Basic Program Information

Department Name: Theatre Arts

Program Mission(s):

Program Review team members:

Name	Department	Position
Tom Gough	Theatre Arts	Professor, Chair
Bruce McLeod	Theatre Arts	Professor-Technical Theatre, Dir
Janis Bergmann	Theatre Arts	Professor
Milissa Carey	Theatre Arts/Music	Professor

Total number of Full Time Faculty:	3.5
Total number of Part Time Faculty:	2 (though none for fall 2012 term)

Existing Classified positions:
Administrative Asst (1/2 – time Box Office Coordinator—currently unfilled)

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Theatre Arts	AA	90
Theatre Arts—Theatre Technology	AA	90
Theatre Arts -- Foothill Theatre Conservatory+	Pending CA	48
Theatre Arts -– Theatre Technology	CA	44
Theatre Arts -– Theatre Technology	Career Cert	24
Theatre Arts – Advanced Actor Training	Career Cert	26
Theatre Arts – Production and Performance	Career Cert	24
Theatre Arts – Performance Preparation Enhancement	Career cert	26
Theatre Arts -- AAT	Pending AAT	90

+ Certificate of Achievement not currently recognized, application pending.

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

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

DATA REPORTS ATTACHED

Section 1. Data and Trend Analysis

1.1. Program Data:

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

Transcriptable Program	2010-2011	2011-2012	% Change
AA Theatre Arts	4	9	125%
AA Theatre Technology	2	2	0%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			
Theatre Arts -– Theatre Technology	0	0	0
Theatre Arts – Advanced Actor Training (active 12-13)	N/A	N/A	N/A
Theatre Arts – Production and Performance (active 12-13)	N/A	N/A	N/A
Theatre Arts – Performance Preparation Enhancement (active 12-13)	N/A	N/A	N/A

1.2 Department Data (Attach data provided by IR or manually complete chart below)

Dimension	2010-2011	2011-2012	% Change
Enrollment	1641	1410	-14%
Productivity (Goal: 546)	434	472	9%
Success	89%	89%	0%
Full-time FTEF	6.8	5.3	-22%
Part-time FTEF	2	1	-50%

Department Course Data (Attach data provided by IR or manually complete chart below)

	2010-2011			2011-2012		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						
Ex. ART 2						

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

   A reduction of 14% in overall enrollment is consistent with the corresponding 16% reduction of course and section offerings by the program over the past two years. Productivity, while still below the overall campus goal, has increased 9%. We expect a continued reduction in course and section offerings through FY 12-13 but curriculum and scheduling changes should keep the enrolment loss to stabilize with continued increased productivity. The addition of a new theatre scene shop in 2013 will allow for increased capacity and course offerings in Theatre Technology. An expanded production program with additional enrollment may be an additional benefit in future years.

   a. Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.

   Overall success rates are steady although we expect to see a slight increase in 12-13. Enrollment barriers– reduced financial aid, increased tuition- may reduce the numbers of under-prepared and under achieving students.

2. Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.
   a. AA, AS, transcriptable certificates – *An increase in the number of AA degrees should continue with the introduction of the AA-T. AA degrees in Theatre Technology will show an increase in 2013 due to increased faculty focus on completion of the degree for transferring students. As yet there is no transfer degree planned in Theatre Technology at the State level.*
   b. Local, non-State approved certificates – *Completion rates have held steady in general Theatre areas. Theatre Technology students who might be eligible generally fall into three categories; those who are already employed and do not need the Certificate, those who complete an AA , or those who transfer without completion.*
   c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached. *The Career Certificate in Theatre Technology will be eliminated as of F13. There have been no awards for over 5 years and local employers consider other factors when hiring in this field.*

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions. For reference, the college productivity goal is 546.

   Overall productivity has increased slightly as a result of consolidation of classes and an increased focus on the sections offered. It is difficult to foresee how the incorporation of

repeatability rules and a restructured curriculum will impact enrollment and productivity. The class size of many of the technical classes are restricted by facility issues. The opening of the scene shop sometime in late 2013 will allow increased class sizes and additional options for scheduling within the department course offerings. Additional GE classes have been approved and will be added to the department course offerings starting in S13.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

Approximately 50% of department courses are offered every other year to allow for curriculum variety. Certain courses in Theatre Technology require relatively low enrollment for safety purposes and current facility limitations, but they are nonetheless essential to overall program success. Historically, some acting course sections have been periodically cancelled due to low enrollments, as well as mandated adjunct faculty cutbacks. However, those cancellations have been fewer in recent years. Many courses that were regularly under-enrolled have been scheduled less frequently or are being deactivated. Faculty will continue to work with administrators to create classes and schedules that are sustainable. Again, it will take a couple years before the curriculum and degree changes currently being implemented now can be completely assessed.

5. Curriculum and SLOs
   a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

   Because of the radical changes to course offerings and their respective modalities at the state level, a great majority of the department's course offerings have been reviewed during this past curriculum cycle. Those that have not been reviewed this cycle are still in compliance with Title 5. New pre-requisites have been added to align the scaffolding structure of certain family courses.

   b. As a department/program, how do you ensure that all faculty are teaching to the COR?

   In most cases, faculty assigned oversight of the COR are also the instructors responsible for actually teaching the course. In the instances, where that is not the case, the COR is readily shared with the assigned instructor.

   c. Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: attach TracDat mapping report)

As the new State regulations have mandated diminished course offering potential within our department, our PLO's will warrant some review. Some courses meant to serve PLO #1 have been altered and subsequently may not fully serve the PLO – still being served until Fall term 2013. The department serves the core missions of the college is several ways. Firstly,the college mission is served by providing broad based CTE program for students seeking to have a career in the performing arts or entertainment industry. These industries continue to grow both in the state and across the nation, even in a depressed economy. Additionally, the department, primarily through its GE offerings, serves the ILO's of Critical Thinking, Computation, Communication, and Community. Finally, in a time of budget shortages and program cutbacks, the department has been able to maintain a regionally recognized and highly visible schedule of public performances that serves as a magnet for students in the performing arts and increases local awareness of Foothill College and its place in the community.

    d. If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both.

The Foothill Theatre Arts Department offers both an AA degree and the recently submitted AAT degree and is additionally seeking a Certificate of Achievement to supplant its Conservatory training program. The AA degree serves the student population who are seeking collegiate level degree for and the recognition of both discipline mastery, coupled with broader spectrum educational preparedness. The AAT degree serves the student population seeking broader spectrum educational preparedness, seeking to complete their advanced discipline mastery through transfer to a university. The pending Certificate of Achievement as well as the active one for Technical Theatre serve those students wishing vocational training to directly enter the workforce in the discipline. Furthermore, these programs (minus the AAT degree in some respect) particularly benefit and serve low-income students who may not otherwise be able afford the vocational/degree opportunities.

    e. If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.

At present, we no longer have cross-listed courses with the exception of THTR 2F (History of Musical Theatre)—a new course taught by an instructor who bridges between disciplines already (Theatre Arts and Music).

    f. Comment on any recent developments in your discipline which may require modification of existing curriculum and/or the development of new curriculum.

Modifications to our program's offerings have been substantial during this curriculum review cycle. The new course requirements regarding repeatability and family grouping have necessitated several previously repeatable course be re-written as separate courses, several courses have their content combined to reach a more uniform unit load as well as several other courses be de-activated. All of which we have managed, at least preliminarily, to accommodate place accordingly into curriculum review in a timely manner.

6. Basic Skills Programs (English, ESLL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
   a. Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.
   b. Please comment on progression in sequenced courses.

   Ours is not a Basic Skills Program, however progression in sequenced courses follows the model of taking students through necessary steps from basic knowledge and awareness, to practice, to proficiency.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
   a. Please analyze and discuss Transfer data regarding this program.
   b. Please analyze and discuss Articulation data regarding this program.
   c. Please discuss the status of your program's AS-T or AA-T degrees.

   Concrete data on current transfer and articulation trends does not seem readily available from the TracDat data provided, however, anecdotally, roughly 50% of our students transfer to 4-year university programs throughout the country. The AA-T degree for our program has been submitted and is pending approval.

8. Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php
   a. Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:
      i. Continues to meet a documented labor market demand as referenced by industry/occupational report provided.
      ii. Does not represent unnecessary duplication of other manpower training programs in the college's service area.
      iii. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
      iv. Please analyze and comment on average salary/wage data in the region.
   b. Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.
   c. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.
   d. Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
   e. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php

   a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

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Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

PLO initiation has encouraged improved evaluation methodologies and student accountability.

2.3.a Course-Level SLO
1. Give an assessment of the past three years of annual Course Level SLO reflections.

Given the significant adjustments to course content and re-numbering of courses, etc. imposed on us by the new regulations, there are currently some courses that will need to have SLO reflections adjusted and in some cases (pending classes), SLO's need to be created. The courses that do have current SLO reflections and have been offered recently do show a record of

learning outcome targets being met in most cases. With targets that are not met, instructors are encouraged to reconsider methods of student engagement to potentially render more advantageous outcomes.

2. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO
1. What summative findings can be gathered from the Program Level Assessments?

The change in philosophies, direction and new directives from the state have forced significant program level changes in terms of the scope and depth of performance training that can be offered within our program. While PLO projections have be met in the past few years, there is no doubt going forward, because of new course limitations on family identities and repeatability of courses, our PLO expectations will likely be met on a basic/entry level scale and not on the level of mastery we've grown accustomed to. Program Level Outcomes will need to be re-evaluated as adjusted as our ability to offer courses indicated in PLO #1 has been restricted, eliminating the expectation that students will have full, preparatory, active comprehension of the scope of dramatic literature.

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

The program targets have certainly guided us to focus and re-evaluate our circumstances towards streamlining the student's experience in a constructive way for them. Given the circumstances describe above (2.3.b #1), it is hard to reconcile the word "improve" in our program because we are in a mode of backpedaling to conform to the new sets of course requirements which depletes our ability to offer the breadth of training we would like to and has, furthermore, been highly successful in our market and industry for over 20 years. So these changes are not an improvement in our regard. Program changes, while affecting the quality and thoroughness of student training, have reflected streamlining choices allowing students more flexibility in completing program goals in less time. We are in the process of applying for a Certificate of Achievement to supplant what has been our Conservatory Training Program in an attempt to maintain some recognized extra integrity. That application is now pending.

3. If your program has other outcomes assessments at the program level, comment on the findings.

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

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Re-evalaute PLO and adjust course content to reflect changes	#1	Work Force Transfer	Allow transfer alignment and streamline student entrance to universities.
2 Create and enact AAT Degree	#2	Transfer	Allow transfer alignment and streamline student entrance to universities.
3 Apply for Certificate of Achievement	#2	Work Force	Concentrate student experience into preparing students for industry employment for those not wishing university.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals will be linked to resource requests.

3.1 Previous Program Goals from last academic year

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

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

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
Increase department productivity	2-3 years	We have reduced redundant course offerings (eliminating almost all adjunct assignments) during like terms to focus enrollments into a single section. Likewise, we have limited the offerings of courses with historically lower enrollments.	In the first term of this academic year, dept productivity has shown a slight boost from this trend.
Develop sustainable model for Conservatory program	1-3 years	Certificate of Achievement sought and application pending.	The stability of the program is a factor in attracting and retaining students. A long term solution to the ongoing changes will afford students a greater opportunity for success. We are now attempting our fourth Certificate submission as the state's course requirements have continued to change during our Certificate review cycle.
Find a sustainable model for funding and promoting the department productions.	2-3 years	Continue to work with District Foundation to attain suitable and consistent outside funding sources. The loss of several department support positions necessitate a request to recover some of these lost positions. A temporary employee could potentially be a solution for the currently vacant position.	A long term solution to production expenditures would insulate the department from some of these variations in funding from the state. Some outside grants have already been awarded. These resources requested would stabilize the student experience in the department's marquis pedagogical projects.

Maintain student success in accordance with new reduced course offering requirements	1-2 years	Effectively re-evaluate sequence of course offering to best construct a educational scaffolding beneficial to students under the new regulations regarding family course alignment and non-repeatability.	Develop an active AAT degree and pursuing the CA in Theatre Arts. Faculty will undertake the review of the BA and course sequencing in the coming review cycle.
Enhance students technical theatre opportunities to align more with industry tendencies	3-5 years	Construction of new facility scene shop set to begin fall of 2013.	The benefit of this facility will provide the opportunity for more students (facility can handle larger enrollment) to experience newer technologies and increased course offerings.
Increase performance offerings and rental possibilities in the Lohman and Smithwick Theatre space.	1-5 years	Construction of new facility scene shop set to begin fall of 2013.	The completion of the new scene shop would mean more flexibility in the classroom locations as set pieces will not have to be build in space.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.2
PT-Theatre Scene Shop and LohmanTheatre		Increase performance offerings and rentals in the Lohman Thetare

Technician		

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2
FT Faculty (McLeod) 20% during F13 to handle set up and preparation of scene shop functions	$4500	Increase class offerings and enrollment in Theatre Technology classes Increase performance offerings and rentals in the Lohman and Smithwick Theatres

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2
Temporary student and professional employees for new scene shop set up	$5000	Increase class offerings and sizes in Theatre Technology classes Increase performance offerings and rentals in the Lohman Theatre

Ongoing B Budget Augmentation

B Budget FOAP 114616-143101-100700	$ Amount	Related Goal from Table in section 3.2
TEA's for marketing, community outreach, and increased ticket sales	$15,000	

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2
FF&E for new Theatre Scene and Costume Shops	$10000	Increase class offerings and sizes in Theatre Technology classes Increase performance offerings and rentals in the Lohman Theatre

Section 5: Program Strengths/Opportunities for Improvement

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

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	1) Program has continued to update and align courses and program requirements and become aligned with the State and College processes. 2) Program has developed an AAT degree for direct clarity of university matriculation.	Program has an excellent reputation in the surrounding entertainment community. Graduates, thus far, find employment readily.
Weaknesses	State's new restrictions on repeatability and course family groupings has undercut programs ability to fully train graduates with the breadth of industry experience that the program has been accustomed to. How the new scaled down opportunities will affect student readiness in the employment market is purely speculative at present.	The loss of 1.5 classified departmental support positions for various reasons in the last 1.5 years as well as a previously designated faculty adjunct support position (now contract) has severely detrimentally impacted the department's ability to perform the necessary pedagogical functions—placing undue and distractive burdens on faculty to fulfill these functions.
Opportunities	Construction on a new scene shop to begin next fall will no doubt provide a much needed boost, providing a more accurately simulated professional environment to the student experience in the theatre technology areas.	Department has successfully pursued, through the assistance of the district Foundation, a few lucrative grants of late to help defray costs for department productions.
Threats	As previously stated, the pending loss of the ability to teach the breadth of courses offered is the	With the new course restrictions, will we be able to maintain the integrity of the department's ability to produce

	biggest threat to our integrity and what has become the expectation of excellence within our program. If further restrictions to our course offerings would be forthcoming in the guise of more State restrictions, the tremendous reputation this department has built over decades would be further depleted and the student experience increasingly diluted.	consistently excellent graduates with the breadth of experience to the employment community we largely serve.

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

Since approximately 2008, the department has been in a near continual state of curriculum review and re-adjustment. We have dutifully kept up with all recommendations and requirements voiced and presented to us in a timely manner. Prior recommendations were largely geared towards curriculum alignment in the course descriptions and SLO generation. We have accommodated all of those recommendations presented to us.

