knowledge supported all student's enthusiasm to participate and engage.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 46C - THEATRE DEVELOPMENT</p> <p>WORKSHOP III - 3-Advanced skills - A successful student will participate in and substantially improve skills in multiple areas of theatre production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Effective performance in more than one area of production is evaluated.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Students get the opportunity to expand skills and reach a higher level of proficiency in various areas of interest.</p>	<p>12/08/2016 - A final performance for an audience is an effective motivator for the honing of acquired skills. All students were successful at achieving the best possible results with this goal in mind.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 46D - THEATRE DEVELOPMENT WORKSHOP IV - 1-Leadership - A successful student will participate in a leadership role: either as student leader of the entire project, or student coordinator in a specified area, or director of a group piece. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Position is observed, guided and critiqued in chosen or assigned leadership role.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> Students will successfully direct or guide other students in one or more aspects of the creation of a final production.</p>	<p>12/08/2016 - Students are excited to take on leadership roles and be able to experiment in a nonthreatening environment. The students are able to gain a higher level of responsibility in these positions. Learning from and evaluating past leader ideas and protocol helped to create new and more effective ideas and actions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 46D - THEATRE DEVELOPMENT WORKSHOP IV - 2-Master skills - A successful student will master skills applicable to all aspects of theatre production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are guided and tutored while practicing leadership and design skill sets.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Students effectively guide other fellow students and technicians to create an effective and successful performance.</p>	<p>12/08/2016 - Students are able to practically use mastered skills learned in other classes -- including Directing, Lighting, Costumes and Props -- to add to creative sensibilities and guide most effectively.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 46D - THEATRE DEVELOPMENT WORKSHOP IV - 3-Organization - A successful student will coordinate production elements in multiple areas of theatre craft. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Effective performance in more than one area of production is evaluated.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Students get the opportunity to expand and master skills in multiple areas of interest.</p>	<p>12/08/2016 - A final performance for an audience is an effective motivator for the presentation of mastered skills. All students worked to achieve the best possible results with this goal in mind.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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</p>	<p><b>Assessment Method:</b> Successful fulfillment 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/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 47 - 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> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Students will show improvement in each area allowing them to move on to the Intermediate level course.</p>		
<p>Department - Theatre Arts (THTR) - THTR 47A - INTRODUCTION TO MUSICAL THEATRE PRODUCTION - Student Learning Outcome #1 - Upon completion of this course students will understand and apply the fundamentals of musical theatre ensemble performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/15/2012</p> <p><b>End Date:</b> 12/15/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructor observation and evaluation of rehearsal and performance</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>12/02/2016 - All elements of this target were distinctly met through the course of development of final performance project. Students were actively engaged and vitally contributing at all stages.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Support staff for increased Administrative work on production</p>	
<p>Department - Theatre Arts (THTR) - THTR 47A - INTRODUCTION TO MUSICAL</p>	<p><b>Assessment Method:</b> Instructor review of rehearsal process,</p>	<p>12/02/2016 - All elements of this target were</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>THEATRE PRODUCTION - Student Learning Outcome #2 - Upon completion of this course students will understand vocal techniques, acting skills, and movement, (blocking and choreography), required to audition for, rehearse and perform musical scores, librettos and dance choreography in an ensemble role. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/15/2012</p> <p><b>End Date:</b> 12/15/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>including music preparation, vocal development, staging, dance and ability to work with other ensemble members and artistic team.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>	<p>distinctly met through the course of development of final performance project. Students actively, practically absorbed the process of developing a performance piece aligned with industry standards.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Support staff for increased Administrative work on production</p>	
