Basic Program Information

Department Name:

Theatre Arts

Division Name:

Fine Arts

Program Mission(s):

The Theatre Arts department provides students with an expansive set of skills for creative, artistic expression, while understanding and appreciating the unique contributions of many cultures, ethnicities and value systems present in the rich heritage of world theatre. Graduates focusing on performance study will have exposure to the foundation techniques, skills and practices of acting and musical theatre and all of their support elements. Graduates of our technical theatre program will have gained a significant, vocationally appropriate set of skills based in the premises of production and design. Furthermore, our students 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. The department offers classes that are transferrable to other institutions both in Theatre Arts and GE humanities. Students may complete an AA-T for acceptance into CSU schools.

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

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

Total number of Full Time Faculty:	3.5
Total number of Part Time Faculty:	2.0

Please list all existing Classified positions:
1/2 time box office assistant (currently unfilled, TEA replacements intermittently)

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Theatre Arts		X	
Theatre Technology	**X**	X	

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. **Program Data:**

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change 1 yr/(2yr)
Theatre Arts AA	4	9	1	**-88%(-75%)**
Theatre Technology AA	2	2	3	**50%(50%)**
Theatre Arts CA	?	?	?	**NC**
Theatre Technology CA	0	0	0	**NC**

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Theatre Arts Actor Training Career Certificate	13	15	**14**	**-7%**
Career Certificate Theatre Technology	0	0	**0**	**NC**
Career Certificate Theatre Production Organization	0	0	**0**	**NC**

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

> The Theatre Technology career certificates have not been awarded for several years. The certificate is not an industry requirement and job placement in the industry is influenced by experience and references more than certification at this level.
> A topic of discussion at the next Advisory Board meeting in Jan 2013 will be whether these certificates can either be structured in a way to be a viable track for employment or should be eliminated.

> The figures listed above indicate the annual number of students who had previously completed the non-transcripted, non-work force, training program previously identified as the Foothill Theatre Conservatory. This program has been dismantled as per the new State regulations. A Theatre Arts department, transcriptable certificate has been submitted and is pending local and State approval. The class of 2013 marked the final class tracked under the data of completion rate (records kept by the Department)—which had typically graduated 13-18 students annually since the mid-1990's. The Department is currently transitioning into new phase of more directly supportable data pending approval of the AD-T, and AA -Performance degrees and Certificate of Achievement.

b. **Department Level Data:**

	2010-2011	**2011-2012**	**2012-2013**	**% Change 1 yr (2yr)**
Enrollment	1641	1410	1371	-2.6%(-16.4%)
Productivity (College Goal 2013-14: 535)	433	472	458	-3.0% (5.7%)
Success	89%	89%	89%	0 (0)
Full-time FTEF	3.6	3.0	3.1	4.2% (-13.8%)
Part-time FTEF (PT plus OL)	3.1	2.3	2.0	-14.3% (-35.4%)

c. **Associate Degree Transfer (ADT)**

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved

	Submitted to State Chancellor's Office
11/15/13	**Submitted to Office of Instruction**
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

> We hope for approval by Spring 2014.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

   d. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

> Total enrollment in Theatre Arts classes is down 16.4% since 2010-11. This compares with a 16% reduction in course sections in each of the two years (34% total section reductions since 2010-11). FTEF and PTEF were similarly reduced resulting in a departmental increase of almost 6% over the three year period.

   e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

> Overall, Theatre Arts students are less ethnically diverse (53% to 33% white), slightly older (54% to 39% in the 20-24 age group), and less likely to have a previous degree (10% to 16%, BA; 1% to 4%, AA). Gender balance is comparable to College enrollment.
>
> While the data does support a proclivity of Caucasian students enrolling in the Theatre Arts courses, the data shows evidence of increased enrollment over the past three years in the actual number of enrolled students in some under-represented groups (Native American, Filipino, Latino) despite a drop in the department's overall enrollment—indicating a higher ratio of these students enrolling. And Theatre Arts courses continue to rank well above the college average for course completion in all groups.

f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

> Despite decreasing enrollment and significant reductions in section offerings overall departmental productivity increased by 5.7% over the three-year period. Productivity is limited in some areas by facility restrictions primarily in the Theatre Technology area where costume, make-up and scene shop facilities particularly cannot safely accommodate more than 16 people in a class. The department has reduced the number of these sections offered throughout the year. Two additional courses have been developed, THTR 12A, Stage to Screen, and THTR 2F, History of American Musical Theatre. Both classes are approved Humanities GE and both have the potential to be high enrollment, online classes.

g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

> Because of the department's reduction in course offerings, there has been very little occasion to cancel classes due to low enrollment for several years. The department continues to offer GE articulated classes, lower division major transferable classes, and performance/production related courses each quarter despite having two full-time faculty on PDL at times. Most other degree-track courses are offered once every other year to maximize enrollment.

h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites 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)?

> All courses will have been reviewed for currency within the last five years following this curriculum cycle.

i. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Theatre Technology courses are reviewed by the advisory board for current trends. Since most of these courses are teaching foundation skills in the various disciplines, current technology is less of an issue there but is becoming increasingly an issue as local secondary schools and professional theatres upgrade their technologies . These needs manifest themselves more for students in production classes where familiarity with emerging technologies is a necessary component for workforce placement. Additionally, our membership and involvement with local network of professional companies insures our awareness of market needs. An informal survey conducted in January 2013 with 21 respondents indicated a favorable regard for Foothill graduates and the only offered criticism was the availability of a greater expanse of classes—this request would go beyond the scope of the State's new standards of family classifications.

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

The Theatre Technology program is placing more focus on placing students in short-term internships with local theatrical employers using Perkins money to fund these opportunities where employers are unable to do so.   Additionally, the department continually reaches into the local community for professional collaborations including newly developed relationships with Opera San Jose and Broadway by the Bay--placing students into workforce situations. This, as well as our continued active membership in Northern California networking groups continues to foster positive collaborations with numerous local performance companies.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The Theatre Arts course success rate among targeted ethnic groups has maintained a level upwards of 80% for the past three years. Among non-targeted ethnic groups, the course success has been upwards of 90% over the past three years. Both figures are well above the institutional standard. As a whole, the department continues to address course content on a specific level in an attempt to address the diverse needs motivating students to complete their courses.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> AA degrees in Theatre Technology have held steady through the enrollment reductions. Renewed emphasis on degree completion showed an increase in 2013. AA degrees in Theatre Arts experienced a one-year drop but on average are holding steady. The introduction of a Theatre Arts AD-T will hopefully have a positive impact on the total number of degrees completed.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or

> Certificate completion in Theatre Technology has been minimal and has caused faculty to question the value of these certificates. Students matriculating directly into the workforce rarely are concerned with completing the certification process, recommendations and industry contacts are the primary factors driving employment prospects for these students. Theatre tech faculty are involved in industry discussions to determine the validity of this type of certificate offering.
> The number of students completing non-transcriptable certificates in the Theatre Arts performance program up until this year had held steady for many years. As the program undergoes major reconstruction in its philosophy and to better align with the State's mandates of student success, the number of students completing certificates this year will be significantly reduced--as this is a transition time. The Department has rendered a new application, (the fifth in four years) attempting to secure a certificate of achievement as well as an AA in Performance Studies as a means of adhering to and tracking student success rates.

