

**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, Dir
Janis Bergmann	Theatre Arts	Professor
Milissa Carey	Theatre Arts/Music	Professor

Please include the following information about your program:

Total number of Full Time Faculty:	3.5
Total number of Part Time Faculty:	2
Total number of Classified Professionals:	0

**Please list all existing Classified positions:**


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

Please complete the appropriate data elements.

#### A) Instructional Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Theatre Arts AA	9	1	4	-55%
Theatre Technology AA	2	3	0	-300%
Theatre Technology CA	0	0	0	NC

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	1410	1371	844	-38.5%
Productivity (College Goal 2014-15: 535)	472	458	443	-3.3%

#### B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served				

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List)\_\_\_\_\_

### C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
<b>Students Served (Unduplicated)</b>			
<b>Faculty Served</b>			
<b>Staff Served</b>			
<b>Full-time FTEF</b>			
<b>Part-time FTEF</b>			
<b>Full-time Staff</b>			
<b>Part-time Staff</b>			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

The decline in the overall students served reflected in the three year data cycle correlates directly with the mandated shifts in the curriculum, both in terms of repeatability and families. Not unlike other departments that previously operated on repeatable curriculum models, we too have demonstrated enrollment loss. But one thing that needs to be factored into this data, along with the reduction in course sections offered, is that we have accommodated the necessary adjustments to fall more in line with State's new standards towards transfer. For example, whereas previously we would have served a student with two repeatable courses of two units each (a frequent arrangement in our former curriculum structure), we have adjusted the curriculum to serve the student the same course material in a single four unit class. We will now be striving to offer popular courses more often as well as implementing new courses designed to appeal to a broader campus population with GE approvals and to move these classes online.

Most of the significant changes to course content took place during the previous review cycles. We are now in the process of assessing and reviewing the effectiveness of those revisions. We have also added new courses to serve the more precise interest pursuits of Theatre Technology students wishing greater exposure to costuming. Pre-requisites have been addressed where Content Review has been called for, but we have instituted no new pre-requisites at this time.

students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

The Department's course completion rate among targeted student groups is well above college averages but still 10 % below non-targeted groups. Much of this difference comes from online class completions where rates are lower overall and were particularly low last year. Some of that decline may be attributable to changing instructors to cover faculty PDL. Additionally, instructional methodology is being examined in those classes (particularly THTR 1) in an effort to identify those students who are at risk as early as possible in the course and increase efforts to help them succeed. The course does not have a prerequisite and requires a fair amount of writing. Discussions with English faculty on strategies to assist those students who may be underprepared should help. Data tracking and student surveys will assist with this effort.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

When compared to College wide data, two things stand out. First, success rates for both targeted and non-targeted students are well above college averages. However, enrollment of non-targeted groups is significantly below the college averages. Enrollment outreach efforts focused on those groups should be emphasized. The department is reinstating a high school recruiting plan and will focus visits by faculty to those schools with larger minority student populations. Another item of note is the decrease last year in the success rate of non-targeted students in online classes. Faculty will assess the curriculum and teaching methodology in those classes in an effort to increase success rates.

### Section 3: Outcomes Assessment Summary

- A) Attach 2013-2014 Course-Level** (for Instructional Programs Only) – 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 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

### Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

- A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

We have initiated two new general population GE courses, including one that is poised for online delivery. Prompted by course assessment and review, several of our courses have been brought more in line with articulation standards. Courses that were previously repeatable have been reconfigured with far more pinpointing of identified curricular targets. The department has been engaged in ongoing review of the progress of those new courses, assessing the nature and worthiness of scripted course content. Review of our production courses have revealed a clearer path or production support needs—needs we have addressed in an ad hoc, but useful fashion. Following the return of the lead faculty member in the area from PDL, Theatre Technology classes are undergoing a complete reassessment to ascertain which career skills are most effective for student placement. CORs will be revised as needed to assist students in these areas.