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

The greatest concerns amongst the faculty are of a nature largely pertaining to the uncertainty of "what's next?" "What else will be taken from us?" We realize that strictly on a productivity basis, our program is far from the college's most robust. We have taken steps to create a few new general education courses we hope will boost the department's productivity to support the majors' classes (which we have also raised the enrollment ceiling on in recent years). This includes one fully online course. We have also added courses in areas with strong interest, is Musical Theatre Repertoire. But the fact remains there are a few courses in our catalogue that are necessary to the pedagogical health of the overall program and they will always be under-enrolled, in part, purely for safety and facility reasons.
We have been told on several occasions what a valuable commodity our department is to the college in terms of marketing and college profile. Our concerns lie partially, with our ability to maintain the level of overall, all around excellence in the face of these new multiple offering restrictions and budgetary depletions in personnel support.

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

One strength of our program remains the integrity and dedication of our faculty to provide as dynamic and beneficial an expert educational experience as can be mustered amidst the frequently disheartening atmosphere of restrictive cut-backs imposed on our department. It is never an easy thing to have things taken away, but we feel we have all responded with integrity

and grace to this unprecedented adversity. Undoubtedly, we have pushed back for things we want to protect, but not at the expense of continuing to foster a respectful, supportive working environment throughout the college. This has been done with an eye on student success and continued excellence as our primary goal.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

> The Theatre Department at Foothill offers a comprehensive course of study in Theatre Arts and Technical Theatre. The curriculum is wide-ranging and thorough. The Music Theatre element of the program is extremely popular and provides generous financial contributions from the community through the Foundation.

> The increase in AA degrees granted (from 6 in 2010-2011 to 11 in 2011-2012) indicates the faculty efforts to encourage students to complete the program in a timely fashion, and is noteworthy. Productivity has risen from 434 to 472, a 9% change, but is still well below the college goal of 546. I have observed the departments commitment to change and efforts to improve these numbers over the past 4 years.

> The department has created an AA-T degree, and Instructor Milissa Carey, who is both Music and Theatre, has created 2 wonderful new courses, THTR 2F/History of American Musical Theatre, THTR 48c/Musical Theatre Repertoire for Singers, which hold great promise in terms on broadening the student base in the area of Music Theatre.

> The Theatre Department has done an excellent job in creating families of courses as per new state repeatability guidelines, which is notable.

6.2 Areas of concern, if any:

> As noted in this program review, the Theatre Department has no mission statement. Perhaps a thoughtful assessment of the direction and goals of the department would help focus the goals of the program.

> An area of great concern is changes to repeatability in Fall 2013. This certainly threatens the Musical Theatre element of the program in a very serious manner. Many of the students in Musical Theatre productions have been in the program far longer than new repeatability regulations will allow.

6.3 Recommendations for improvement:

Begin planning to move the entire Foothill Music Theatre Program to Community Based Education. This will alleviate the repeatability issue and will ensure continuity in production offerings.

Create at least one more online survey course that can accommodate large numbers of students to offset smaller enrollments in FTF course offerings.

Create a mission statement.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

7.1 Strengths and successes of the program as evidenced by the data and analysis:
The department has focused much needed attention on its curriculum, and is diligently working on the AA-T degree, which will serve many students and aligns with the college's mission on transfer.
Another strength is the theatre technology program, which does provide students with marketable skills.
7.2 Areas of concern, if any:
This comprehensive review appears to be lacking any significant data in several sections. The department has long maintained that it fulfills a workforce function, yet that entire section is blank.
While there has been, and continues to be, much dedicated effort to revising the curriculum, there needs to be immediate progress in resolving the workforce/certificate portions of the theatre program. For the last two years the department has known that the former certificate in Theatre Conservatory was not in compliance with state law and regulations. The certificate was deactivated, thereby creating a large number of stand alone courses that do not provide students with a CTE degree or certificate, nor do they lead to transfer. If the conservatory is truly a vocational concept, then the department must provide the required labor market data and receive state approval on a certificate or degree in that area. In addition, the department should work on ways to more effectively capture enrollment in the technical classes, perhaps by requiring them in the degree/certificate, as labor data does suggest a need for those jobs. If, the department determines that it does not have the data or the demand for the certificate, then the best solution would be to offer a small number of stand alone classes that students could take in addition to the courses required for the AA-T. This would give the students the option of having some specialized courses in addition to their requirements.
In addition, the department needs to pay more attention to its role in General Education/transfer, and offer more sections of highly desired GE courses in theatre, and fewer sections of stand alone classes that are not tied to an approved program.

7.3 Recommendations for improvement:

As noted above, the department has made good progress in the development of the AA-T. However, the changes indicated above are critical for the viability of the theatre offerings, and are expected to be accomplished within this next program review cycle.

7.4 Recommended Next steps:

_X__ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Department - Theatre Arts (THTR)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR) - THTR 1 - THEATRE ARTS APPRECIATION - 1 - Integrate - A successful student will analyze and integrate his/her own artistic standards as they relate to theatrical performance and criticism. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Essay/Journal **Target for Success:** Successful students will present clear opinions with supporting examples from the performance in at least three of the five artistic criteria.	12/18/2011 - All students who received a passing grade in the class were able to meet this standard. They were able to present their opinions clearly and were able to provide examples from performances in at least three of the categories. Most of these were successful when discussing the audience, design elements, ad play structure. They struggled with acting and directing evaluations. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional video and streaming resources to give students a greater range of performance examples in the acting and directing areas.	09/11/2012 - Students who struggle with the written portion of the course need to be identified either prior to attempting the course through English placement exams or early in the course so tehy have the opportunity to develop these skills outside the class. consider Eng 1A eligibility as a prereq. 12/18/2011 - Since most students have limited exposure to theatrical performances and especially little experience assessing successful acting or directing, more examples are needed. With the bulk of the students in this class are online, integrating greater visual content to give students a broader range of acting and directing examples would give students a greater knowledge base for these areas.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Essay/Journal **Target for Success:** Successful students will present clear personal opinions with supporting examples from the performance in at least three of the 5 artistic criteria	12/18/2011 - All students who submitted these assignments were capable of expressing their personal opinions but many struggled with finding appropriate examples from the performances. Most found it easier to relate their opinions to examples from the production when assessing the areas areas of design, play structure and audience response. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional video and streaming resources to give students a greater range of performance examples in the acting and directing areas.	09/11/2012 - Students who struggle with the written portion of the course need to be identified either prior to attempting the course through English placement exams or early in the course so tehy have the opportunity to develop these skills outside the class. consider Eng 1A eligibility as a prereq. 12/18/2011 - Since most students have limited exposure to theatrical performances and especially little experience assessing successful acting or directing, more examples are needed. With the bulk of the students in this class are online, integrating greater visual content to give students a broader range of acting and directing examples would give students a greater knowledge base for these areas.
Department - Theatre Arts (THTR) - THTR 1 - THEATRE ARTS APPRECIATION - 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be assessed on their knowledge of basic theatrical genres including tragedy, comedy, drama, melodrama, and musicals. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Successful students will be able to demonstrate the ability to define the criteria for at least three of the five basic theatrical genres and provide examples of specific	12/18/2011 - Unclear. Students who took these tests were able to successfully distinguish the criteria applicable to the various theatrical genres. Since these questions are spread out over several tests/quizzes it is difficult to accurately compile data **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None	12/18/2011 - Focus questions about theatrical genres in one quiz, use other quizzes for reinforcement and review as appropriate. Add section on genre to producrion review essays.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	theatrical performances in each.		
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)) **Start Date:** 12/02/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	04/24/2012 - Students who successfully completed the course, demonstrated noticeable growth in performance comfort and situation interpretation through these exercises. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 20A - ACTING I - 2 - Critical Thinking & Skills - Upon satisfactory completion of this course, through introduction to the practices of the theatre arts and developed ability to analyze text from multi-cultural sources and performance content for self-advancement, students will be able to employ basic foundational acting premises towards confident, embodied performance. (Created By Department - Theatre Arts (THTR)) **Start Date:** 12/02/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	04/24/2012 - This assignment significantly demonstrated full comprehension of growth and development for students completing the final assignment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Smaller Class Size	
	Assessment Method: Essay reflecting participation experience and devolopment through course. **Assessment Method Type:** Essay/Journal		
	Assessment Method: Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Presentation/Performance		
	Assessment Method: Journal reflecting experiences and development I through course. **Assessment Method Type:** Essay/Journal		
Department - Theatre Arts (THTR) - THTR 20B - ACTING II - 1 - Communication - By processing intricacies of human behaviors empathetically, students will develop the voice and body as an instrument of expression applicable in multiple public and interactive situations. Additionally, students will gain confidence through the experience of interaction--applicable in both interpersonal and performance circumstances. (Created By Department - Theatre Arts (THTR)) **Start Date:** 12/02/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.	09/05/2012 - Final assignment prompts all items indicated in the SLO to address, complied and incorporated effectively. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Start Date:** 12/02/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Journal reflecting experiences and development through course. **Assessment Method Type:** Essay/Journal		
	Assessment Method: Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	09/05/2012 - Substantively depicts overall student achievement. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 12/02/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	09/05/2012 - This course's activities seem to effectively target to listed outcome. The course SLO will likely be revised in the coming curriculum review due to new overall repeatability limitations. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 20C - ACTING III - 2 - Skills & 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)) **Start Date:** 12/02/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Journal reflecting experiences and development I through course. **Assessment Method Type:** Essay/Journal	09/05/2012 - Reflection assignment substantially guages student growth for those who choose to complete assignment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	09/05/2012 - Substantively depicts overall student achievement. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 20D - ACTING IV - 1 - Knowledge & Communication - Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. And as such, have a	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 12/02/2011 **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 20D - ACTING IV - 2 - Critical Thinking and Collaboration. - Students heighten abilities to analyze text and performance content for self-advancement, progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. All paramount preparations for a well-rounded artist to perceive and employ in the field. (Created By Department - Theatre Arts (THTR)) **Start Date:** 12/02/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance **Assessment Method:** Journal reflecting experiences and development I through course. **Assessment Method Type:** Essay/Journal		
Department - Theatre Arts (THTR) - THTR 20E - ADVANCED ACTING V - 1 - Knowledge & Communication - Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. And as such, have a newly acquired wealth of skills, theories and techniques giving them advantage in the industry by increasing active knowledge of prescribed performance genres. (Created By Department - Theatre Arts (THTR)) **Start Date:** 12/02/2011	**Assessment Method:** Presentation of targeted research accompanying final performance. **Assessment Method Type:** Presentation/Performance **Target for Success:** Successful completion of individually specified project/assignment.	09/05/2012 - Students were largely successful in participating in the two large major assignments in the term. These projects fully encompassed the aspects presented in the SLO. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active 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))	**Assessment Method:** Journal reflecting experiences and development through course. **Assessment Method Type:** Essay/Journal		
	Assessment Method: Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance		
Start Date: 12/02/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Substantive research journal of individually prescribed major assignment. **Assessment Method Type:** Essay/Journal	09/05/2012 - Journal is incorporated into larger project-based final assignment. This expanding, compiling method to this assignment has proven effective. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Visual identification of common tools and their uses **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** All students should be able to correctly identify 85% of the tools shown	08/11/2012 - Students concurrently enrolled in THTR 21A were easily able to identify the tools. Students only taking the class online without the added benefit of the hands on work were only able to correctly identify 60% of the tools shown on average. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** portable video equipment to locally produce theatre shop in action **GE/IL-SLO Reflection:** The tools and their uses are part of the	08/11/2012 - Work to add better visual references into the online format. Video of the tools being used in a theatre shop might help reinforce the 2 dimensional images currently used