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Very little college data on transfers is available in these areas.

In an informal survey, conducted in December, 2013, of 74 responding alumni who completed their Foothill training between the years of 2000 and 2013 below is the response to the inquiry about transferring:

Yes, I am pursuing a Bachelors Degree or have completed my Bachelors Degree	44.59% 33
Yes, I had previously received a Bachelors Degree (before Foothill) and am now pursuing a post-graduate degree	6.76% 5
No, and I do not have plans to transfer	18.92% 14
No, I haven't yet transferred, but am planning on it	20.27% 15
No, because I had already received a Bachelors or post graduate degree prior to enrolling at Foothill	9.46% 7
Total	74

Regarding those who went on to attend the transfer institution, here is the distribution of those responses:

California State University	36.36% 16
University of California system	20.45% 9
Private University	29.55% 13
Non-California State University	9.09% 4
Foreign University	0% 0
Other	4.55% 2
Total	44

Approximately 93% of students continuing to pursue their educational studies, have gone on to do so in a Theatre Arts, Film Study or other performing arts related area.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

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 comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

N/A

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

> Students in the Theatre Technology program must be able to preform basic mathematical computations as part of their skill set, particularly on the areas of scenic construction, lighting and sound. All Theatre Arts classes have, at a minimum, graded writing assignments that teach students to observe, analyze and synthesize theatrical performances focusing on the particular skills being developed in the class.

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

c. **Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

> N/A

d. **Please analyze and discuss Articulation data regarding this program.**

> In creating the AA-T in Theatre Arts, all courses included in the degree were aligned with State approved C-ID formats. Other articulated courses are reexamined on a rotating basis along with their Title V compliance.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

e. **Discuss how this program continues to meet a documented labor market demand?**

> Labor data is difficult to assess for specific areas in Theatre Technology but market data shows an anticipated rise of 2% in the number of jobs in the design and production areas. Current surveys of theatrical event planning and supply companies show increased business and a rise in hiring part time employees after several years of lay offs and business losses. Our theatrical supply company recently confirmed that business had returned to the level of 2005. If current trends in Silicon Valley business hiring continue concurrent hiring trends will be seen in the theatrical event companies as well.

f. **Analyze your program in relation to other programs in our region**, defined as San Mateo and Santa Clara counties.

> The Theatre Technology program at Foothill is the only comprehensive program at this level in the region. Other Community Colleges offer some classes but our extensive production program and the breadth of our course offerings are unmatched. There are competing programs at Ohlone College and a reviving program at San Jose CC, but neither program offers the production experiences available here.

g. **Discuss any job placement and/or salary data available for your students after graduation.**

> Entry-level production jobs typically pay between $14 and $18 an hour. After one or two years of experience this can rise to $25 per hour for seasonal and part time work. There are Foothill graduates or former students regularly working professionally at TheatreWorks, Great America, San Jose Rep, Opera San Jose, Berkeley Rep and several event planning and production companies.

h. **Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

> The Theatre Technology program at Foothill is the only comprehensive program at this level in the region. Other Community Colleges offer portions of the classes but our extensive production program and the breadth of our course offerings are unmatched.

i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

> Both the AA degree and Certificate of achievement in Theatre Technology are Stat approved vocational programs. As such, an advisory Board consisting of local professionals and educators annually assess the viability and the training offered by the program. This feedback has been instrumental in adapting to the changing needs of the workforce and providing insights into the specific details of instruction within the program and the courses offered. The focus this year on funding student internships came about as a result of an advisory meeting in fall 2011.

j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

Theatre Technology faculty have made significant progress with outreach to local secondary school programs. Meetings with Theatre educators at Palo Alto and Gunn HS have driven class offerings and are continuing with the goals of a concentrated summer class program for HS juniors and seniors. Pinewood School has performed their Spring musical production in the Lohman theatre with assistance from the production class and staffing by Theatre Technology students, gaining them valuable experience working with a different set of professionals. Faculty have also been active adjudicating HS musical productions from San Jose to Marin and the East Bay for the Bay Area HS Musical Awards presented each spring. Valuable contacts have been made in these areas and contacts with students and HS theatre faculty are being developed.

k. **Outcomes assessments:** If applicable, 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.

In an informal survey conducted of potential local employers in January 2013, out of 21 respondents, 18 indicated they hired Foothill students regularly or with frequency. Only one had not hired a Foothill student to their knowledge. Additionally, the employer opinion statements ranked very favorably towards the preparedness and professional affability of contracted Foothill students.
An informal survey conducted of Foothill alumni in December of 2013, out of 74 respondents, 68 indicated they have been hired for contracted employment since completing their studies. This includes a number of very recent graduates who have gone directly to transfer institutions and may not have sought employment opportunities yet.

l. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

Attached minutes are from Fall 2011. Due to faculty PDL schedule and medical issues, the advisory Board will meet in January 2014. The current use of Perkins money to fund internships for Foothill students with local theatre companies has had a successful start. Six students worked for Opera San Jose during the summer. Currently 2 students are working as production interns at San Jose Repertory Theatre. These internships have already been productive. Both companies have offered over-hire employment to students involved in the internships or to others as a result of the contacts made and associated interviews.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 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.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:
   a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

The department has developed two new GE humanities courses (THTR 2F – History of American Musical Theatre & THTR 12A – Stage to Screen), both initially being offered this academic year, to greater serve the needs of the campus' general population. THTR 2F is a fully online course creating greater access to the general population. This academic year has also seen the initiation of numerous major course reorganizations brought on by family classifications and repeatability restrictions. As a result, many SLO's are in an early cycle of review and, therefore, assessment of specific changes is in its infancy. For more established courses with some legacy, most assessments have been positive and achieved. The department continues to engage in review of augmenting distance-learning as it relates to the

b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

As the new State regulations have mandated diminished course offering potential within our department, our PLO's have warranted some review. Course offerings have been streamlined and condensed to unify the PLO's new student success targets. 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.

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

The Theatre Arts Department is seeking to accommodate the new standards for student outcomes, providing students with clear, concrete targets for their goals though the pending applications (submitted for review in October, 2013) for an AA in Performance Studies as well as a Certificate of Achievement likewise in Performance Studies. Examination of the PLO's have prompted this pursuit and we anticipation the initiation of either or both of these new opportunities, will provide track-able and beneficial outcomes for students as well as render greater departmental and institutional accountability.

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

Theatre Technology: Concern about the viability of Certificates of Achievement is the most pressing issue. These either need be targeted to specific labor market issues and become a viable tool for student entry into the job market or they should be discontinued. Non-transcriptable certificates in Theatre Technology should be eliminated, there is no foreseeable use for them currently.

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

> The Theatre Arts Department faculty meets typically a minimum of twice per term to discuss a varied range of topics including, but not limited to department projects as they relate to specific coursework and the goals of said courses-addressing how those outcomes can be achieved and the budgetary strategies thereof. Additionally, the processes of these and other courses are regularly reviewed among full-time faculty, especially when a course taught falls outside of and instructors CMS jurisdiction. While a specific ledger of recording change and such does not exist for these regular meetings, they are typically productive and conclude with action

f. **Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

> This answer is previously stated in the above responses within this section.