- B) For instructional programs only, 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 anecdotal outcry and demand of our student population seems to be towards the attraction the students have for a certificate based learning program. To that end, the Department continues to make regular attempts to establish a new AA degree (Performance & Acting). These attempts have thus far run into road blocks in the form of changing application forms, changing procedures and misguided classifications. This process continues as we have now shifted our focus away from workforce towards transfer for this new degree. The pursued plan is to complete the AA application and then renew the efforts to establish an achievement certificate program in accordance with a number of our students' wishes, giving them more options for success. Though the technical theatre certificate has not been issued for a few years, current students in the technical theatre program have expressed more interest in the vocational certificate. Area faculty is working with local employers to adequately prepare students for immediate entry into the workforce. All Theatre Arts transfer students should benefit from the recently approved AA-T.

For all programs: Instructional, Students Services, Administrative

**C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

The department serves the core missions of the college in several ways. First, the college mission is served by providing a 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. Second, with the addition of an AA-T degree, the department affords students seeking to further their education with a clear pathway to transfer within the California higher education system. Additionally, the department, primarily through its GE offerings, serves the ILO's of Critical Thinking, Computation, Communication, and Community. Finally, 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. The program remains the only community college theatre program in the region with the breadth of degree course offerings in performance and technical theatre coupled with substantial performance opportunities for its students.

**D) What do members of 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 typically meets 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 associated budgetary strategies thereof. Discourse typically addresses both course level and program level analysis. 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, including discussions with cross-listed courses. While a specific ledger of recording change and such does not exist for these regular meetings, they are typically productive and conclude with action.

### Section 5: Program Goals

**Please comment on progress you have made on program goals from prior program reviews.**  
Check the appropriate status box & provide explanation in the comment box.

<b>Goal/Outcome (This is NOT a resource request)</b>	<b>Related to prior resource request (Y/N)</b>	<b>Status: Completed, In progress or Revised</b>	<b>Comment on Status</b>
1: Enhance Theatre Technology student's opportunities to align more with industry tendencies	No	Ongoing	The entertainment industry is rapidly evolving into a high tech, digital world. Familiarity and hands-on experience with current technologies are a key component to student's ability to make the transition into the workforce. Potential tech students, while appreciative of the production opportunities offered, often must look elsewhere for that experience.
2: Develop department course offerings while increasing productivity and student success.	No	Ongoing/revised	New GE approved course offerings targeting a broader campus population are being offered and will continue to be developed. Repeated offerings of smaller classes have been reduced or eliminated entirely. Additional courses will be moved online in hopes of increasing enrollment and productivity.
2x: Build attractive, viable more productive general program classes through increased GE offerings.	No	Incorporated into #2	Part of continuing efforts to update curriculum in the wake of repeatability and course family mandates
2y: Maintain student success in accordance with new reduced course offering requirements	No	Incorporated into #2	Part of continuing efforts to update curriculum in the wake of repeatability and course family mandates
3: Develop sustainable model for Theatre Arts Degree programs in performance studies (revised from previous	No	Revised	Focus has shifted from reviving the old "Conservatory" certificate model to the potential for a Performance Studies AA and Certificate. There is continued student demand for these courses and degrees at the Community College level.



Conservatory focus)			
4: Find a sustainable model for funding and promoting the department productions.	No	Ongoing	Budgeting and funding has been stable for the past couple years but the long-term sustainability of the summer musical is still in question. The department continues working with the Foundation staff to seek out additional grants to augment the baseline budget.
5: Increase flexibility to maximize use of theatre spaces for division/campus and community availability. (revised; added community)	No	Ongoing	The lack of bond money for the proposed scene shop is a significant blow to this goal. Without rehearsal or scenic construction options off site, little can be done to increase other uses of the Lohman Theatre. Department faculty is exploring off campus options for both but this is difficult and would likely lead to ongoing cost increase that may not be sustainable. Conversations are being held with the new Director of Marketing regarding strategies to increase our online presence.