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		knowledge base needed to understand the process of creating scenery and properties for a stage production.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be asked to match the artistic, business and production positions in a not-for-profit theatre with job descriptions and responsibilities **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Successful students should be able to correctly match at least 80% of the positions with their job descriptions and responsibilities		
Department - Theatre Arts (THTR) - THTR 21A - SCENERY & 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be observed using basic hand and power tools in a working environment **Assessment Method Type:** Observation/Critique **Target for Success:** Following completion of the course all students will be ale to appropriately and safely use all basic hand and power tools		
Department - Theatre Arts (THTR) - THTR 21A - SCENERY & 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be tested on general theatrical shop safety practices at the beginning and end of the course **Assessment Method Type:** Pre/Post Test **Target for Success:** All students shall be able to successfully answer at least 90% of the questions on the quiz.	09/04/2012 - All students who completed the course received a score above 90% on the safety quiz at the completion of the course **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** larger shop space for safer construction of scenery	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Students will be asked to demonstrate safe practices in a theatre setting to their peer group **Assessment Method Type:** Presentation/Performance **Target for Success:** Upon completion of the course, all students should be able to safely demonstrate safe practices in the areas of ladder safety, working overhead, working around and with power tools, and handling flat scenery		
Department - Theatre Arts (THTR) - THTR 21B - INTERMEDIATE SCENERY & PROPERTY CONSTRUCTION - 1 - Construct - A successful student can safely construct small projects using correct tools and procedures. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will construct basic scenic and property units fr use in theatrical presentations while safely uses basic tools and methods **Assessment Method Type:** Presentation/Performance **Target for Success:** Successful students will demonstrate the ability to construct flat and platform scenery on a level acceptable for an amateur production company.	09/04/2012 - Not all students are capable of independently constructing the necessary projects. When paired or in small groups the combined knowledge is avaiable and the projects are successful. Most students do not have the opportunity to perform all of the steps necessary to complete the projects within the quarterly production schedule **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** larger shop space to allow more work space and targeted teaching opportunities **GE/IL-SLO Reflection:** The students are very comfortable collaborating on projects. They are more successful when working cooperatively in small groups and sharing information.	
Department - Theatre Arts (THTR) - THTR 21B - INTERMEDIATE SCENERY & 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	**Assessment Method:** Students will be asked to read simple shop drawings and explain what the project requires and the steps needed for construction. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
construction. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	Discussion/Participation		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be asked to create a plan of materials, tools and construction process for small scenic projects. **Assessment Method Type:** Case Study/Analysis **Target for Success:** Successful completion of all projects after review of theplan with instructor		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** 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 **Assessment Method Type:** Observation/Critique **Target for Success:** All projects complete before technical rehearsals of the current production	09/04/2012 - While all projects were completed on time, some students had difficulty in leadership roles. They often resorted to doing the task themselves rather than spreading out the work among the group. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Collaboration with staff and other group leaders was fine, difficulties arose in delegating to less capable students ion the group.	
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 crtieria and theories introduced, preparing the	**Assessment Method:** Successful execution of sequenced performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	09/10/2012 - Though the compressed calendar of summer puts an enormous time crunch on the students' ability to fully prepare final assignment, all demonstrated substantial growth and prosperous acumen towards achieving industrry standards. **Result:** Target Met	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
student to face the expectations of auditioning premeses and guidelines within the live performance industry. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active		**Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 22 - AUDITIONING FOR THEATRE - Skills & Critical Thinking - Upon completion of this class, students will capture and be able to apply concepts of self-promotion, self-marketing and the industry standards for personal presentation in seeking performance/employment opportunities. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation	09/10/2012 - Students applying effort demostrated substantial interactive development towards comprehension of industry standards and personal preparation needed to succeed in audition circumstances. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 23 - ACTING FOR FILM & 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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 23 - ACTING FOR FILM & TELEVISION - 2 - Performance - A successful student will become familiar with camera terminology and technique. (Created By Department - Theatre Arts (THTR))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 23 - ACTING FOR FILM & 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))			
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 23X - ACTING FOR FILM & 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))			
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 23X - ACTING FOR FILM & TELEVISION - 2 - Performance - A successful student will become familiar with camera terminology and technique. (Created By Department - Theatre Arts (THTR))			
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 23X - ACTING FOR FILM & 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))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 25 - INTRODUCTION TO FASHION & 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))	**Assessment Method:** Defined projects for each technique are assigned and performed. **Assessment Method Type:** Observation/Critique	09/14/2012 - Each student progressed from either none or relatively little sewing knowledge and acumen, to at least adequate sewing proficiency. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 25 - INTRODUCTION TO FASHION & 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))	**Assessment Method:** Student will work on and complete an assigned project. **Assessment Method Type:** Class/Lab Project	09/15/2012 - Each student successfully designed and completed individual craft projects. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 25 - INTRODUCTION TO FASHION & 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))	**Assessment Method:** Students are individually tested to perform a task on each costume construction machine and tool. **Assessment Method Type:** Exam - Course Test/Quiz	09/15/2012 - Each student successfully performed their assigned task on each assigned piece of equipment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 25 - INTRODUCTION TO FASHION & COSTUME CONSTRUCTION - 4 -	**Assessment Method:** Each student is assigned an element of	09/15/2012 - With a production deadline and anticipation of an audience, students pushed	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Production - Successful students recognize and use the costume process to prepare the costumes for a theatrical production. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	costume construction to contribute to the overall whole of the design completion of a production. **Assessment Method Type:** Class/Lab Project	themselves to succeed admirably on each assigned element. The finished product allows for a sense of pride in each student's contribution. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 26 - INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN - 1- History - Successful students can identify various forms of historical clothing and distinguish their proper terminology. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 26 - INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN - 2 - 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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 26 - INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN - 3 - Analyze/Compare - Successful students can compare the fashions of an historical time and relate them to the social and political climates of those eras, as well as compare them to dramatic texts of those eras. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:**			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active Department - Theatre Arts (THTR) - THTR 27 - LIGHTING DESIGN & 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)) **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Observation/Critique **Target for Success:** All students will be able to successfully and correctly hang, focus, and circuit stage lighting equipment in a theatre.	09/11/2012 - All students who attended class regularly were able to successfully demonstrate the required skills. Students who did not attend at least 50% of the class meetings were not able to practice and were not able to complete the demonstration successfully. Tese students did not receive a passing grade in the class. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Students are prepared for entry level positions in the local technical theatre workforce. Successful students are recommended by the instructor for part-time work with local theatres while they complete their degrees.	09/11/2012 - Since these are basic skills and the foundation for other learning, students need more opportunities to learn and practice these skills early in the course.
Department - Theatre Arts (THTR) - THTR 27 - LIGHTING DESIGN & TECHNOLOGY - Lighting Design Plan - Students will be ale to read and implement simple lighting plans. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be given a small crew and a simple lighting plan to hang, focus, and circuit. Upon completion, students will demonstrate that all equipment is working correctly according to the constraints on the plan. **Assessment Method Type:** Class/Lab Project **Target for Success:** All students will complete the project and a minimum of 95% of the equipment will be working properly.	09/11/2012 - Only 8 out of 15 students were able to complete the project satisfactorily complete the project. Of the remaining students, four (4) were not prepared due to poor attendance ; these students did not receive a passing grade in the class. Three (3) students were adequately prepared but could not attempt the project due to limited time in the theatre. THese students were more experienced and had demonstrated the abilities in work situations prior to and during the quarter. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** The leadership and cooperation which are an intrinsic part of this task are valuable preparations for the work environment in	09/11/2012 - Due the limited class time, students with prior experience will be used early in the course to provide positive role models for the less experienced students and class opportunities to critique and teach best practices.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		theatre and other project oriented positions. Students who excel at this task often are quickly identified and move into lower level supervisory roles in theatre companies.	
Department - Theatre Arts (THTR) - THTR 2A - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Pre/Post Test **Target for Success:** 80% of the students should be able to score above 80% on the quiz.		
Department - Theatre Arts (THTR) - THTR 2A - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 2A - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
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))	**Assessment Method:** 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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students should be able to score above 80% on the quizzes		
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 2B - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))			
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 2B - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))			
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students should be able to score above 80% on teh quizzes		
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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 2C - INTRODUCTION TO DRAMATIC LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #1 -	**Assessment Method:** A 1000 word essay on topics concerning the development of musical theater examined		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- Demonstrate an understanding of musical theatre styles beginning in the early twentieth century to present day as a reflection of its societal/historical context. (Created By Department - Theatre Arts (THTR))	within the context of social/historical context. **Assessment Method Type:** Essay/Journal **Target for Success:** A successful student will demonstrate knowledge of the musicals studied in terms of the social, political and historical framework.		
Course-Level SLO Status: Active	**Assessment Method:** Weekly online discussions with guided topics following course content. **Assessment Method Type:** Discussion/Participation **Target for Success:** A successful student will participate in individual posts and responses to other students.		
Department - Theatre Arts (THTR) - THTR 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #2 - - Discriminate--via an understanding of between various musical styles (e.g., early twentieth century and the decade of he 1930s, the Golden Age of musicals in mid-century, influence Sondheim, transition to rock musicals and commercial musicals, multi-media influence of the twenty-first century.) (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quizzes covering the content of the course materials studied. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A successful student will pass these quizzes demonstrating a fundamental knowledge of musicals styles from the early twentieth century to the present day.		
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	**Assessment Method:** Weekly quizzes covering the course content concerning design in theater. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A successful student will pass these quizzes demonstrating a fundamental understanding		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(THTR))	of theatrical design elements.		
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 38 - MOVEMENT PRACTICUM FOR THE ACTOR - 1 - Theory & Expression - Through applied, active study of movement theories and theorists, students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist moreviable in communicating through performance. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation	04/24/2012 - The experiential sharing of exercise outcomes significantly contribute to the reflective capabilities of students in regards to their own development. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Mirrors	
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	04/24/2012 - Though simple, the final performance assignment is substantially comprehensive reflecting all material presented in class as an integrative performance experience. Given the class size and time constraints, it is the only foreseeable viable presentation without taking four classes to complete the final project. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Mirrors	
	Assessment Method: Journal reflecting experiences and development I through course. **Assessment Method Type:** Essay/Journal		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR) - THTR 38A - MOVEMENT PRACTICUM I - 1 - Theory & Expression - Through applied, active study of movement theories and theorists--body awareness centered--students will achieve greater comprehension of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist moreviable in communicating through performance. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation		
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance **Assessment Method:** Journal reflecting experiences and development through course. **Assessment Method Type:** Essay/Journal		
Department - Theatre Arts (THTR) - THTR 38B - MOVEMENT PRACTICUM II - 1 - Theory & Expression - Through applied, active study of movement theories and theorists--gesture analysis centered--students will achieve greater comprehension	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:**		