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

> The Department has worked diligently to streamline and reorganize current curriculum into course families, prioritize transferability and to comply with repeatability issues. Additionally, new curriculum has been added: THTR48C Musical Theatre Repertoire, THTR2F The History of American Musical Theatre and THTR 12A Stage to Screen. THTR2F, offered in the Fall of 2013, is a fully online course adding to Foothill's goal of Distance Learning. The Department has seen positive results in SLO achievements reflecting student success. The Theatre Department PLOs were revised to directly support the institution ILOs. While managing the challenging budget cutbacks, the department was able to maintain the excellent level of public performances as a valuable member of the community. In order to better support students educational and transfer goals, the Theatre Arts Department has pending application for both an AA in Performance Studies and a Certificate of Achievement. The faculty meets regularly within the quarter and communicates via email in order to address curriculum, department, institution and

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 Enact ADT Degree Application pending	#2	Transfer	Allow transfer alignment and streamline student entrance to universities.
3 Pending - Certificate of Achievement and/or additional AA Degree	#2	Work Force	Concentrate student experience into preparing students for industry employment for those not wishing university.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan (ESMP)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
Enhance students technical theatre opportunities to align more with industry tendencies	No	Yes	A significant part of this goal is tied into the construction of a new scene shop – scheduled at one time from bond monies. This project's continuance is uncertain because

			of budget overruns in other construction projects.
Increase department productivity 2-3 years	No	Yes	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.
Build attractive, viable more productive general program classes through increased GE offerings. 2-5 years	No	Yes	New GE courses in schedule for this academic year. Increased Distance Education offerings and visibility in technical theatre classes.
Maintain student success in accordance with new reduced course offering requirements 1-2 years	No	Yes	Through a flurry of course re-writing, we successfully aligned our individual courses to adhere to the new regulations of repeatability and family classifications. We now await the outcome of our pending applications to better define student success. Many courses have been realigned or created anew to better fit the transfer models.
Develop sustainable model for Conservatory	No	Yes	With the dissolution of the

program Ongoing			conservatory model of scheduling classes, this year is one of great transition trying to better unify the department's offerings with campus needs while awaiting the outcome of certificate and degree applications.
Find a sustainable model for funding and promoting the department productions. Ongoing	No	Yes	We have done a better job tracking budgetary expenses and exercise great resource creativity. We continue search for outside grant money with the Foundation staff. However, recent staffing downsizing has put enormous new pressures on funding TEA's needed to fulfill educational production needs while substantially increasing faculty responsibilities.
Increase flexibility and maximize use of theatre spaces for division/campus availability. 5 years	No	Yes	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.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
Find a consistent, sustainable model for funding, producing and promoting the department productions.	2-3 years	A long term solution to production expenditures and production staffing needs would insulate the department from some of these variations in funding from the state. Finding consistent solutions would stabilize the student experience in the department's marquis pedagogical projects.	Fiscal equilibrium achieved by consistently integrating multiple sources of income including ticket sales, small scaled fundraising events and continued creative investigation new funding sources with the Foundation.
Promote students technical theatre opportunities and involvement in to evolve with industry tendencies thereby also rental possibilities and more viable use of the Lohman Theatre space.	3-5 years	The possible pending completion of the new scene shop would mean more maintenance and classroom flexibility and updated technology to better prepare students for workforce integration.	Increased numbers of student workforce placements as well as examination of viability of CA in technical theatre.
Firmly establish clear pathways for students to achieve their individual academic	1-2 years	By aligning the paths of specific needs expressed by students towards particular	This goal will be measurable by direct data prescribed to established program

goals.		goals (technical, performance, general studies, transfer) we will be better able to serve the student desired needs as well as the campus and state's need for increased data accountability.	completion recognition (ie: Certificate, AA or ADT)
Strive towards bringing the Department's enrollment totals closer to the targets for productivity and FTEF.	1-2 years	While, by necessity, there are a few essential courses that are typically under-enrolled because of space and safety restrictions, we would seek to offset that by offering more GE requirement sections and additional online offerings where appropriate.	Collected enrollment data would reflect this outcome.

Section 7: Program Resources and Support

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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
FT/PT-Lohman Theatre Facility Supervisor & Dept Asst	?	Related to goal #1, this request would be an enormous boost to re-establish production support consistency, relieving overburdened faculty who have now had to significantly increase non-teaching responsibilities to ensure student success in production courses. Additionally, the use	Approved – no. A similar position did exist as recently as 2011 until it was eliminated. Faculty has been responsible for filling in the gaps or arranging through TEA contracts to fill in the gaps.

		of the Lohman facility has many issues related to it that fall short of plant services responsibility. For example, the Lohman gallery for public display of studio art students' work has been dormant since the previous facilities coordinator position was eliminated.	
PT Box Office Supervisor	?	Related to goal #1 for the same reasons as stated in above response.	Approved – no. This position did/does exist until a recent retirement. It has not yet been filled and has been accommodated in a piecemeal TEA contract fashion.

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

Has the program received college funding for reassign time in the last three years? No	**If yes, indicate percent of time.**
Has the program used division or department B-budget to fund reassign time? No	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
FT Faculty (McLeod) to coordinate set up and preparation of scene shop functions	$5000	Relates to goal #2. Increase class offerings and enrollment in Theatre Technology classes - Increase performance offerings and rentals in the Lohman and Smithwick Theatres	32 - 20%	

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Temporary student and professional employees for new scene shop set up	$5000	Relates to goal #2. Increase class offerings and sizes in Theatre Technology classes - Increase performance offerings and rentals in the Lohman Theatre	No

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
TEA's for instructional assistance, marketing, community outreach.	$10,000	Relates to goal #1 and 3 by creating stability in areas which have become nearly impossible for faculty to effectively manage.	No
Technical Director/Production Mgr	$12,000	Relates to goal #1 by creating stability in an area which has become nearly impossible for faculty to effectively manage.	No

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
FF&E for new Theatre Scene and Costume Shops	$10,000	Relates to goal #2 by increase class offerings and sizes in Theatre Technology classes - Increase performance offerings and rentals in the Lohman Theatre	No
LED Lighting Equipment	$10000-20,000	Relates to goal #2 – In the next decade or so, it	No

		is likely the entire industry will swing towards use of LED lighting equipment as the standard. In order to best prepare work force technical students, it will be imperative to keep up with the industry curve.	
Suitable visual aid equipment (aka: professionally manufactured white boards) in under-equipped spaces.	$1000	Relates to goal #2 by allowing more diverse and effective classroom use of currently deficient facilities.	No

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Increased resource requests have not been specifically granted.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
Identify data more comprehensively	We've done a more thorough job of interpreting data this time as well as endeavored to gather some of our own to support our standing.
Transition issues out of the former training model	Created applications for the new CA and AA-Performance Studies with pending approval. We have since learned only Theatre Technology can qualify as official workforce study.

a. **After reviewing the data, what 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. And we are continuing to strive to find solutions in the new frontier as we face new parameters of what our program can provide. This has been done with an eye on student success and continued excellence as our primary goal.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The Theatre Program at Foothill is very robust and comprehensive, and has a well-deserved reputation as one of the premiere theatre training programs in the Bay Area. Productivity is up 5.7% over a 2 year period, which is very good, and a success rate of 89% is excellent!