**Please list any new goals for your program you would like to undertake this year.** The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

<b>Goal/Outcome (This is NOT a resource request)</b>	<b>How will this goal improve student success or respond to other key college initiatives?</b>	<b>How will progress toward this goal be measured?</b>
6: Increase program completion rates for all degrees and certificates	The department now has clear pathways for transfer, workforce and AA completion. Since Theatre Arts typically has a higher course success rate for under-served students, these clear pathways can only help in the College initiatives to improve diversity.	Year-end data analysis of completion rates. Survey of past and current students to assess goals and success rates.
7: Develop a comprehensive outreach program that can be sustained in future cycles.	This is a key component of efforts to increase campus diversity and completion rates among targeted student groups. Students in Theatre Arts consistently have course completion rates well	A published comprehensive plan with evidence of visitation, etc. Increased enrollment, especially among targeted minority groups in our service areas.

	above the campus average. We anticipate that, at the very least, increased enrollment in our courses will include additional targeted students and our completion rates will continue to positively contribute to campus diversity efforts.	
8: Develop and expand relationships with local theatre and entertainment organizations for cooperative student experiences	Student success in Theatre Technology is closely tied to transitions into the workforce. Exposure to traditional and alternative workforce opportunities can only increase student's options following completion of the program.	Tracking of student employment during and following program completion will be done through social media.

## Section 6: Program Resources and Support

**To be completed only if making a new resource request.**

Using the tables below, summarize your program's unfunded 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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
<b>PT technical staff support for Lohman Theatre and departmental rental inventory</b>	4,5,6 and 8: Currently, Theatre Technology faculty spend significant time dealing with these areas. This time would be more effectively spent on the above goals	N
<b>PT/FT box office staff</b>	4,5, and 7: This is the first point of contact for most patrons and is a necessary component of any promotional and outreach efforts. A full time position could be the focal point of campus-wide ticket sales and Arts marketing.	N. This position did exist until a recent retirement. It has not yet been filled and has been functioning at a reduced minimal level using TEAs.

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

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time
Production preparation for summer Musical	4 and 7: A great deal of the planning and preparation for the summer musical production takes place during winter and Spring quarters. This includes outreach to secure and engage artistic and production staff,	1/3 time W and S quarters	

	performers and crews.	

**One Time B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
TEA support for outreach efforts to include updated contact lists, scheduling of faculty outreach visits, design and production of printed and multimedia materials	\$3000-5000	7 and 8: The department currently has no methodology for targeting and recruitment of potential students. Given the focus on student success it is imperative that we identify interested students before they enroll. The available materials for this are outdated and incorrect and the campus support is minimal. The spending range is variable pending discussion about the level of Marketing support.

**Ongoing B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
TEAs for large performance and technical classes	\$6000	6 and 8: Hiring local professionals as TEAs to augment instruction in larger performance and technical classes where additional supervision is required for instructional or safety reasons.

**Facilities and Equipment**

<b>Facilities/Equipment Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 5 and how this resource request supports this goal.</b>
<b>Wireless mic installation in Lohman Theatre</b>	\$10,000	1, 4 and 8: Hands on experience in this field is necessary for future employment. Would replace \$2-3000/year cost of rentals.
<b>New lighting control console in Lohman theatre</b>	\$6000	1,5 and 8: Current lighting control system is nearly 12 years old and does not support modern equipment.
<b>LED lighting equipment for Lohman theatre</b>	\$10,000	1,4,5 and 8: LED technology is revolutionizing the entertainment lighting industry and students need exposure to current technologies. The flexibility and longevity of these fixtures would decrease time required between events and lower ongoing lamp replacement costs.
<b>Permanent sound mixing station in the Smithwick auditorium for instruction, rentals and department productions</b>	\$2000-\$5000 depending on location	Music technology department purchased a state of the art mixing console for live sound reinforcement. It cannot be used for instruction without a permanent, secure installation. This would also allow greater flexibility for the Smithwick theatre use.