	Discussion/Participation		
of their own personal body mechanics, develop expression potential, increase movement vocabulary and characterization versatility ultimately rendering the individual artist moreviable in communicating through performance. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active			
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance **Assessment Method:** Journal reflecting experiences and development through course. **Assessment Method Type:** Essay/Journal		
Department - Theatre Arts (THTR) - THTR 38C - MOVEMENT PRACTICUM - MASK - 1 - Theory & Expression - Through applied, active study of movement theories and theorists--mask embodiment and visualization cenetered--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 moreviable in communicating through performance. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 11/30/2011 **Course-Level SLO Status:** Active			
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))	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance		
	Assessment Method: Journal reflecting experiences and development through course. **Assessment Method Type:** Essay/Journal		
Start Date: 11/30/2011 **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 38D - MOVEMENT FOR THE ACTOR: STAGE COMBAT - Knowledge & Skills - Upon completion of this class, students will have working knowledge of the procedures, safety premises, terminology and execution of hand-to-hand stage combat techniques universally employed in the entertainment industry. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Original peer choreography demonstration. **Assessment Method Type:** Presentation/Performance	09/10/2012 - Because of the cycles of course change, the practices of this class were geared towards the previous course description active in 2012, which included small weapons combat. Finding a better mechanism for assessing peer judgement of final assignment preparpation would be useful. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	09/10/2012 - Stronger rubric definition of peer judgement for final assignment. _____
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	**Assessment Method:** Original peer choreographed demonstration **Assessment Method Type:** Presentation/Performance	09/10/2012 - Students most certainly thrived in development in application of combat choreography moreso than execution. Next time, more emphasis on repetition of basic skills over expanding glossary of maneuvers. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
performance circumstances. (Created By Department - Theatre Arts (THTR))		**Year This Assessment Occurred:** 2011-2012	
Course-Level SLO Status: 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Original peer choreography demonstration. **Assessment Method Type:** Presentation/Performance		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Original peer choreographed demonstration **Assessment Method Type:** Presentation/Performance		
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	**Assessment Method:** Successful, consistent completion of designated assignment. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
of leadership process in production development. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 39 - LEADERSHIP PROJECTS IN 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful, consistent completion of designated assignment **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 39X - 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 development. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Successful, consistent completion of designated assignment. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 39X - LEADERSHIP PROJECTS IN 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful, consistent completion of designated assignment. **Assessment Method Type:** Presentation/Performance		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Observation and discussion **Assessment Method Type:** Class/Lab Project **Target for Success:** Experimentation with, and subsequent understanding of the use of a variety of makeup products and materials	09/14/2012 - Given a specific and limited number of makeup products and materials, including required kits and provided supplemental supplies, students are able to use and evaluate all items within the specified class sessions. Therefore students are able to develop a familiarity and acumen with all available products. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	04/08/2013 - New materials will be introduced as they become available.
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))	**Assessment Method:** Evaluation of makeup design concepts and ideas. **Assessment Method Type:** Class/Lab Project **Target for Success:**	09/14/2012 - Prepared designs are required before beginning each makeup application, which is sufficiently motivating the student to come prepared, since otherwise they will not be able to participate for that assignment. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Completed makeup applications.	Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of design sheets and clay modeling projects. **Assessment Method Type:** Class/Lab Project **Target for Success:** Designs that can translate into effective finished products.	09/14/2012 - A particular benefit to the student's success, in these large class situations, is pairing partners with one being more adept at design skills and helping the other. The mix of advanced and beginning students in the same class was a huge benefit in this area. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** lab assignments **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of facial alterations in completed projects.	09/14/2012 - The wide variety of specified assignments allows the student to research and define facial variations which are compiled in their makeup morgue projects. Periodic evaluations of morgues has helped the students keep up on the work and achieve more success. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Observation and discussion **Assessment Method Type:** Class/Lab Project **Target for Success:** Experimentation with, and subsequent understanding of the use of a variety of makeup products and materials	09/14/2012 - Given a specific and limited number of makeup products and materials, including a provided variety of products that are different from the beginning class, students are able to use and evaluate all items within the specified class sessions. Therefore students are able to develop a familiarity and acumen with all available products. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	04/08/2013 - Continued presentation and experimentation with current makeup products.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR) - THTR 40B - THEATRICAL MAKE-UP FOR PRODUCTION - 2 - Design/Application - A successful student will demonstrate skills in the design and application of theatrical makeup for production. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of makeup design concepts and ideas. **Assessment Method Type:** Class/Lab Project **Target for Success:** Completed makeup applications.	09/14/2012 - Students are demonstrating enormous success after accumulating experience and ideas from the beginning level class. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Observation **Assessment Method Type:** Class/Lab Project **Target for Success:** Complete all required steps to create advanced makeup applications.	09/14/2012 - Including students in the development of advanced prosthetic recipes, empowered them to think in a proactive and creative way. Both failure and success contributed to a valuable learning experience. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	04/08/2013 - Continue to add advanced materials for experimentation.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** lab assignments **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of facial alterations in completed projects.	09/14/2012 - Adding to their pre-existing morgue projects (from the beginning class), proves to ensure all students a better success rate. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active Department - Theatre Arts (THTR) - THTR 43A - FOUNDATIONS IN REALISTIC ACTING - 1 - Analysis - A successful student will analyze realistic texts for origins of choices and motivations in human behaviors. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** script analysis assignment **Assessment Method Type:** Case Study/Analysis **Target for Success:** An acceptable analysis and full breakdown of a scene from a published play.	09/14/2012 - Periodic checks of text work proves to be helpful in the final completion of the assignment. The students who were not as successful in understanding the work received the extra guidance earlier, allowing them to be more successful in the end. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 43A - FOUNDATIONS IN REALISTIC ACTING - 2 - Self-preparation/Communication - A successful student will prepare themselves as an instrument of vibrant communication. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** In-class exercises for the development of physical and vocal presence and character communication. **Assessment Method Type:** Observation/Critique **Target for Success:** Full participation and effort in exercises.	09/14/2012 - All students successfully participated and engaged, consequently developing in a substantial manner. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 43A - FOUNDATIONS IN REALISTIC ACTING - 3 - Performance - 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Performance of assigned scenes and/or monologues. **Assessment Method Type:** Presentation/Performance **Target for Success:** Complete memorization and engagement in assignment, utilizing all integrated skills and preparation.	09/14/2012 - All performed scene work was completely memorized and richly prepared, creating successful end products. The result is an understanding of what work must be done and how to effectively do it, in order to duplicate such success. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 43B - CONTEMPORARY METHODOLOGIES IN ACTING - 1 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Analysis - A successful student will acquire a working technique for translating script work to spontaneously charged performance work. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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.	**Assessment Method:** Successful fulfillment of designated performance/production assignments. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Journal reflecting experiences and development through course with applicable terminology and appropriate self-review. **Assessment Method Type:** Essay/Journal		
Department - Theatre Arts (THTR) - THTR 43D - FOUNDATIONS ON COMIC STYLES - Performance - Upon completion of this course, students will be able to beneficially analyze and interpret genre specific comedic texts in multiple ways relevant to performance expression, employment and creative inspiration rendering greater communicative potential. (Created By	**Assessment Method:** Successful fulfillment of designated performance/production assignments. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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))	**Assessment Method:** Comparative text reflection applying premises of text to all aspects of course performance and communicative potential growth by means of journal or essay. **Assessment Method Type:** Essay/Journal	04/24/2012 - 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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Course-Level SLO Status: Active			
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 situations with a newfound sense of expediency and collaboration. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	04/24/2012 - The sequential based skill development suits this class ideally. Basic skills are compiled, gradually leading to increasing complexities in performance. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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))	**Assessment Method:** Students research and intergret varied material sources related to particular assignments and compile a strategy-based research presentation of expected approaches for class review. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: 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))	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance		
Course-Level SLO Status: 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))			
Course-Level SLO Status: Active			
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))			
Course-Level SLO Status: Active			
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
appropriate monologues and cold reading technique. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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))	**Assessment Method:** Presentation and discussion of accumulated research and analysis. **Assessment Method Type:** Case Study/Analysis **Target for Success:** A fully developed knowledge of a particular theatrical genre and style.	09/14/2012 - Successful students contributed from all of the various perspectives to realize the impact of the chosen genre and style. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Course-Level SLO Status: Active			
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 technique, as well as movement techniques and vocal production skills. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Rehearsal of assigned script, incorporating acquired techniques and skills. **Assessment Method Type:** Class/Lab Project **Target for Success:** Complete and specific analysis of text and characterization, leading to performance quality work.	09/14/2012 - Successful students clearly comprehended the value of learned techniques when practiced and incorporated in a performance situation. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Course-Level SLO Status: 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))	**Assessment Method:** Observation of assigned tasks and cooperative work. **Assessment Method Type:** Presentation/Performance **Target for Success:** Appropriate performance and completion of assigned tasks for production.	09/14/2012 - Each student successfully performed their assignment, thus understanding how their efforts contributed to the overall success of the production. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: 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)) **Course-Level SLO Status:** 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 - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 46A - 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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 46B - LEADERSHIP & ORGANIZATION FOR PRODUCTION - 3 - Practice and Apply - A successful student will participate and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
study multiple areas of theatre craft. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 47 - MUSIC THEATRE PRODUCTION WORKSHOP - 1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in staging a fully-realized, large-scale, live musical theatrical performance. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Successful fulfillment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance	08/28/2012 - Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** The demographic of each project can vary and the needs of those with lesser skills may need to be boosted early in the process.	08/28/2012 - To ensure the success of all students, those student with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals. _____
Course-Level SLO Status: Active			
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))	**Assessment Method:** Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. **Assessment Method Type:** Class/Lab Project **Target for Success:** Students will show improvement in each area allowing them to move on to the Intermediate level course.	08/28/2012 - Students show varying degrees of improvement, often depending on their prior experience. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** To ensure the success of all students, those students with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals.	08/28/2012 - Create small groups with varying skill levels to work together as a team to increase overall skills. _____
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 47X - MUSIC THEATRE PRODUCTION WORKSHOP - 1 - Synthesize/Develop Skills - A successful student will, through critical	**Assessment Method:** Successful fulfillment of designated performance/production assignment. **Assessment Method Type:**	08/28/2012 - With a wide-range of skill levels within the group, the overall success level was high. **Result:**	08/28/2012 - Create small groups with varying skill levels to work together as a team to increase