As stated, there have been very few course cancellations for the past 2 years due to low enrollment. This is very good news, and indicates we have achieved balance in our scheduled offerings.

I completely agree with the statement "The Theatre Technology program at Foothill is the only comprehensive program at this level in the region. Other Community Colleges offer portions of the classes but our extensive production program and the breadth of our course offerings are unmatched", and I hope this will be an area of growth over the next 3-4 years. Hopefully, the stated outreach will help enrollments in this area under the stalwart leadership of Program Director Bruce McLeod.

b. **Areas of concern, if any:**

I am concerned about the 16% drop in enrollment over a 2 year period, but considering the 16% reduction in course offerings, it was not unexpected. We have had discussions regarding the need to develop large online survey-type classes that can offset smaller face to face classes, and I would hope this plan comes to fruition. I believe the Theatre ADT will

help enrollment. I also feel that offering THTR 2F – History of American Musical Theatre & THTR 12A – Stage to Screen on a quarterly basis will help in this regard.

The statement under the Heading "If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data" was cut off, so I cannot comment on that.

The first statement under curriculum and SLO's appears to have been cut off, or was left uncompleted.

I am concerned about the completion rate of AA degrees in Theatre Arts. It has gone from 4 in 2010-2011, to 9 in 2011-2012 (this was a 125% increase!) to 1 in 2012-2013 (an 89% decrease). This would appear to indicate the drop in enrollment is not actually tied to fewer course offerings, but is, in fact, a harbinger of change in student demographics. I hope that we can emphasize completing the AA degree, and hopefully, the ADT will help address this issue.

c.   **Recommendations for improvement:**
As it appears the proposed new Scene Shop has been eliminated due to cost over-runs in other areas, we should meet to develop a plan to grow Technical Theatre without this much-needed facility.

Offer THTR 2F – History of American Musical Theatre & THTR 12A – Stage to Screen on a quarterly basis to help increase enrollment.

I would like to note that the department has done an excellent job in budgeting over the past 5 years, and hope this will continue. Productions which used to lose large amounts of money now make money, break even or lose a small amount. This is a notable development and is much appreciated.

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

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

The program benefits from dedicated and talented faculty, committed to their professions and to the college. The robust dialogue surrounding SLOs will clearly lead to changes that benefit our students. The increased participation from the advisory committee is also a strength.

e. **Areas of concern, if any:**

I sense the frustration regarding the transition from the large unit certificate, that was not state approved, to a new and revised educational program. You state that you have prepared 5 certificate applications in 4 years! From the office of Instruction's perspective, we do acknowledge that you have revised your application several times. There still seems to be confusion within the department that has led to this certificate not being approved. As you state in your program review, only the Theatre Technology program is truly a workforce program per state definitions. Our recommendation continues to be to revise the local AA degree rather than to create a certificate of achievement. We are happy to assist you in these efforts.

f. **Recommendations for improvement:**

The program needs to focus its energy on the strong GE role it plays, continue the workforce efforts, and find a way to provide the high quality instruction and productions in a way that conforms to state regulations as well as leading to increased enrollment.

g. **Recommended Next steps:**
__X_ Proceed as planned on program review schedule
____ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Foothill College
Department - Theatre Arts (THTR)

Mission Statement: Our mission is to provide our students an expansive set of skills for creative, artistic expression, while understanding and appreciating the unique contributions of many cultures, ethnicities and value systems present in the rich heritage of world theatre. Graduates focusing on performance study will have exposure to the foundation techniques, skills and practices of acting and all of its support elements. Graduates of our technical theatre program will 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.

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.	11/25/2013 - All students who passed the class were able to successfully present their opinions and assess at least three of the required artistic criteria. Students who had difficulty meeting this criteria often were non-native English speakers who struggled with writing and general vocabulary **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This class does not currently have an English 1A eligibility requirement. Enrollment concerns have driven the lack of a prerequisite but the retention numbers go down. Generally have 4-5 drops as soon as the class opens online and the writing assignments are available. Others who will struggle are identified following the first writing assignment in week three and are encouraged to drop the class and be better prepared for the writing. Some still persist and fail.	11/25/2013 - Looking at overall course content and earlier writing assessment. Also adding advisory re: Eng 1A readiness _____
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.	**Assessment Method:** Students will attend theatrical performances and submit written opinions of the production. Students will evaluate the the acting, directing, play structure,design	11/25/2013 - Most of the students, even those who struggle in the class, can articulate their opinions and most learn to find examples from the production to illustrate or support those opinions. Many still continue to struggle with differentiation	