### Section 7: 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.

<b>Recommendation</b>	<b>Comments</b>
-----------------------	-----------------

Enrollment and productivity has been a concern and continues to be.	There have certainly been up and down enrollment cycles, we are conscientious of trying to offer more GE pattern courses and those serving the largest population we can, promoting tangible student success. One concern last year was the drop to a single degree awarded which bounced back up to 4 which has been more towards our average. Theatre Technology completions suffered from the absence of the faculty member on PDI with some required courses not offered for 2 years. Online class enrollment (THTR 1) suffered also from the same absence.
Focus on role of GE patterned learning	We have begun to offer THTR 2F and THTR 12A in an attempt to serve larger student populations. Attempts to offer THTR 8 have still met with cancellation. With the advent of the AA-T degree, we will look to offer those courses with more consistency while not diluting enrollment.

**a. After reviewing the data, what would you like to highlight about your program?**

The Theatre Arts department has struggled with the transitions that removed repeatability and mandated course families. The curricular changes have been substantial and are continuing. The timing that extends course change proposals through implementation to measurable data has made this process particularly challenging.

Throughout this process, the faculty has remained dedicated to maintaining a vibrant, diverse and dynamic program that fosters student success in many ways. We have been heartened that our students continue to thrive despite the turmoil of budget cuts, tuition increases and decreased course offerings.

The challenges ahead are still daunting; to find a sustainable balance between instruction and production, to increase our presence on campus and in the community and to continue to develop curriculum and performances that inform our understanding of the world around us.



## Section 8: Deans 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 Department is widely known in the Bay Area as a vibrant department that puts on professional quality shows, including a large scale Summer Musical. The curriculum, faculty and facilities are excellent.

### B) Areas of concern, if any:

I have several serious concerns. First and foremost, the drop in enrollment is absolutely alarming. Going from 1410 to 844, a drop of 38% in such a short period of time is unprecedented and cannot be attributed to the loss of repeatability, although that certainly played a role, so to speak. Productivity is also an area of concern.

I am also concerned about the model we use to put on the Summer Musical. I realize there is a limited pool of actors available, and we were used to using many of the same ones for most productions. Obviously, this is no longer possible due to repeatability.

The AA in Performance & Acting needs to be on the fast track. If, in fact, the students are serious about certificates, this is by far the best certificate to get. While I realize the process is cumbersome, it is the same for everyone.

### C) Recommendations for improvement:

- A. Develop several more online courses that can balance your low enrolled FTF courses. This is a proven method of building enrollment and creating balance within your course offerings. Make sure you apply for GE status, or at least make sure they fulfill some type of requirement. In this way, you will attract a different student population.
- B. Offer more of what you have currently online.
- C. Switch the Summer Musical to Foothill Extension. Since it is *de facto* community/professional theatre, this just makes perfect sense. Now that we have our own program, its a perfect time to make the switch.
- D. Again, fast track your new AA!

### D) Recommended next steps:

  x   Proceed as planned on program review schedule



☐ Comprehensive Program Review (Out of cycle) Recommended  
☐ Remediation Plan Recommended

*Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*

# Unit Course Assessment Report - Four Column

## Foothill College

### Department - Theatre Arts (THTR)

**Mission Statement:** Our mission is to provide our students an expansive set of skills for creative, artistic expression, 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
<p>Department - Theatre Arts (THTR) - THTR 1 - THEATRE ARTS APPRECIATION - 1 - Integrate - A successful student will analyze and integrate his/her own artistic standards as they relate to theatrical performance and criticism. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will attend theatrical performances and submit written opinions of the production. Students will evaluate the the acting, directing, play structure, design components and audience response of the performance.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Successful students will present clear opinions with supporting examples from the performance in at least three of the five artistic criteria.</p>	<p>06/05/2014 - 83% of all students, and 100% of students who passed the class were able to successfully present their opinions and assess at least three of the required artistic criteria.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - Theatre Arts (THTR) - THTR 1 - THEATRE ARTS APPRECIATION - 2 - Illustrate - A successful student can use examples from theatrical performances to illustrate his/her own artistic standards. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will attend theatrical performances and submit written opinions of the production. Students will evaluate the the acting, directing, play structure, design components and audience response of the performance.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Successful students will present clear personal opinions with supporting examples from the performance in at least three of the 5 artistic criteria</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 1 - THEATRE ARTS APPRECIATION - 3 - Genres/Style - A successful student will be able to recognize different theatrical genres and assess the style of current theatrical presentations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be assessed on their knowledge of basic theatrical genres including tragedy, comedy, drama, melodrama, and musicals.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Successful students will be able to demonstrate the ability to define the criteria for at least three of the five basic theatrical genres and provide examples of specific theatrical performances in each.</p>	<p>06/05/2014 - 91% of students participated in the assignment. Of those, 95% were able to correctly identify and discuss different genres in theater. All students took the quiz, and all passed it.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - Theatre Arts (THTR) - THTR 12A - STAGE &amp; SCREEN - Critical Thinking and Analysis - Upon completionn of this course students will gain significant insight into comparable mediums of popular expression for both personal interpretation as well as audience impact. By keying into the emotional and intellectual influence of narrative and presentation has upon audiences, students will grow their textured ability to critically develop project outcomes. These skills will be applicable to various aspects of the performing arts (writing, directing, acting, designing), but will also invariably contirbute to multiple platforms of societal employment (public speaking, advocacy, business presentations). (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Comparative essays assessing contrasting works.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>		
<p>Department - Theatre Arts (THTR) - THTR 12A - STAGE &amp; SCREEN - Global View and Creativity - Upon completion of this course students will significantly embrace</p>	<p><b>Assessment Method:</b> Peer group project assessing relationship between culture and produced work.</p> <p><b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
empathetic views of multiple-cultures and eras and the impact the narratives contained within the studied works (through the lens of contemporary perspectives) reflect the society, conditions and issues of these prescribed cultures and the diversity of human experience they reflect. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	Class/Lab Project		
Department - Theatre Arts (THTR) - THTR 20A - ACTING I - Communication - By processing intricacies of human behaviors empathetically, students will develop the voice and body as an instrument of expression applicable in multiple public and interactive situations. Additionally, students will gain confidence through the experience of interaction--applicable in both interpersonal and performance circumstances. (Created By Department - Theatre Arts (THTR))  <b>Start Date:</b> 12/02/2011  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance	04/25/2014 - All activities and exercises proved appropriately challenging towards leading the vast majority of students who applied effort to develop sequential skills leading to successful culminations. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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))  <b>Start Date:</b> 12/02/2011	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance	04/25/2014 - 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Smaller Class Size	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance	04/25/2014 - All activities and exercises proved appropriately challenging towards leading the vast majority of students who applied effort to develop sequential skills leading to successful culminations. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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)) <b>Start Date:</b> 12/02/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.	06/03/2014 - This goal was absolutely met. It continues to be a strength of the course. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - Theatre Arts (THTR) - THTR 20B - ACTING II - 2 - Skills & Critical Thinking - Upon satisfactory completion of this course, through introduction to the practices of the theatre arts and developed ability to analyze text from multi-cultural sources performance content for self-advancement, students will be able to employ basic foundational acting premises towards confident, embodied performance at an increasingly advanced level from previous sequence course. (Created By Department - Theatre Arts (THTR)) <b>Start Date:</b>	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance	06/03/2014 - Target met with substantially growth in skill set from the beginning of term. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
12/02/2011 <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 20C - ACTING III - 1 - Communication - By processing intricacies of human behaviors empathetically, students will develop the voice and body as an instrument of expression applicable in multiple public and interactive situations. Additionally, students will gain confidence through the experience of interaction--applicable in both interpersonal and performance circumstances." (Created By Department - Theatre Arts (THTR)) <b>Start Date:</b> 12/02/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 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)) <b>Start Date:</b> 12/02/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Journal reflecting experiences and development I through course. <b>Assessment Method Type:</b> Essay/Journal		