<p>Department - Theatre Arts (THTR) - THTR 47B - INTERMEDIATE MUSIC THEATRE PRODUCTION WORKSHOP - Student Learning Outcome #1 - Upon completion of this course students will understand and apply musical theatre performance for public performance, focusing on development of small roles.</p> <p>Performance</p> <p>(Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/15/2012</p> <p><b>End Date:</b> 12/15/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructor evaluation of dress rehearsals and performances.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>12/02/2016 - Students demonstrated successful preparation for public performance of all roles assigned, including understudies of lead roles.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Support staff for increased Administrative work on production</p>	
<p>Department - Theatre Arts (THTR) - THTR 47B - INTERMEDIATE MUSIC THEATRE PRODUCTION WORKSHOP - Student Learning Outcome #2 - Upon completion of this course students will understand a wide variety of vocal techniques, singing complex harmony, ability to develop characters in addition to participation in any ensemble assignments, develop study skills to build</p>	<p><b>Assessment Method:</b> Instructor review of rehearsal process, including music preparation, vocal development, staging, dance and ability to work with other ensemble members and artistic team.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>	<p>12/02/2016 - Students successfully prepared and performed musical/vocal/dance/acting elements needed in performance of the assigned material as individual performers/ensembles members integrating with director, musical staff and choreographer.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
assigned material. (Created By Department - Theatre Arts (THTR))		2015-2016	
<b>Start Date:</b> 12/15/2012			
<b>End Date:</b> 12/15/2016			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 47C - ADVANCED MUSIC THEATRE PRODUCTION WORKSHOP - Student Learning Outcome #1 - Work Force Preparation - Upon completion of this course, students will have skills necessary to perform as in a principle role in a wide variety of musical theatre styles. This includes the many steps necessary for performing a fully-realized, la musical theatrical performance—auditioning, rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))	<p><b>Assessment Method:</b> Instructor evaluation of Dress rehearsals and performances.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>12/02/2016 - Students demonstrated successful preparation for public performance of all principal roles assigned, including understanding of the various aspects of performance at this level.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<b>Start Date:</b> 12/15/2012			
<b>End Date:</b> 12/15/2016			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 47C - ADVANCED MUSIC THEATRE PRODUCTION WORKSHOP - Student Learning Outcome #2 - Advanced Skills Development - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in the	<p><b>Assessment Method:</b> Instructor review of rehearsal process, including music preparation, vocal development, staging, dance and ability to work with other ensemble members and artistic team.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>	<p>12/02/2016 - Students successfully prepared and performed musical/vocal/dance/acting elements needed in performance of the assigned material as individual performers/ensembles members integrating with director, musical staff and choreographer.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>performance of a principal role. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/15/2012</p> <p><b>End Date:</b> 12/15/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 47D - MUSICAL THEATRE PRODUCTION WORKSHOP IV - SLO #1 Workforce Preparation - Upon completion of this course, students will have skills necessary to act as an assistant director or choreographer in a larger production or direct/choreograph a smaller scale musical theatre production. This includes the many steps necessary for performing a fully-realized, la musical theatrical performance—auditioning, rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p>		
<p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/01/2015</p> <p><b>End Date:</b> 07/02/2018</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 47D - MUSICAL THEATRE PRODUCTION WORKSHOP IV - SLO #2 Advanced Skills Development - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment (stage direction, actor rehearsals, choreograph musical numbers</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and scenes, collaborate with designers, stage manager, technician, musical director) from initial meetings through rehearsals and performances of a fully staged musical theatre production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/01/2015</p> <p><b>End Date:</b> 07/02/2018</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>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfillment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Assessment Method:</b> Successful development of singing, movement, acting skills.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Assessment Method:</b> Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances.</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</p>	<p><b>Assessment Method:</b> Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances.</p> <p><b>Target for Success:</b> Students will show improvement in each area allowing them to move on to the Intermediate level course.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</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 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Course efficiency based on satisfactory execution of midterm, final exams, small assignments and voice recording sample.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		