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	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	of directing and acting styles and functions. Most of the struggling students who are ultimately unsuccessful are non-native English speakers who struggle with vocabulary and writing structure **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The class is taught primarily online. The impersonal online environment and the heavy reliance on written responses make this class difficult for students who struggle with vocabulary and writing. **GE/IL-SLO Reflection:** The class is taught primarily online. The impersonal online environment and the heavy reliance on written responses make this class difficult for students who struggle with vocabulary and writing.	
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 theatrical performances in each.	11/25/2013 - This is the hardest area for students unfamiliar with theatrical forms and idioms. Most students can distinguish between comedies and dramas but the nuances that differentiate drama from tragedy and comedy from melodrama are difficult to grasp. THe assessment for this is early on in the course and if the student is new to theatre, they do not have the breadth of experience required to make these distinctions. Most are better able in their final assignment. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR 20A - ACTING I - Communication - By processing intracacies of human behaviors	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration	11/15/2013 - Students who successfully completed the course, demonstrated noticeable growth in performance comfort and situation	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	interpretation through these exercises. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	11/15/2013 - This assignment significantly demonstrated full comprehension of growth and development for students completing the final assignment. Though burgeoning class size does sacrifice quality of resources. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Smaller Class Size	
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))	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.	11/25/2013 - This goal was absolutely met. In fact it is a strength of the course. Even students who did not receive a passing grade embraced this outcome by means of final project engagement. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 12/02/2011 **Course-Level SLO Status:** Active			
Department - Theatre Arts (THTR) - THTR 20B - ACTING II - 2 - Skills & Critical Thinking - Upon satisfactory completion of this course, through introduction to the practices of the theatre arts and developed ability to analyze text from multi-cultural sources performance content for self-advancement, students will be able to employ basic foundational acting premises towards confident, embodied performance at an increasingly advanced level from previous sequence course. (Created By Department - Theatre Arts (THTR)) **Start Date:** 12/02/2011	**Assessment Method:** Journal reflecting experiences and development through course. **Assessment Method Type:** Essay/Journal	11/25/2013 - I believe this goal was met by the course itself - and taken advantage of by some students more than others. Some students all but refuse to complete analytical and written assignments - even if that risks a failing grade in the course. So the course itself is satisfying the required targets and it is up to the students as far as how much they choose to get out of the course - they get out of it what they choose to put into it as in all courses. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 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))	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	11/25/2013 - This goal was absolutely met. In fact it is a strength of the course. Even students who did not receive a passing grade embraced this outcome by means of final project engagement. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 12/02/2011 **Course-Level SLO Status:** Active			
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	11/25/2013 - I believe this goal was met by the course itself - and taken advantage of by some students more than others. Some students all but refuse to complete analytical and written assignments - even if that risks a failing grade in the course. So the course itself is satisfying the required targets and it is up to the students as far as how much they choose to get out of the course - they get out of it what they choose to put into it as in all courses. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	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 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	**Assessment Method:** Presentation of targeted research accompanying final performance. **Assessment Method Type:** Presentation/Performance **Target for Success:** Successful completion of individually specified project/assignment.	11/27/2013 - Students were successful in participating in the major assignments in the term. These projects fully encompassed the aspects presented in the SLO. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR)) **Start Date:** 12/02/2011 **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)) **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	11/27/2013 - Journal is incorporated into larger project-based final assignment. This expanded method to this assignment has proven effective. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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		
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	12/02/2013 - Basic tool use was observed as a component of student's final projects. 95% of students were able to safely use basic and and power tools in the course of the projects. The few students who had trouble were given additional instruction during the project. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
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.		
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.		
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 construction. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**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:** Discussion/Participation	12/02/2013 - Greater emphasis was placed on this SLO during the year and student success increased markedly. Students were given scale drawings for construction as final projects. 100% were able to create a process for the construction and accurately construct the projects. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	12/02/2013 - All projects were completed on time. Students were able to successfully collaborate with staff and other advanced students but struggled with leadership of less skilled students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 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	**Assessment Method:** Successful execution of sequenced performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 22 - AUDITIONING FOR THEATRE - Skills & Critical Thinking - Upon completion of this class, students will capture and be able to apply concepts of self-promotion, self-marketing and the industry standards for personal presentation in seeking performance/employment opportunities. (Created By Department - Theatre Arts (THTR))	**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 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	11/26/2013 - The addition of more machines helped to accommodate the larger class size and afforded more practice for each student. All students completed all practice assignments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	11/26/2013 - The class millinery project was made even more interesting and fun with the addition of a final "tea party" where projects were worn. Through this display of work, students had an extra enjoyment of the success of their projects. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	11/26/2013 - Students continue to be successful in each area. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 25 - INTRODUCTION TO FASHION & COSTUME CONSTRUCTION - 4 - Production - Successful students recognize and use the costume process to prepare the costumes for a theatrical production. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Each student is assigned an element of costume construction to contribute to the overall whole of the design completion of a production. **Assessment Method Type:** Class/Lab Project	11/26/2013 - Student projects for this year were rewarding and successful. The connection of the class to the larger musicals is particularly challenging and interesting for the students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: 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.	12/13/2013 - Observation showed all students able to correctly hang, focus, and circuit the stage lighting equipment in the theatre following the completion of the course. In addition, most of the students were able to effectively trouble shoot problems of an electrical nature to either repair common problems or eliminate them from consideration and ask for additional assistance. Students are hampered entering the workforce due to the limited nature of the theatre equipment and the rapid technological evolution of the theatrical lighting equipment. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional equipment for student learning, especially programmable, moving lights.	
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	12/13/2013 - The class attracted a large number of students with no theatre technical experience. The introduction and teaching of basic functional skills to hang, focus, and circuit lighting instruments as well as additional time spent on theatre and electrical safety required more lab time to successfully complete. THere were not enough hours for all students to have this opportunity. All students were required to, and were able to	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: All students will complete the project and a minimum of 95% of the equipment will be working properly.	successfully, read a lighting plan and address the processa and issues involved in its implementation. Only 60% of the class had the opportunity to complete the lab demonstration. All were successful. In the future, if the student population is similar, an altered structure may allow all of the tasks and projects to occur. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR 2A - HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR)) **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.	11/15/2013 - Method of assessment proved to be effective achieving the prescribed target and preparing students for deeper analysis of the prescribed works. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR 2A - HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Ancient Egypt through Elizabethan England from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Analytical and comparative essay on targeted topics specific to assigned works through the scope of cultural placement. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of completing students achieving 80%	11/15/2013 - Student embraced relevance and application of each targeted topics. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR) - THTR 2A - HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIERE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Analytical and reflective essay on targeted topics specific to assigned works through the scope of immediate relevance/applications. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students achieving 80% or higher	11/15/2013 - For students completing assignments at prescribed times, target largely met and students find more reward out of personal application over comparative works study. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR 31L - THEATRE PRODUCTION MANAGEMENT LABORATORY - Communication and management - Students will practice managing a group of subordinates to achieve a specific outcome during the production process (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Students will be asked to organize a small group of students in a variety of backstage tasks as part of a production of a play. They will be critiqued on their ability to delegate and create a cooperative and repeatable working environment to perform the designated task. **Assessment Method Type:** Observation/Critique **Target for Success:** Successful completion of the task throughout the performances of the production.		
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))	**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 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))	**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: 11/30/2011 **Course-Level SLO Status:** Active			
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 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	11/15/2013 - Course was HIGHLY successful in every measure, BUT Course now inactive due to repeatability restrictions. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Allow for a "Movement Family" to exist with Theatre Arts and opposed to being limited to PE	
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,	**Assessment Method:** Successful execution of small performance	11/15/2013 - Course was HIGHLY successful in every measure, BUT Course now inactive due to	