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	Presentation/Performance	Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** The demographic of each project can vary and the needs of those with lesser skills may need to be boosted early in the process.	overall skills.
Course-Level SLO Status: Active	**Assessment Method:** Successful development of singing, movement, acting skills. **Assessment Method Type:** Class/Lab Project		
	Assessment Method: Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances.		
Department - Theatre Arts (THTR) - THTR 47X - MUSIC THEATRE PRODUCTION WORKSHOP - 2 - Experiential Knowledge - A successful student, through personal involvement, will gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, large-scale, live musical theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. **Target for Success:** Students will show improvement in each area allowing them to move on to the Intermediate level course.	08/28/2012 - Students show varying degrees of improvement, often dependent on their prior experience. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Adding small group training sessions could strengthen students for whom larger rehearsals are not fully effective.	08/28/2012 - Schedule short meetings with students who have no prior experience to ensure their individual instruction needs are being met.
Department - Theatre Arts (THTR) - THTR 48 - VOICE PRACTICUM FOR THE ACTOR - 1 - Theory/Examination - Successful students, through introduction of theory into	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance	09/10/2012 - Results of this courses activities were the best they've ever been both in terms of mastering the content and assessing peers. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	assignment. **Assessment Method Type:** Presentation/Performance	Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: Journal reflecting experiences and development through course. **Assessment Method Type:** Essay/Journal		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Course efficiency based on satisfactory execution of midterm, final exams, small assignments and voice recording sample. **Assessment Method Type:** Exam - Course Test/Quiz	09/10/2012 - Though this particular section did not have a strong emphasis on IPA (typically saved for another section under the former rules of repeatability--now a separate class) students did masterfully achieve, by and large, a very strong sense of enunciation acumen pivital to this work. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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 (THTR)) **Course-Level SLO Status:** Active			
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
dramatic literature. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 48B - SINGING FOR THE ACTOR - Student Learning Outcome #1 - - Students, through introduction of theory, demonstration, exercise and examination, will be able to understand and produce the fundamentals of singing for the musical theatre stage. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 48B - SINGING FOR THE ACTOR - Student Learning Outcome #2 - - Students integrate the demands of healthy vocal production into appropriate sole and ensemble repertoire with an emphasis on character development and communication. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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. (Created By Department - Theatre Arts (THTR)) **Start Date:** 12/13/2012	**Assessment Method:** Successful fulfillment of designated performance/production assignments. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 12/18/2015 **Course-Level SLO Status:** Active			
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)) **Start Date:** 12/13/2012 **End Date:** 12/18/2015 **Course-Level SLO Status:** Active	**Assessment Method:** Students will be assessed at various stages of rehearsal: learning music and lyrics, memorization, character development, and integration of music and movement. **Assessment Method Type:** Class/Lab Project		
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)) **Start Date:** 12/13/2012 **End Date:** 12/18/2015 **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 48D - VOICE FOR THE OUTDOOR STAGE - 1 - Theory/Examination - Successful students, through introduction of theory into guided examination, develop the ability to	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Presentation/Performance		
	Assessment Method: Journal reflecting experiences and development through course. **Assessment Method Type:** Essay/Journal		
Department - Theatre Arts (THTR) - THTR 48D - VOICE FOR THE OUTDOOR STAGE - 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation		
	Assessment Method: Completion of series of cummulative final performance assignments. **Assessment Method Type:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Integrative performance exercises combining IPA interpretation into performance. **Assessment Method Type:** 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	**Assessment Method:** Midterm and final exams guaging IPA identification acumen and proficiency. **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 49 - REHEARSAL & PERFORMANCE - 1 - Synthesize/Develop Skills - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--applicable towards familiarizing with industry structures and experiences of live performance. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance	09/10/2012 - 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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance	09/10/2012 - All elements of this target were distinctly met through the course of development of final performance project. Students actively, practically absorbed the process of developing a performance piece aligned with industry standards. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 49X - REHEARSAL & PERFORMANCE - 1 -	**Assessment Method:** Successful fulfilment of designated		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	performance/production assignment. **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 49X - REHEARSAL & PERFORMANCE - 2 - Experiential Knowledge_1 - Students, through personal involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 49Y - REHEARSAL & PERFORMANCE - 1 - Synthesize/Develop Skills_1 - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--applicable towards familiarizing with industry structures and experiences of live performance. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance	09/10/2012 - 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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 11/30/2011 **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 49Y - REHEARSAL & PERFORMANCE - 2 - Experiential Knowledge_1 - Students, through personal involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance	09/10/2012 - All elements of this target were distinctly met through the course of development of final performance project. Students actively, practically absorbed the process of developing a performance piece aligned with industry standards. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Start Date: 11/30/2011 **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 50 - PRODUCTION PROJECTS IN THEATRE - 1 - Investigate Skills - A successful student will discover and investigate skills applicable to the creation of all aspects of theatre production. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Written original scripts or a variety of observable skill sets **Assessment Method Type:** Discussion/Participation **Target for Success:** Accepted script work and assignment of acting and/or technical positions.		
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))	**Assessment Method:** Observation, participation and discussion **Assessment Method Type:** Class/Lab Project **Target for Success:** Completion of writing, acting, directing or design project, or assigned technical/production work.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
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))	**Assessment Method:** Script writing and group projects **Assessment Method Type:** Discussion/Participation **Target for Success:** Completed public performance based on cooperatively agreed upon issues and themes.		
Course-Level SLO Status: Active			
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))	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance		
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 53 - AUDITIONING FOR THEATRE - 2 - Premises - Successful students apply practical comprehension of auditioning premises and industry guidelines through multiple auditioning scenarios. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation		
Course-Level SLO Status: 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.	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Theatre Arts (THTR))	Presentation/Performance		
Course-Level SLO Status: 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))	**Assessment Method:** Observation **Assessment Method Type:** Class/Lab Project **Target for Success:** Fully submersed and committed in-class acting assignments, leading to expanded versatility as an actor.		
Course-Level SLO Status: 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))	**Assessment Method:** Discussion, observation **Assessment Method Type:** Discussion/Participation **Target for Success:** Full awareness of acting strengths and weaknesses, and the development of the ability to control them.		
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 55 - SPECIAL PROJECTS IN THEATRE - Identification/Developement - A successful student will identify a specific area in theatre to be investigated, and develop with the instructor a specific study plan. (Created By Department - Theatre Arts (THTR))			
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 55 - SPECIAL PROJECTS IN THEATRE - Performance - A successful student will execute plan and complete learning goals.			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 56 - 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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 56 - 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)) **Course-Level SLO Status:** 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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 5B - PLAYWRITING - 2 - Analysis and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Critical Thought - A successful student will, by transferring observations of human nature, its relationships and idiosyncrasies, into original composition, enhance the relationship between analysis and critical thought. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 5B - PLAYWRITING - 3 - Insight - A successful student will acquire significant insight into the process of performing art and the expected contributions of each of the main collaborators: playwrights, producers, directors, choreographers, actors, designers, stage managers, technicians. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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.			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR) - THTR 6 - ADVANCED PLAYWRITING - 3 - Insight - A successful student will acquire significant insight into the process of performing art and the expected contributions of each of the main collaborators: playwrights, producers, directors, choreographers, actors, designers, stage managers, technicians. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 62X - 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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 62X - 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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 62X - 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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 63A - FILM & TELEVISION ACTING WORKSHOP - 1- Identification/Developement - A successful	**Assessment Method:** Each student will perform specific on-camera tasks and scenes in order recognize and practice successful technique.	09/15/2012 - All students progressed through repeated practice and observing and analyzing each other. Students benefited from seeing and evaluating what works as well as what doesn't	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
student will recognize and adjust stage movement and voice modulation as they pertain to film and television acting. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Discussion/Participation	work. All made appropriate adjustments, and were clear as to what further work may be needed. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Scenes and exercises will be assigned, performed and evaluated. **Assessment Method Type:** Presentation/Performance	09/15/2012 - All students successfully rehearsed and performed assigned scenes and work for the camera, and benefited from a collective group playback and evaluation. All made progression by the end of the quarter in regards to adjusting to the medium. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 63A - FILM & TELEVISION ACTING WORKSHOP - 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)) **Course-Level SLO Status:** Active	**Assessment Method:** A variety of casting challenges and situations will be presented and performed in order to understand and practice for work related opportunities. **Assessment Method Type:** Class/Lab Project	09/15/2012 - All students progressed in their understanding and skill level in regards to auditioning techniques. The wide variety of audition possibilities revealed particular challenges in certain areas for some of the students, which made it clear as to what needed further attention for the student. Observing other's particular success in those areas proved to be informative and helpful. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
placement marketing materials (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 63B - FILM & TELEVISION ACTING CAREER PREPARATION - 2 - Demonstrate - 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)) **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 63B - FILM & 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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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))			