<p>Department - Theatre Arts (THTR) - THTR 48A - VOICE AND SPEECH FOR THE ACTOR - Student Learning Outcome #1 - Students, through introduction of theory, demonstration, exercise and examination, will be able to understand and produce the basics of voice production for the stage. (Created By Department - Theatre Arts</p>	<p><b>Assessment Method:</b> Instructor observation of coursework and development.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>	<p>11/28/2016 - Students gained marked improvement in targeted vocal capacity evidenced by two final projects. Class was definitely hindered by size and the ultimate inability for defined follow-through. Fewer students would likely diminish the imbalance for this portion of the course. Dialect portion of course remains</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(THTR)</p> <p><b>Course-Level SLO Status:</b> Active</p>		<p>unchanged, effective though admittedly some methodologies feel they could use some updating though instructor is slightly at a loss as to how without complete consistent dedicated technology available to all students at all times. Higher concentration of ESL students makes for extra challenges-perhaps a native mentoring program would be useful to consider if this concentration continues in the future.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>Resource Request:</b> Smaller section size - dedicated tablets for all students</p>	
	<p><b>Assessment Method:</b> Students will be required to monitor their vocal development through a written journal as well as an essay employing critical thinking in the observation of other performances</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		
<p>Department - Theatre Arts (THTR) - THTR 48A - VOICE AND SPEECH FOR THE ACTOR - Student Learning Outcome #2 -- Students integrate the demands of healthy vocal production into appropriate texts from Shakespeare through contemporary dramatic literature.</p> <p>(Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructor evaluation of all assigned material.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>11/28/2016 - Students gained marked improvement in targeted vocal capacity evidenced by two final projects. Class was definitely hindered by size and the ultimate inability for defined follow-through. Fewer students would likely diminish the imbalance for this portion of the course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p>	
<p>Department - Theatre Arts (THTR) - THTR 48B - SINGING FOR THE ACTOR - Student</p>	<p><b>Assessment Method:</b> Instructor evaluation of all rehearsals for</p>	<p>12/02/2016 - To varying degrees, all students made improvement in vocal technique for musical</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Learning Outcome #1 - - Students, through introduction of theory, demonstration, exercise and examination, will be able to understand and produce the fundamentals of singing for the musical theatre stage. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>assigned material. <b>Assessment Method Type:</b> Discussion/Participation</p>	<p>theatre. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b> The wide range of skills within the students can make it challenging to keep each student engaged.</p>	<p>08/02/2013 - Create small projects for students to work on in pairs to ensure 100% engagement of all students during class.</p> <hr/>
<p>Department - Theatre Arts (THTR) - THTR 48B - SINGING FOR THE ACTOR - Student Learning Outcome #2 - - Students integrate the demands of healthy vocal production into appropriate solo and ensemble repertoire with an emphasis on character development and communication. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructor evaluation of final rehearsals and all performances. <b>Assessment Method Type:</b> Presentation/Performance</p>	<p>12/02/2016 - Approaching the song content with the acting of the character as a core concept was extremely successful. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b> With the added component of students written scenes to set up the song performances, the students were able to develop their characters in more detail</p>	<p>08/02/2013 - Continue to expand the integration of character, relationship and story into all singing.</p> <hr/>
<p>Department - Theatre Arts (THTR) - THTR 48C - MUSICAL THEATRE REPERTOIRE FOR SINGERS - Student Learning Outcome #1 - Students will be able to identify and produce appropriate vocal technique and musical style for the various sub-genre's of musical theater repertoire as assigned.</p> <p>(Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/13/2012</p> <p><b>End Date:</b> 12/18/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfillment of designated performance/production assignments. <b>Assessment Method Type:</b> Presentation/Performance</p>	<p>11/28/2016 - Students demonstrated an appropriate vocal technique for the variety of styles studies in this course. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>12/02/2016 - Continue to develop resources of digital music / video to assist students in mastery of styles studied.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 48C - MUSICAL THEATRE REPERTOIRE FOR SINGERS - Student Learning Outcome #2 - Students integrate the demands of healthy vocal production into appropriate solo and ensemble repertoire with an emphasis on character development and communication. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/13/2012</p> <p><b>End Date:</b> 12/18/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be assessed at various stages of rehearsal: learning music and lyrics, memorization, character development, and integration of music and movement.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>	<p>11/28/2016 - Solo / small ensemble / large ensemble musical pieces were successfully rehearsed and performed at finals.