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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	exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	repeatability restrictions. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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		
Department - Theatre Arts (THTR) - THTR 38D - MOVEMENT FOR THE ACTOR: STAGE COMBAT - Practical Execution and Critical Thinking - Upon completion of this class, students will be able to basically apply the above (SLO #1) listed stage combat choreography precepts into practical performance circumstances. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Original peer choreographed demonstration **Assessment Method Type:** Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 38E - MOVEMENT FOR THE ACTOR: STAGE COMBAT II - Knowledge & Skills -	**Assessment Method:** Original peer choreography demonstration. **Assessment Method Type:**	11/15/2013 - Highly successful in all facets at all skill levels. Students applied industry standards effectively to practical application.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	Presentation/Performance	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Repeatability restrictions and family groupings make the prospect of offering this course again unlikely.	
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	11/15/2013 - All students achieved a high mark of comprehension in practically applying premises into work demonstrating admirable employment of course content. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Repeatability restrictions and family groupings make the prospect of offering this course again unlikely.	
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	11/26/2013 - By inviting past students in who have gone on to be professionals in the field, our current students were able to learn about and experiment with a wider range of materials beyond our basic class financial scope. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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:**	11/26/2013 - All students successfully completed every design assignment. Those with excused absences on makeup application days were given a later day to make up the project. This allows completion for all assignments. **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:** 2012-2013	
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.	11/26/2013 - Students continue to benefit from a combination class with beginning and advanced work. Three Teaching Assistants, drawn from past students, contributed greatly to help give the individual attention that students need for success. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Paid Teaching Assistants	
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.	11/26/2013 - The ability to use images off the internet has made this assignment more accessible and fruitful for the students. This year has been focused on encouraging this during class, which multiplied success for the students over previous years. More ways to incorporate technology will continued to be explored. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	11/26/2013 - New products are abundant in the advanced makeup arena and creative ways to expose students to them are being explored (since they are too expensive to purchase in general). New books, experimentation with substitute materials, and guest artists who are able to show there own stock have been beneficial for this purpose. Exploration in this direction will continue for next year. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2012-2013	
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.	11/26/2013 - New assignments have been introduced to challenge and interest the continuing students. These will continue to be explored and developed. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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.	11/26/2013 - The use of three Teaching Assistants aided greatly in the success of additional material use. Plans are in the works to bring in a top professional in the field to introduce students to the latest advanced materials. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Stipend for guest artist.	
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.	11/26/2013 - Students are incorporating digital images to encourage greater success. Delivery of these images for assignments will continue to be explored. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR 43A - FOUNDATIONS IN REALISTIC	**Assessment Method:** script analysis assignment		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	**Assessment Method Type:** Case Study/Analysis **Target for Success:** An acceptable analysis and full breakdown of a scene from a published play.		
Course-Level SLO Status: Active			
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.		
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))	**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.		
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 43B - CONTEMPORARY METHODOLOGIES IN ACTING - 1 - Analysis - A successful student will acquire a working technique for translating script work to spontaneously charged performance work. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Analysis paper, fully delineated and separated into elemental parts. **Assessment Method Type:** Case Study/Analysis **Target for Success:** A thorough understanding of text analysis and breakdown, as communicated through assigned paper.	11/27/2013 - Students were given specific dates to hand in progress reports of their papers. This proved to be highly successful in lending to a more complete and correct final paper. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 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	**Assessment Method:** Observation and critique of performance work. **Assessment Method Type:** Presentation/Performance **Target for Success:** A complete translation of text analysis to performance.	11/27/2013 - All students acquired an understanding of the process of work: specifically technical analysis that leads to a freedom and awareness on stage. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	**Assessment Method:** Full participation in guided and assigned exercises. **Assessment Method Type:** Class/Lab Project **Target for Success:** Assimilating the use of learned exercises to fully develop character work.	11/27/2013 - The ability of students to observe fellow students in their success of this work, helps enormously in the understanding of the benefit of the exercises. Therefore, time to openly share experiences has proved to be most valuable. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR 43C - FOUNDATIONS IN CLASSICAL ACTING - Performance - Upon completion of this course, students will be able to comprehensively combine and apply the challenges of heightened language, the limitations and expectations of social behaviors from the varied cultures and eras studied into embodied performance. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfillment of designated performance/production assignments. **Assessment Method Type:** Presentation/Performance	11/22/2013 - Students who applied their efforts towards all facets of the class successfully achieved identified goal, about 85%. Students with lackluster efforts did not. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	11/22/2013 - Students who applied their efforts towards all facets of the class successfully achieved identified goal--demonstrating significant performance acumen with difficult challenges, about 85%. Students with lackluster efforts did not. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	11/15/2013 - Course now inactive due to repeatability restrictions. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Restore/increase repeatability availability	
Department - Theatre Arts (THTR) - THTR 43D - FOUNDATIONS ON COMIC STYLES - Performance - Upon completion of this course, students will be able to beneficially analyze and interpret genre specific comedic texts in multiple ways relevant to performance expression, employment and creative inspiration rendering greater communicative potential. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfillment of designated performance/production assignments. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	11/15/2013 - Course now inactive due to repeatability restrictions. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR 43E - IMPROVISATION - Self-growth - Upon	**Assessment Method:** Comparative text reflection applying		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	premeses of text to all aspects of course performance and communicative potential growth by means of journal or essay. **Assessment Method Type:** Essay/Journal		
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		
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)) **Course-Level SLO Status:** Active	**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.		
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,	**Assessment Method:** Rehearsal of assigned script, incorporating acquired techniques and skills. **Assessment Method Type:** Class/Lab Project **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
including the employment of a specific acting technique, as well as movement techniques and vocal production skills. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	Complete and specific analysis of text and characterization, leading to performance quality work.		
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)) **Course-Level SLO Status:** Active	**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.		
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	**Assessment Method:** Participation in the understanding and planning of the creation of a production. **Assessment Method Type:** Class/Lab Project **Target for Success:** Students will contribute ideas, creative input, and delineate positions to be filled in the creation of the class production.	11/27/2013 - Each student, including those who are developmentally challenged, have been able to find a valuable position in the process. The inclusion of various levels of experience in students helps enormously in the guidance of the beginning students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 Department - Theatre Arts (THTR))	**Assessment Method:** Effective placement and development of created and assigned positions. **Assessment Method Type:** Presentation/Performance **Target for Success:** Successful students are able to define and develop specific tasks and positions that will	11/27/2013 - All roles and positions were effectively filled and accomplished, creating a successful final performance. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	contribute to the final class production.		
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	**Assessment Method:** Participation in the contribution of ideas. **Assessment Method Type:** Discussion/Participation **Target for Success:** Students will each contribute ideas through the analysis and development of relevant and interesting issues.	11/27/2013 - Students seem to unanimously find the creation process fun and exhilarating. Organizing the plethora of creativity and ideas can be challenging with a large group. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** White board and markers. (for Lohman Theatre and Smithwick Theatre)	
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	**Assessment Method:** Position is observed, guided and critiqued in chosen or assigned leadership role. **Assessment Method Type:** Observation/Critique **Target for Success:** Students will successfully direct or guide other students in one or more aspects of the creation of a final production.	11/27/2013 - Students are excited to take on leadership roles and be able to experiment in a nonthreatening environment. The students are able to gain a higher level of responsibility in these positions. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	**Assessment Method:** Students are guided and tutored while practicing leadership skill sets. **Assessment Method Type:** Class/Lab Project **Target for Success:** Students effectively guide other fellow students to an effective and fulfilling performance.	11/27/2013 - Through guidance from the instructor as well as more advanced students, there is a great deal of practical learning and success. The class offers a playground of sorts, which affords the student an endless array of skills to practice and acquire. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR) - THTR 46B - LEADERSHIP & ORGANIZATION FOR PRODUCTION - 3 - Practice and Apply - A successful student will participate and study multiple areas of theatre craft. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Effective performance in one or more areas of production is evaluated. **Assessment Method Type:** Presentation/Performance **Target for Success:** Students get the opportunity to expand skills into various areas of interest.	11/27/2013 - A final performance for an audience is an effective motivator for the honing of newly acquired skills. All students worked to achieve the best possible results with this goal in mind. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfillment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance	08/02/2013 - 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:** 2012-2013 **GE/IL-SLO Reflection:** The winter 2013 course added 'understudy' opportunities for several students who did not yet have the skill set for a principal role.	08/02/2013 - To continue the expansion of student involvement as understudies and student directors 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 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)) **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. **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.	08/02/2013 - Students show varying degrees of improvement, often depending on their prior experience. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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 SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR) - THTR 47A - INTRODUCTION TO MUSICAL THEATRE PRODUCTION - Student Learning Outcome #1 - Upon completion of this course students will understand and apply the fundamentals of musical theatre ensemble performance. (Created By Department - Theatre Arts (THTR)) **Start Date:** 12/15/2012 **End Date:** 12/15/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Instructor observation and evaluation of rehearsal and performance **Assessment Method Type:** Presentation/Performance	11/15/2013 - 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:** 2012-2013 **Resource Request:** Department has desparate need for support staff to reduce unconscionable burden placed on faculty to make this and similar courses successful.	
Department - Theatre Arts (THTR) - THTR 47A - INTRODUCTION TO MUSICAL THEATRE PRODUCTION - Student Learning Outcome #2 - Upon completion of this course students will understand vocal techniques, acting skills, and movement, (blocking and choreography), required to audition for, rehearse and perform musical scores, librettos and dance choreography in an ensemble role. (Created By Department - Theatre Arts (THTR)) **Start Date:** 12/15/2012 **End Date:** 12/15/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Instructor review of rehearsal process, including music preparation, vocal development, staging, dance and ability to work with other ensemble members and artistic team. **Assessment Method Type:** Observation/Critique	11/15/2013 - 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:** 2012-2013 **Resource Request:** Department has desparate need for support staff to reduce unconscionable burden placed on faculty to make this and similar courses successful.	
Department - Theatre Arts (THTR) - THTR 47X - MUSIC THEATRE PRODUCTION WORKSHOP - 1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated	**Assessment Method:** Successful fulfillment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance	08/02/2013 - With a wide-range of skill levels within the group, the overall success level was excellent. **Result:** Target Met **Year This Assessment Occurred:**	08/02/2013 - Continue the expansion of student as understudies and student directors.