	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 20E - ADVANCED ACTING V - 1 - Knowledge & Communication - Students develop the voice and body as an instrument	<b>Assessment Method:</b> Presentation of targeted research accompanying final performance. <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>of expression while gaining confidence through the experience of interaction and audience performance. And as such, have a newly acquired wealth of skills, theories and techniques giving them advantage in the industry by increasing active knowledge of prescribed performance genres. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Presentation/Performance</p> <p><b>Target for Success:</b> Successful completion of individually specified project/assignment.</p>		
<p>Department - Theatre Arts (THTR) - THTR 20E - ADVANCED ACTING V - 2 - Critical Thinking and Collaboration. - Students heighten abilities to analyze text and performance content for self-advancement, progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. All paramount preparations for a well-rounded artist to perceive and employ in the field. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/02/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Substantive research journal of individually prescribed major assignment.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		
<p>Department - Theatre Arts (THTR) - THTR 21 - INTRODUCTION TO TECHNICAL THEATRE - 1 - Tools/Hardware - A successful student can identify basic tools and hardware used in theatrical productions. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Visual identification of common tools and their uses</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> All students should be able to correctly identify 85% of the tools shown</p>		
<p>Department - Theatre Arts (THTR) - THTR 21A - SCENERY &amp; PROPERTY</p>	<p><b>Assessment Method:</b> Students will be observed using basic hand</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))  <b>Course-Level SLO Status:</b> Active	and power tools in a working environment <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> Following completion of the course all students will be able to appropriately and safely use all basic hand and power tools		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will be tested on general theatrical shop safety practices at the beginning and end of the course <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will construct basic scenic and property units for use in theatrical presentations while safely uses basic tools and methods <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Successful students will demonstrate the ability to construct flat and platform scenery on a level acceptable for an amateur production company.		
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 needed for construction. (Created By Department -	<b>Assessment Method:</b> Students will be asked to read simple shop drawings and explain what the project requires and the steps needed for construction. <b>Assessment Method Type:</b> Discussion/Participation		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Theatre Arts (THTR))			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 21C - ADVANCED SCENERY & PROPERTIES CONSTRUCTION - 2 - Collaboration - A successful student can work collaboratively with staff and other students to create scenery and properties for a department production (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Individual students will be given responsibility for small projects and be asked to coordinate materials, tools and construction process with other projects with a defined completion date <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> All projects complete before technical rehearsals of the current production		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 22 - AUDITIONING FOR THEATRE - Communication & Industry Standards - Upon completing this class, students will generate, rehearse and perform a general audition package, suitable for application to the theatre community at large incorporating the criteria and theories introduced, preparing the student to face the expectations of auditioning premeases and guidelines within the live performance industry. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Successful execution of sequenced performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance		
<b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active			
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.	<b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. <b>Assessment Method Type:</b> Discussion/Participation		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Theatre Arts (THTR)) <b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Defined projects for each technique are assigned and performed. <b>Assessment Method Type:</b> Observation/Critique		
<b>Course-Level SLO Status:</b> 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	<b>Assessment Method:</b> Student will work on and complete an assigned project. <b>Assessment Method Type:</b> Class/Lab Project		
costume preparation, including millinery/hat making, shoe modification, and accessory making. (Created By Department - Theatre Arts (THTR)) <b>Course-Level SLO Status:</b> 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	<b>Assessment Method:</b> Students are individually tested to perform a task on each costume construction machine and tool. <b>Assessment Method Type:</b> Exam - Course Test/Quiz		
overlock, blind hemmer, steam iron, garment steamer and pattern drafting tools. (Created By Department - Theatre Arts (THTR)) <b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Theatre Arts (THTR) - THTR 25 - INTRODUCTION TO FASHION &amp; COSTUME CONSTRUCTION - 4 - Production - Successful students recognize and use the costume process to prepare the costumes for a theatrical production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Each student is assigned an element of costume construction to contribute to the overall whole of the design completion of a production.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>		
<p>Department - Theatre Arts (THTR) - THTR 27 - LIGHTING DESIGN &amp; TECHNOLOGY - Tools and Equipment - Successful students will be able to identify and correctly use the basic tools used to hang, focus, and circuit stage lighting equipment (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be observed as they perform the required tasks and reminded of the best practices involved in the tasks. Students will be evaluated based on their use of correct tools and procedures in a variety of theatre settings.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> All students will be able to successfully and correctly hang, focus, and circuit stage lighting equipment in a theatre.</p>		
<p>Department - Theatre Arts (THTR) - THTR 27 - LIGHTING DESIGN &amp; TECHNOLOGY - Lighting Design Plan - Students will be able to read and implement simple lighting plans. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will 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.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> All students will complete the project and a minimum of 95% of the equipment will be working properly.</p>		