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 48C - MUSICAL THEATRE REPERTOIRE FOR SINGERS - Student Learning Outcome #3 - Students will be able to effectively rehearse and perform all assigned music. This involves working effectively with the director, pianist and actors in ensembles of all sizes, including music, singing technique, acting and movement (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/13/2012</p> <p><b>End Date:</b> 12/18/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructor evaluation of all aspects of rehearsal and performances concerning vocal preparation, music preparation, character development, movement and choreography and the ability to work effectively with other ensemble members and artistic staff,</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>12/02/2016 - Students successfully demonstrated the ability to be directed, work with an accompanist and other actors while performing assigned vocal material emphasizing acting elements.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Theatre Arts (THTR) - THTR 48D - MUSICAL THEATRE REPERTOIRE FOR SINGERS II - 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</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR)  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Essay/Journal		
Department - Theatre Arts (THTR) - THTR 48D - MUSICAL THEATRE REPERTOIRE FOR SINGERS II - 2 - Text Integration - Successful students integrate the demands of performing nuanced textual interpretative choices with the practical technique demands of performing in larger and outdoor venues. (Created By Department - Theatre Arts (THTR))  <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  <b>Assessment Method:</b> Completion of series of cumulative final performance assignments. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 48E - VOICE PRACTICUM IN DIALECTS - 1 - Theory/Examination - Successful students, through introduction of theory into guided examination, develop the ability to harness greater capacity to interpret and identify nuanced dialect and accent characteristics for inclusion in performance employment. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Integrative performance exercises combining IPA interpretation into performance. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 48E - VOICE PRACTICUM IN DIALECTS - 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> Midterm and final exams gauging IPA identification acumen and proficiency. <b>Assessment Method Type:</b> Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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 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>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 49 - REHEARSAL & 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))			
<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	11/27/2016 - Success was complete and thorough in all facets in both production expectation, preparation and execution.	<b>Result:</b> Target Met
			<b>Year This Assessment Occurred:</b>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active		2015-2016 <b>Resource Request:</b> Department support personnel necessary for continued success.	
Department - Theatre Arts (THTR) - THTR 49A - PERFORMANCE PRODUCTION I - Workforce Preparation - upon completion of this course students will apply experiential comprehension of production structure, procedures and expectations consistent with industry standards. (Created By Department - Theatre Arts (THTR))  <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	11/28/2016 - Success was complete and thorough in all facets in both production expectation, preparation and execution. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> Department support personnel necessary for continued success.	
Department - Theatre Arts (THTR) - THTR 49B - PERFORMANCE PRODUCTION II - Critical Thinking - Upon completion of this course students will interpret choices of text into performance within the constraints and structures of developing a comprehensive production for live public performance. (Created By Department - Theatre Arts (THTR))  <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	11/27/2016 - Success was complete and thorough in all facets in both production expectation, preparation and execution. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> Department support personnel necessary for continued success.	
Department - Theatre Arts (THTR) - THTR 49B - PERFORMANCE PRODUCTION II - Performance - Upon completion of this course students will confidently develop a sense of committed characterization in performance as it applies to the overview of an entire rehearsal and production process. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance	11/28/2016 - Success was complete and thorough in all facets in both production expectation, preparation and execution. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> Department support personnel necessary for continued success.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Theatre Arts (THTR) - THTR 49C - PERFORMANCE PRODUCTION III - Performance - Upon completion of this course students will apply the challenges and premises of spoken vocalization, including but not limited to articulation, projection and dialect employment, of prescribed portrayal through live public performance. (Created By Department - Theatre Arts (THTR))	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>11/28/2016 - Success was complete and thorough in all facets in both production expectation, preparation and execution.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 49C - PERFORMANCE PRODUCTION III - Industry Preparation - Upon completion of this course students will apply the challenges and premises of physical embodiment, including but not limited to modeling, gesture analysis and movement performance theory of prescribed portrayal through live public performance. (Created By Department - Theatre Arts (THTR))	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>11/28/2016 - Success was complete and thorough in all facets in both production expectation, preparation and execution.