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))		2012-2013 **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.	
Course-Level SLO Status: Active			
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))	**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.	08/02/2013 - Students show varying degrees of improvement, often dependent on their prior experience. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Adding small group training sessions could strengthen students for whom larger rehearsals are not fully effective and then integrating those students into the larger rehearsal.	08/02/2013 - Increase the number of smaller rehearsals for skill building as understudies and student directors.
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 48 - VOICE PRACTICUM FOR THE ACTOR - 1 - Theory/Examination - Successful students, through introduction of theory into guided examination, develop the ability to harness greater breath capacity, vocal sustainability, projection potential, resonance, articulation and placement for incorporation into performance for both indoor and outdoor venues. (Created By Department - Theatre Arts (THTR))	**Assessment Method:** Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. **Assessment Method Type:** Presentation/Performance	11/27/2013 - Results of this courses activities were excellent both in terms of mastering the content and assessing peers. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Theatre Arts (THTR) - THTR 48 - VOICE PRACTICUM FOR THE ACTOR - 2 - IPA - Successful students integrate the	**Assessment Method:** Course efficiency based on satisfactory execution of midterm, final exams, small	11/27/2013 - Though this particular section did not have a strong emphasis on IPA (typically saved for another section under the former rules of	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	assignments and voice recording sample. **Assessment Method Type:** Exam - Course Test/Quiz	repeatability--now a separate class) students did masterfully achieve, by and large, a very strong sense of enunciation acumen pivotal to this work. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	**Assessment Method:** Instructor evaluation of all rehearsals for assigned material. **Assessment Method Type:** Discussion/Participation	08/02/2013 - To varying degrees, all students made improvement in vocal technique for musical theatre. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The wide range of skills within the students can make it challenging to keep each student engaged.	08/02/2013 - Create small projects for students to work on in pairs to ensure 100% engagement of all students during class.
Department - Theatre Arts (THTR) - THTR 48B - SINGING FOR THE ACTOR - Student Learning Outcome #2 - - Students integrate the demands of healthy vocal production into appropriate solo and ensemble repertoire with an emphasis on character development and communication. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Instructor evaluation of final rehearsals and all performances. **Assessment Method Type:** Presentation/Performance	08/02/2013 - Approaching the song content with the acting of the character as a core concept was extremely successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** With the added component of students written scenes to set up the song performances, the students were able to develop their characters in more detail **GE/IL-SLO Reflection:** With the added component of students written scenes to set up the song performances, the students were able to develop their characters in more detail **GE/IL-SLO Reflection:**	08/02/2013 - Continue to expand the integration of character, relationship and story into all singing.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		With the added component of students written scenes to set up the song performances, the students were able to develop their characters in more detail	
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	11/15/2013 - Students embracing the detail of sound analysis through coordinated, progressive assignment demonstrated dexterity and understanding on an application level. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	11/15/2013 - Perhaps additional use of technological resources is warranted if all students were to have touch sensitive, scribe screen tablets.
Department - Theatre Arts (THTR) - THTR 48E - VOICE PRACTICUM IN DIALECTS - 2 - IPA - Successful students integrate the demands of performing with targeted English language dialects through the employment of the International Phonetic Alphabet (IPA), thereby providing the foundation for employment of IPA towards performance with dialect or accent requirements. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Midterm and final exams guaging IPA identification acumen and proficiency. **Assessment Method Type:** Exam - Course Test/Quiz	11/15/2013 - Through the means of voice recording, students amply demonstrated effective growth in applying premises of IPA towards career/real world dexterity. Students who did not apply themselves with verve did not succeed, but most did. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	**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
By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active			
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		
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)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Successful fulfilment of designated performance/production assignment. **Assessment Method Type:** Presentation/Performance	11/15/2013 - 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:** 2012-2013 **Resource Request:** Department has desparate need for support staff to reduce unconscionable burden placed on faculty to make this and similar courses successful.	
Department - Theatre Arts (THTR) - THTR 49Y - REHEARSAL & PERFORMANCE - 2 - Experiential Knowledge_1 - Students,	**Assessment Method:** Successful fulfilment of designated performance/production assignment.	11/15/2013 - All elements of this target were distinctly met through the course of development of final performance project. Students actively,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Type:** Presentation/Performance	practically absorbed the process of developing a performance piece aligned with industry standards. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Department has desparate need for support staff to reduce unconscionable burden placed on faculty to make this and similar courses successful. **Resource Request:** Department has desparate need for support staff to reduce unconscionable burden placed on faculty to make this and similar courses successful.	
Department - Theatre Arts (THTR) - THTR 57 - 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	**Assessment Method:** Participation in group and class discussions with instructor and guest speakers. **Assessment Method Type:** Discussion/Participation **Target for Success:** Each student will contribute in discussion.	11/26/2013 - A variety of professionals from the field help to raise the awareness and interest in each student. This has led to a greater desire to ask questions and learn from the varying perspectives. Students in turn engaged fully and respectfully. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Stipend for guest artists. White board and markers.	
Department - Theatre Arts (THTR) - THTR 57 - 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:**	**Assessment Method:** Evaluation of industry ready marketing materials. **Assessment Method Type:** Portfolio Review **Target for Success:** Each student will prepare and present	11/26/2013 - The offering of complimentary headshots has resulted in complete success for every student who cannot afford a professional level charge. All students therefore where able to submit a completed portfolio. **Result:** Target Met	11/26/2013 - Plans to search out various options for headshot opportunities. The idea is being explored to bring in photography students who would like to develop a portfolio.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	completed portfolio of assigned materials.	**Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR 57 - ACTOR MARKETING STRATEGIES - 3 -Practice and Apply - A successful student will practice preparation skills for various theatrical auditioning formats, including appropriate monologues and cold reading technique. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Presentation of selected audition materials for appropriateness and thoroughness of preparation. **Assessment Method Type:** Presentation/Performance **Target for Success:** Fully prepared and ready industry viable auditioning work.	11/26/2013 - Thorough individual attention in readying the student's work is extremely challenging with large class sizes. Methods have been developed to divide students in pairs and small groups to learn to work with and help each other. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	11/26/2013 - The most creative and effective ways to go about giving students appropriate time and feedback in their work needs continued exploration.
Department - Theatre Arts (THTR) - THTR 63A - FILM & TELEVISION ACTING WORKSHOP - 1-Identification/Developement - A successful student will recognize and adjust stage movement and voice modulation as they pertain to film and television acting. (Created By Department - Theatre Arts (THTR)) **Course-Level SLO Status:** Active	**Assessment Method:** Each student will perform specific on-camera tasks and scenes in order recognize and practice successful technique. **Assessment Method Type:** Discussion/Participation		
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		
Department - Theatre Arts (THTR) - THTR 63A - FILM & TELEVISION ACTING WORKSHOP - 3 - Audition skills - A	**Assessment Method:** A variety of casting challenges and situations will be presented and performed		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	in order to understand and practice for work related opportunities. **Assessment Method Type:** Class/Lab Project		
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	**Assessment Method:** Assigned exercises for practice. **Assessment Method Type:** Class/Lab Project **Target for Success:** The ability to effectively direct actors within various types of scene work and exercises.	11/27/2013 - The development of various exercises, including open scenes, directing a joke, world of the play project, among others, proved to engage the students in a fun and non-intimidating way, ultimately empowering them to develop easily to leadership positions. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 SLO Status:** Active	**Assessment Method:** A fully analyzed, delineated, and notated scene from a script. **Assessment Method Type:** Case Study/Analysis **Target for Success:** Students are to hand in a complete, coherent and effectively analyzed scene that supports and validates all directing choices.	11/27/2013 - Using a single script that all students could practice analyzing, proved beneficial to understand script analysis foundations, and compare and contrast interpretations. The subsequent understanding and acceptance of subjectivity led to more complete success for final projects. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	**Assessment Method:** Observation and feedback of casting process for assigned scenework. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** The ability to take charge, use creativity, and communicate with clarity within the casting process, to effectively choose appropriate	11/27/2013 - Although the process is tricky and complex with a large group of students (over 30), scenes were successfully cast and developed. At this point, all students in the class would act in two scenes and direct one for their final projects, which is a very heavy work load. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	actors for assigned scenework.	**Year This Assessment Occurred:** 2012-2013	
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	**Assessment Method:** Full class observation and critiques of directing success in prepared scenework. All aspects of composition, movement, business and characterization are addressed. **Assessment Method Type:** Observation/Critique **Target for Success:** The ability to substantiate a developed concept for staging a scene, and communicating effectively to actors in order to translate fully on stage.	11/27/2013 - All students met every assigned requirement, with somewhat varying levels of success. The less successful, although still within acceptable range, were apparently due to actor commitment issues. All students however adjusted and learned from such adversity. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	11/26/2013 - This continues to be an excellent way for the student to keep current and involved with local companies and issues, as well as the industry in general. All students found this engaging and thought provoking. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	11/26/2013 - All students successfully engaged in and completed this assignment. Since the opportunity is given, most students participate in many more performance opportunities. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	11/26/2013 - A particularly valuable focus was in bringing in past students who have gone on to be successful professionals in the business. Students greatly and immediately identified with their personal processes from student to career. A variety of guest speakers will continue to be explored. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Theatre Arts (THTR) - THTR 85 - DIRECTED FIELD STUDY IN THEATRE - 1 - Insight/Perspective - Upon completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development. (Created By Department - Theatre Arts (THTR)) **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	11/15/2013 - This assessment (both oral exam and written critique) proved to be highly effective in generating critical assessment and heated debate for all students discovering their own sense of aesthetic interpretation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Allow course to stand to exist as valid study program - eliminated for reasons that seem less than substantive.	
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	**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	11/15/2013 - 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:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
multiple fields. (Created By Department - Theatre Arts (THTR)) **Start Date:** 11/30/2011 **Course-Level SLO Status:** Active		**Resource Request:** Allow course to stand to exist as valid study program - eliminated for reasons that seem less than substantive.	
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.	11/20/2013 - 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:** 2012-2013 **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, 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. **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.	11/20/2013 - Students displayed a varying degree of advancement often dependent on prior experience. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Create small groups with varying skill levels to work together as a team to increase overall skills.	08/28/2012 - Create small groups with varying skill levels to work together as a team to increase overall skills.
Department - Theatre Arts (THTR) - THTR 95 - THEATRE SUMMER STOCK WORKSHOP - 3 - Direct Knowledge -	**Assessment Method:** Students demonstrate knowledge, critical thinking and skills needed to perform	11/20/2013 - Success in this SLO is highly dependent upon prior experience and motivation to pursue theatre as a career.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	assigned tasks within the course. **Assessment Method Type:** Discussion/Participation	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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.	11/20/2013 - 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:** 2012-2013 **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 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:** 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.	11/20/2013 - Students show varying degrees of improvement, often dependent on their prior experience. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** 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
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.	11/20/2013 - 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:** 2012-2013 **GE/IL-SLO Reflection:** Develop alternative methods of assessment for non-career oriented students.	
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		
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))	**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			