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 MOLIÈRE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Quizzes on each of the plays presented in the course will assess the students' knowledge of the content, dramatic structure, and character motivations within the play. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of the students should be able to score above 80% on the quiz.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 2A - HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIÈRE - 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))	<b>Assessment Method:</b> Analytical and comparative essay on targeted topics specific to assigned works through the scope of cultural placement. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of completing students achieving 80%		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 2A - HISTORY OF DRAMATIC LITERATURE - CLASSICAL TO MOLIÈRE - 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))	<b>Assessment Method:</b> Analytical and reflective essay on targeted topics specific to assigned works through the scope of immediate relevance/applications. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students achieving 80% or higher		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 2B - INTRODUCTION TO DRAMATIC LITERATURE - 1 - Perspectives/Skills - Students will be able to employ new perspectives and skills as applied to interpreting dramatic texts for content, plot development, image interpretation, language structure, character motivation, genre as needed in an employment situation (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Quizzes on each of the plays presented in the course will assess the students knowledge of the content, dramatic structure , and character motivations within the play. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of the students should be able to score above 80% on the quizzes	04/25/2014 - While there certainly were students who did not consistently meet the goal, the majority did. This methodology of screening student preparation remains essential for the analytical participation of class activities. The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Return to Half-class format as an option	
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 2B - INTRODUCTION TO DRAMATIC LITERATURE - 2 - Placement/Inspiration - Successful students will develop relevant perception, social placement and regional inspiration of plays from Moliere to present day from both Eastern and Western cultures as they apply to historical timelines. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Final comprehensive exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students receiving a grade of 80% or higher.	04/25/2014 - The forced removal of the half-class format previously offered in this section has proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. The result of this required change placed a burden of considerable content in the final exam. This prompted a decline in student performance from previous sections. Perhaps a less content oriented final should be considered. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Return to Half-class format as an option	
<b>Assessment Cycles:</b> End of Quarter			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 2B - INTRODUCTION TO DRAMATIC	<b>Assessment Method:</b> Comprehensive/analytical essay(s) of	04/25/2014 - The forced removal of the half-class format previously offered in this section has	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>LITERATURE - 3 - Application of Content - Successful students will actively apply content understanding to reflecting upon behaviors universal in human nature both past and present and will creatively apply these perspectives in employment situations. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>precise topics totaling 10 pages of composition  <b>Assessment Method Type:</b>            Essay/Journal  <b>Target for Success:</b>            80% of students receiving a grade of 80% or higher</p>	<p>proven to be a burdensome work load, leading to a more survey-like feel for the course rather than the depth previously enjoyed in the half-class format. While some essay topics felt a bit more forced because the expansion of the class' time frame creates a more vast scope, the essays in this class were largely successful, demonstrating breadth of complex critical application.  <b>Result:</b>            Target Met  <b>Year This Assessment Occurred:</b>            2013-2014  <b>Resource Request:</b>            Return to Half-class format as an option</p>	