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 49D - PERFORMANCE PRODUCTION IV - Critical Thinking & Self Analysis - Upon completion of this course students will gain substantial practical experience for application targeting graduated acting skills and nuances including but not limited to relationship analysis, conditioning forces and character arch through live public performance. (Created By Department - Theatre Arts (THTR))	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>11/28/2016 - Success was complete and thorough in all facets in both production expectation, preparation and execution.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 49D - PERFORMANCE PRODUCTION IV - Performance - Upon completion of this course students will apply deepened and empathetic interpretation skills of scripted dialogue for public performance with heightened embodiment and flexibility. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance</p>	<p>11/28/2016 - Success was complete and thorough in all facets in both production expectation, preparation and execution. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p><b>Course-Level SLO Status:</b> Active</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 Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance</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 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 rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	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 49Y - 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 Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</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 49Y - 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 rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</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 50 - PRODUCTION PROJECTS IN THEATRE - 1 - Investigate Skills - A successful student will discover and</p>	<p><b>Assessment Method:</b> Written original scripts or a variety of observable skill sets</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>investigate skills applicable to the creation of all aspects of theatre production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</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 playwriting, acting, directing, design, management and marketing. (Created By Department - Theatre Arts (THTR))</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>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>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 53 - AUDITIONING FOR THEATRE - 2 -</p>	<p><b>Assessment Method:</b> Students are expected to contribute to</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Premises - Successful students apply practical comprehension of auditioning premises and industry guidelines through multiple auditioning scenarios. (Created By Department - Theatre Arts (THTR))	inquiries and discussions from both instructor and peers in relating own perceptions and development. <b>Assessment Method Type:</b> Discussion/Participation		
<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>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>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 Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Discussion, observation <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Full awareness of acting strengths and weaknesses, and the development of the ability to control them.		
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 56 - CHARACTERIZATION - Critical thinking</p> <p>- 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 Method:</b> Special project report presentation--demonstrating the synthesis of multiple target points of applying research and presentation.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 85% of students scoring passing grade</p>	<p><b>Assessment Findings/Reflections:</b> 11/28/2016 - Appropriate level of targeted students achieved goal through targeted assessments.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Special project report presentation--demonstrating the synthesis of multiple target points of applying research and presentation.</p>		
<p>Department - Theatre Arts (THTR) - THTR 56 - CHARACTERIZATION - Performance -</p> <p>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 Method:</b> Students research and interpret 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><b>Assessment Findings/Reflections:</b> 11/28/2016 - Appropriate level of targeted students achieved goal through targeted assessments.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</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 57 - ACTOR MARKETING STRATEGIES - 1</p> <p>-Analysis - A successful student will interpret and absorb the psychology of the audition process from the perspectives of actor, director, casting director, and talent agent. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Participation in group and class discussions with instructor and guest speakers.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Each student will contribute in discussion.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Department - Theatre Arts (THTR) - THTR 57 - ACTOR MARKETING STRATEGIES - 2 Evaluation of industry ready marketing materials.	<b>Assessment Method Type:</b> Portfolio Review	
-Marketing - A successful student will develop a working resume, headshot, and other personal marketing materials. (Created By Department - Theatre Arts (THTR))	<b>Target for Success:</b> Each student will prepare and present completed portfolio of assigned materials.		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Department - Theatre Arts (THTR) - THTR 57 - ACTOR MARKETING STRATEGIES - 3 Presentation of selected audition materials for appropriateness and thoroughness of preparation.	<b>Assessment Method Type:</b> Presentation/Performance	<b>Target for Success:</b> Fully prepared and ready industry viable auditioning work.