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
identify less visible ?mission theater? companies in the Bay Area. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful students will choose and present a panel discussion project based in the class periodical text. **Assessment Method Type:** Presentation/Performance	09/14/2012 - All successful students chose relevant topics for exploration and lead the class in discussion, in turn expanding awareness of current business practices. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will attend at least one live performance and submit a written critique. **Assessment Method Type:** Observation/Critique	09/14/2012 - All students attended at least one production and submitted appropriate critiques. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will engage and participate in discussions with instructor and guest artists. **Assessment Method Type:** Discussion/Participation	09/14/2012 - Students were exposed to a variety of input. A particularly valuable outcome was for the students to hear multiple guests stress identical points, which had a greater learning impact, as was identified by student feedback. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 85 - DIRECTED FIELD STUDY IN THEATRE - 1 - Insight/Perspective - Upon	**Assessment Method:** Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.	09/10/2012 - This assessment (both oral exam and written critique) proved to be highly effective in generating critical assessment and heated	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method Type:** Observation/Critique	debate for all students discovering their own sense of aesthetic interpretation. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 85 - DIRECTED FIELD STUDY IN THEATRE - 2 - Analytical Abilities - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation	09/10/2012 - Again the effective evaluation of the interated components of the art form were specifically targeted in overall analysis, again contributing to perception of excellence and the individual enhancement of personal aesthetics. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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	**Assessment Method:** Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny. **Assessment Method Type:** Observation/Critique		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active			
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation		
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))	**Assessment Method:** Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny. **Assessment Method Type:** Observation/Critique		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 11/30/2011 **Course-Level SLO Status:** Active			
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation		
Department - Theatre Arts (THTR) - THTR 85Z - DIRECTED FIELD STUDY IN THEATRE - 1 - Insight/Perspective_1 - Upon completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny. **Assessment Method Type:** Observation/Critique		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR) - THTR 85Z - DIRECTED FIELD STUDY IN THEATRE - 2 - Analytical Abilities_1 - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. **Assessment Method Type:** Discussion/Participation		
Department - Theatre Arts (THTR) - THTR 95 - THEATRE SUMMER STOCK WORKSHOP - 1 - Synthesize/Develop Skills - Through critical thinking, problem solving, and teamwork practices, successful students challenge, synthesize and develop skills pertaining to the designated assignment (actor, designer, stage manager, technician) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfillment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance **Target for Success:** Students will skills will develop throughout the quarter and they will perform at a consistent level in all performances.	08/28/2012 - Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** The demographic of each project can vary and the needs of those with lesser skills may need to be boosted early in the process.	08/28/2012 - To ensure the success of all students, those student with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals.
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,	**Assessment Method:** Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. **Assessment Method Type:** Class/Lab Project **Target for Success:** Students will show improvement in each area allowing them to move on to the	08/28/2012 - Students displayed a varying degree of advancement often dependent on prior experience. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Create small groups with varying skill levels	08/28/2012 - Create small groups with varying skill levels to work together as a team to increase overall skills.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	Intermediate level course.	to work together as a team to increase overall skills.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students demonstrate knowledge, critical thinking and skills needed to perform assigned tasks within the course. **Assessment Method Type:** Discussion/Participation	08/28/2012 - Success in this SLO is highly dependent upon prior experience and motivation to pursue theatre as a career. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Develop alternative methods of assessment for non-career oriented students	
Department - Theatre Arts (THTR) - THTR 95X - THEATRE SUMMER STOCK WORKSHOP - 1 - Synthesize/Develop Skills - Through critical thinking, problem solving, and teamwork practices, successful students challenge, synthesize and develop skills pertaining to the designated assignment (actor, designer, stage manager, technician) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfillment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance **Target for Success:** Students will skills will develop throughout the quarter and they will perform at a consistent level in all performances.	08/28/2012 - The demographic of each project can vary and the needs of those with lesser skills may need to be boosted early in the process. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** To ensure the success of all students, those student with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals.	08/28/2012 - To ensure the success of all students, those student with no prior background in this course content may benefit from smaller group meetings in addition to the larger class rehearsals.
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	**Assessment Method:** Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. **Assessment Method Type:** Class/Lab Project	08/28/2012 - Students show varying degrees of improvement, often dependent on their prior experience. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Target for Success:** Students will show improvement in each area allowing them to move on to the Intermediate level course.	2011-2012 **GE/IL-SLO Reflection:** Create small groups with varying skill levels to work together as a team to increase overall skills.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students demonstrate knowledge, critical thinking and skills needed to perform assigned tasks within the course. **Assessment Method Type:** Discussion/Participation **Target for Success:** Knowledge and skills sufficiently advanced for student to advance to next level in this course of study.	08/28/2012 - Success in this SLO is highly dependent upon prior experience and motivation to pursue theatre as a career. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Develop alternative methods of assessment for non-career oriented students.	
Department - Theatre Arts (THTR) - THTR 97 - ACTORS' ENSEMBLE - 1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance-- rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 97 - ACTORS' ENSEMBLE - 2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:**		