Unit Assessment Report - Four Column

Foothill College
Program (FA-THTR) - Theatre Arts AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-THTR) - Theatre Arts AA - 1 - Upon completion of this degree program, students will be able to critically analyze dramatic literature and integrate the precepts thereof into professional practice. **SLO Status:** Active	**Assessment Method:** Students will execute comprehensive course final exams in respective courses as a portion of the final grade. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students earning passing grades in all courses, or cumulative passing GPA within the course study of Theatre Arts classes.	12/13/2013 - Since the State's mandate against the half-class structure under which our dramatic literature series used to be taught, there has minimal structure on which to reflect upon. The new full-class format provides students with a greater opportunity to experience a university-type structured class but also makes the work load overwhelming to a greater number of students. Also, with the dissolution of the previous structure of our conservatory program. the assessment method (now changed) is obsolete. So clarity of a new target will need to me determined for the next assessment cycle. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	09/28/2012 - Investigate the possibility of a tutoring situation, perhaps with advanced students, for those having particular challenges with the work.
	Assessment Method: In the appropriate performance related courses, the incorporation of dramatic literature elements are an inclusive necessity to effectively interpreting and completing all performance projects and is incorporated as a component in final evaluation. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students earning passing grades in all courses, or cumulative passing GPA within the course study of Theatre Arts classes.		
Program (FA-THTR) - Theatre Arts AA - 2 - Upon completion of this degree program, students will be able to actively apply their	**Assessment Method:** A cumulative regard for performance and project assignments that comprehensively	12/13/2013 - In so much as we are able to determine given the nature of the program's	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
perception and skills as well-rounded theatre artists versed in multiple aspects of production and performance aligned with industry standards. **SLO Status:** Active	demonstrate a cross-section of skills actively employing throughout the entertainment industry. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students earning passing grades in all courses, or cumulative passing GPA within the course study of Theatre Arts classes.	ongoing transitions in curriculum, certificate recognition and the like. We do and have been having more than 80% of students have been earning passing grades or cumulative GPA for all classes. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/28/2012 - All students achieved success in this area with active participation in all elements of the training and required production work. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	