<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>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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>thought. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 5C - INTERMEDIATE 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. (Created By Department - Theatre Arts (THTR))</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>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>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. (Created By Department - Theatre Arts (THTR))</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>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</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>main collaborators: playwrights, producers, directors, choreographers, actors, designers, stage managers, technicians. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 62 - ACTING FOR FILM AND TELEVISION - 1- Identification/Developement - A successful student will recognize and adjust stage movement and voice modulation as they pertain to film and television acting. (Created By Department - Theatre Arts (THTR))</p>		
<p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 62 - ACTING FOR FILM AND TELEVISION - 2 - Practice and Apply - A successful student will become familiar with the basic types of film and television production formats the actor will encounter and how to function within them. (Created By Department - Theatre Arts (THTR))</p>		
<p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Theatre Arts (THTR) - THTR 62 - ACTING FOR FILM AND TELEVISION - 3 - Audition skills - A successful student will understand and develop skills for the casting process as it pertains to all forms of media production. (Created By Department - Theatre Arts (THTR))</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 62X - ACTING FOR FILM AND TELEVISION</p> <p>- 1- Identification/Developement - A successful student will recognize and adjust stage movement and voice modulation as they pertain to film and television acting.</p> <p>(Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 62X - ACTING FOR FILM AND TELEVISION</p> <p>- 2 - Practice and Apply - A successful student will become familiar with the basic types of film and television production formats the actor will encounter and how to function within them.</p> <p>(Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 62X - ACTING FOR FILM AND TELEVISION</p> <p>- 3 - Audition skills - A successful student will understand and develop skills for the casting process as it pertains to all forms of media production.</p> <p>(Created By Department - Theatre Arts (THTR))</p>			
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 63A - FILM &amp; TELEVISION ACTING WORKSHOP - 1- Identification/Developement - A successful student will recognize and adjust stage movement and voice modulation as they pertain to film and television acting. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Each student will perform specific on-camera tasks and scenes in order recognize and practice successful technique.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>	<p>10/09/2016 - All students made substantial progress.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Scenes and exercises will be assigned, performed and evaluated. <b>Assessment Method Type:</b> Presentation/Performance	10/09/2016 - The addition of two support people to film and direct the scenes keeps the large class flowing and keeps students productive. Assignments for each student to support the performing students also keeps needed focus.	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> <u>2015-2016</u>
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 63A - FILM & TELEVISION ACTING WORKSHOP - 2 - Practice and Apply - A successful student will become familiar with the basic types of film and television production formats the actor will encounter and how to function within them. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> A variety of casting challenges and situations will be presented and performed in order to understand and practice for work related opportunities. <b>Assessment Method Type:</b> Class/Lab Project	10/09/2016 - Bringing in a professional Casting Agent as a final adds to each student's success in all areas of practice. Getting feedback from this perspective gives each student a very tangible marker to their level of success, as well a weaker areas to continue to focus on. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> <u>2015-2016</u>
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 63B - FILM & TELEVISION ACTING CAREER PREPARATION - 1 - Identify /Develop - A successful student will become familiar with the business practices and necessities of the film and television industry, and develop all essential job placement marketing materials (Created By Department - Theatre Arts (THTR))		
<b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 63B - FILM & TELEVISION ACTING CAREER PREPARATION - 2 - Demonstrate		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- A successful student will demonstrate an understanding of personal type and how best to utilize this feature in the acting job market. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 63B - FILM &amp; TELEVISION ACTING CAREER PREPARATION - 3 - Audition Skills - A successful student will understand and develop skills for the casting process as it pertains to all forms of media production (Created By Department - Theatre Arts (THTR))</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 can demonstrate an understanding of the relationship of the director to the total theatrical production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assigned exercises for practice. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> The ability to effectively direct actors within various types of scene work and exercises.</p>		
<p>Department - Theatre Arts (THTR) - THTR 7 - INTRODUCTION TO DIRECTING - 2 - Script - A successful student will analyze and prepare a script for production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A fully analyzed, delineated, and notated scene from a script. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> Students are to hand in a complete, coherent and effectively analyzed scene that supports and validates all directing choices.</p>		
<p>Department - Theatre Arts (THTR) - THTR 7 - INTRODUCTION TO DIRECTING - 3 -</p>	<p><b>Assessment Method:</b> Observation and feedback of casting</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status:</b> Active</p>	<p>process for assigned scenework.</p> <p><b>Assessment Method Type:</b> Interviews/Focus Groups</p> <p><b>Target for Success:</b> The ability to take charge, use creativity, and communicate with clarity within the casting process, to effectively choose appropriate actors for assigned scenework.</p>		