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)) **Course-Level SLO Status:** Active	Presentation/Performance		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 97X - ACTORS' ENSEMBLE - 2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 97Y - ACTORS' ENSEMBLE - 1 - Experiential Knowledge - Successful	**Assessment Method:** Successful fulfilment of designated performance/production assignment.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Presentation/Performance		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 97Z - ACTORS' ENSEMBLE - 1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and terminology necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 99 - THEATRE WORKSHOP - 1 - Experiential Knowledge & Critical Thinking - Upon completion of this course, students, in a leadership capacity, through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--engendering a greater sense of leadership process in production development. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful, consistent completion of designated assignment. **Assessment Method Type:** Presentation/Performance		
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	**Assessment Method:** Successful, consistent completion of designated assignment. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful, consistent completion of designated assignment. **Assessment Method Type:** Presentation/Performance	09/10/2012 - Students in this section were assigned leadership roles and responded admirably to all elements of SLO target. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Theatre Arts (THTR) - THTR 99X - THEATRE WORKSHOP - 2 - Challenge and Develop - Successful students, through critical thinking, problem solving, and teamwork practices, will challenge, synthesize and develop skills pertaining to the designated assignment (performer, designer, stage manager, technician, choreographer) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful, consistent completion of designated assignment. **Assessment Method Type:** Presentation/Performance	09/10/2012 - Throughthe leadership role and responsibility demonstrated in the collaborative atmosphere engendered by this performance project, students impressively embraced all elements distinguished in this SLO. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	