<p>Department - Theatre Arts (THTR) - THTR 7 - INTRODUCTION TO DIRECTING - 4 -</p> <p>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>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Full class observation and critiques of directing success in prepared scenework. All aspects of composition, movement, business and characterization are addressed.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> The ability to substantiate a developed concept for staging a scene, and communicating effectively to actors in order to translate fully on stage.</p>		
<p>Department - Theatre Arts (THTR) - THTR 70R - INDEPENDENT STUDY IN THEATRE ARTS - Independent Study - Students will demonstrate greater proficiency in the discipline through independent study. (Created By Department - Theatre Arts (THTR))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Contracted projects with individual goals targeted to be completed under faculty supervision thereby demonstrating proficiency to expertise in prescribed field of theatre arts specialty</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> All students successfully completing targeted goal as prescribed in individual projects.</p>		
<p>Department - Theatre Arts (THTR) - THTR 8 - MULTICULTURAL PERFORMING ARTS IN MODERN AMERICA - 1 -</p> <p>Tradition/Context - A successful student will have connected the development of each</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 8 - MULTICULTURAL PERFORMING ARTS IN MODERN AMERICA - 2 - Theater Types - A successful student will have distinguished between the commercial Broadway theater, the non-profit regional theater and theaters with a multicultural focus, and therefore can identify less visible, mission theater companies in the Bay Area. (Created By Department - Theatre Arts (THTR))</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>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful students will choose and present a panel discussion project based in the class periodical text.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</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>Course-Level SLO Status:</b> Active</p>		<p><b>Assessment Method:</b> Students will attend at least one live performance and submit a written critique.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>	
<p><b>Course-Level SLO Status:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 Method:</b> Students will engage and participate in discussions with instructor and guest artists.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p><b>Course-Level SLO Status:</b> 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 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><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</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.</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(Created By Department - Theatre Arts (THTR))</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 - 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 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><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 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><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</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 - Theatre Arts (THTR))</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 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>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 will 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>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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Observation/Critique</p>		
<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.</p> <p>(Created By Department - Theatre Arts (THTR))</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</p>	<p><b>Assessment Method:</b> Successful fulfillment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Students will skills will develop throughout the quarter and they will perform at a</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
performance. (Created By Department - Theatre Arts (THTR))	consistent level in all performances.		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Students will show improvement in each area allowing them to move on to the Intermediate level course.		
<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 Method:</b> Students demonstrate knowledge, critical thinking and skills needed to perform assigned tasks within the course. <b>Assessment Method Type:</b> Discussion/Participation		
<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	<b>Assessment Method:</b> Successful fulfillment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Students will skills will develop throughout		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(actor, designer, stage manager, technician) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR))	the quarter and they will perform at a consistent level in all performances.		
<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 casting, publicity. (Created By Department - Theatre Arts (THTR))	<p><b>Assessment Method:</b> Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Students will show improvement in each area allowing them to move on to the Intermediate level course.</p>		
<b>Course-Level SLO Status:</b> Active			
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><b>Assessment Method:</b> Students demonstrate knowledge, critical thinking and skills needed to perform assigned tasks within the course.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Knowledge and skills sufficiently advanced for student to advance to next level in this course of study.</p>		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 97 - ACTORS' ENSEMBLE - 1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology	<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/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status:</b> Active</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, live theatrical performance. (Created By Department - Theatre Arts (THTR))</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 - 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>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</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status:</b> Active</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, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</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 - 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>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 -</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status:</b> Active</p>	<p>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, choreographer) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR))</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 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>Start Date:</b></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/Reflections	Action Plan & Follow-Up
11/30/2011  <b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 99 - THEATRE WORKSHOP - Practical Leadership & Communication - Upon completion of this course, students, in a leadership capacity, through personal involvement, supervised coordination, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))	<p><b>Assessment Method:</b> Successful, consistent completion of designated assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	
<b>Start Date:</b> 11/30/2011  <b>Course-Level SLO Status:</b> Active	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><b>Assessment Method:</b> Successful, consistent completion of designated assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	
  <b>Course-Level SLO Status:</b> Active	Department - Theatre Arts (THTR) - THTR 99X - THEATRE WORKSHOP - 2 - Challenge and Develop - Successful students, through critical thinking, problem	<p><b>Assessment Method:</b> Successful, consistent completion of designated assignment.</p> <p><b>Assessment Method Type:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status:</b> Active</p>	<p>Presentation/Performance</p>		
<b>Course-Level SLO Status:</b>			

# Unit Assessment Report - Four Column

## Foothill College

### Program (FA-THTT) - Theatre Technology AA/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (FA-THTT) - Theatre Technology AA/CA - 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 technical production areas with respect to further educational or workforce experience or continued advanced training.</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Matriculated students will be surveyed regularly to determine their success in their further professional development and their assessment of the level of preparedness they achieved as a result of their coursework in the program. Students will be surveyed using social media and data gathered immediately before matriculation and annually for a min of two years</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> 75% of students either continuing their education at a higher level or in the workforce in the field</p>	<p>12/12/2016 - CTE report from 2013-14 enrollments shows 100% placement of surveyed students working in the industry.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>12/11/2015 - 12 theatre technology students matriculated during 2014-2015. Of those 4 transferred out of state without attaining a degree at Foothill, 1 received AA degrees in Theatre Arts since one of the classes needed for the technology degree had not been taught in the two years they were at school. 3 completed Career certificates and, along with two others, went directly into the workforce locally and out of state.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> The lack of adequate shop space hampers instruction in these courses, especially THTR 21. The variety of skills needed can only be taught in small groups leaving others un instructed. Additional instructional aides would help make this work better</p> <p>12/13/2013 - Of the 14 declared Theatre Technology students in Fall 2012, 4 received AA degrees at the end of the academic year, 5 were continuing students, 2 had transferred without degrees, 2 were working locally in the industry and 1 has taken time off to work and reassess his educational options.</p> <p><b>Result:</b> Target Met</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> There is a renewed focus within the student population to complete their GE courses. The Theatre Technology students not only take classes for their major as a group but often take their GE classes and have study sessions together.</p> <p><b>GE/IL-SLO Reflection:</b> There is a renewed focus within the student population to complete their GE courses. The Theatre Technology students not only take classes for their major as a group but often take their GE classes and have study sessions together.</p> <p>10/08/2012 - In Fall 2011 there were 13 students listed as Theatre Technology majors and enrolled in classes within the discipline. By Fall of 2012, 3 had received their AA degrees, 1 had received an AA in Theatre Arts, and 1 had transferred out of state as a Theatre Major. All were working outside school in the industry. Of the remaining 8 students, 1 will complete an AA in Winter 2013, 4 others intend to complete their degree and/or transfer after Spring 2013, 2 are less likely to be successful and 1 has moved out of state to work in the industry. Of the continuing students, over half are already employed part time in the theatre industry.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> staff or student employee time to search out and maintain contact with matriculated students</p> <p><b>GE/IL-SLO Reflection:</b> Matriculated students have the requisite training and experience to transition into</p>	<p>10/08/2012 - Request FWS student to assist in setting up a data base of matriculated students for tracking future education and employment information</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>either further educational opportunities or the workforce. These students learn and practice team building and cooperative problem solving during most of their classes in the program. Students can learn practical applications for computational skills and are challenged to write critical assessments of theatrical productions for sharing with their peers and instructors.</p>	
<p>Program (FA-THTT) - Theatre Technology AA/CA - 2 - Students will observe, model and be able to employ skill sets of collaboration relevant to multiple arenas of alliance or teamwork.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be assessed in collaborative settings by faculty and visiting professional artists to determine their level of proficiency and to develop a plan for increasing their abilities to respond appropriately and successfully to the challenges of collaborative art environment</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> 75% of matriculated will be able to work comfortably and effectively working in a targeted, collaborative environment within the theatre community</p>	<p>12/11/2015 - Matriculated students have easily shown their ability to work in these pressure situations. They generally have 3-4 quarters of increasing responsibility in collaborative assignments on productions and most excel after the first year. The high rate of acceptance of matriculated students into the job market (50%) offers corroborating evidence.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Program (FA-THTT) - Theatre Technology AA/CA - 3 - Students will develop skills for evaluating their own and others contributions to successful outcomes in a high-pressure, collaborative environment.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students in the program will develop and maintain a comprehensive portfolio of their work in collaborative performing arts environments.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> 80% of students will have created an electronic portfolio before the end of their first year in the program</p>	<p>12/12/2016 - The program has not focused class time on this goal. It should be added to the curriculum and teaching methodology in all Theatre Technology classes</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>12/12/2016 - rewrite course SLOs to reflect this outcome. Add curriculum to all program courses. Investigate the need for a capstone course for all Certificate and Degree students</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up