<p>Department - Theatre Arts (THTR) - THTR 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #1 -            - Demonstrate an understanding of musical theatre styles beginning in the early twentieth century to present day as a reflection of its societal/historical context.            (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b>            A 1000 word essay on topics concerning the development of musical theater examined within the context of social/historical context.  <b>Assessment Method Type:</b>            Essay/Journal  <b>Target for Success:</b>            A successful student will demonstrate knowledge of the musicals studied in terms of the social, political and historical framework.</p>	<p>05/10/2014 - Students demonstrated an understanding of the genesis of musical theater styles as a reflection of societal/historical context.  <b>Result:</b>            Target Met  <b>Year This Assessment Occurred:</b>            2013-2014</p>	
<p>Department - Theatre Arts (THTR) - THTR 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #2 -            - Discriminate--via an understanding of between various musical styles (e.g., early twentieth century and the decade of he 1930s, the Golden Age of musicals in mid-century, influence Sondheim, transition to rock musicals and commercial musicals, multi-media influence of the twenty-first century.) (Created By Department - Theatre</p>	<p><b>Assessment Method:</b>            Weekly quizzes covering the content of the course materials studied.  <b>Assessment Method Type:</b>            Exam - Course Test/Quiz  <b>Target for Success:</b>            A successful student will pass these quizzes demonstrating a fundamental knowledge of musicals styles from the early twentieth century to the present day.</p>	<p>05/10/2014 - Students uniformly demonstrated an understanding of the musical styles embodied in the musical theatre genre from it's earliest days through the present day.  <b>Result:</b>            Target Met  <b>Year This Assessment Occurred:</b>            2013-2014</p>	<p>05/10/2014 - Continue to build resource library of the most current musicals</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Arts (THTR))  <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #3 - Discriminate -- via an understanding of theatrical elements involved in the production of musicals (score, lyrics, book, directors, staging, actors, dance, and design) (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Weekly quizzes covering the course content concerning design in theater. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> A successful student will pass these quizzes demonstrating a fundamental understanding of theatrical design elements.	06/02/2014 - Students uniformly demonstrated an understanding of the theatrical elements involved in the musical theatre genre from its earliest days through the present day. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014  05/10/2014 - Students demonstrated a basic understanding the design elements in theatre. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 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,	<b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development. <b>Assessment Method Type:</b> Discussion/Participation		

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



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Theatre Arts (THTR) - THTR 38B - MOVEMENT PRACTICUM II - 2 - Body Awareness and Mechanics - Students, through personally and secondarily examining the relationship between body and mind, time and space, breath and body impulse students will be able to employ the cohesive properties and the integrative relationships of all as applied to generating vibrant, unified, embodied performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 38D - MOVEMENT FOR THE ACTOR: STAGE COMBAT - Knowledge &amp; Skills - Upon completion of this class, students will have working knowledge of the procedures, safety premises, terminology and execution of hand-to-hand stage combat techniques universally employed in the entertainment industry. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Original peer choreography demonstration.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 38D - MOVEMENT FOR THE ACTOR: STAGE COMBAT - Practical Execution and Critical Thinking - Upon completion of this class, students will be able to basically apply the above (SLO #1) listed stage combat choreography precepts into practical performance circumstances. (Created By</p>	<p><b>Assessment Method:</b> Original peer choreographed demonstration</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 38E - MOVEMENT FOR THE ACTOR: STAGE COMBAT II - Knowledge & Skills - Upon completion of this class, students will have working knowledge of the procedures, safety premises, terminology and execution of small weapons stage combat techniques universally employed in the entertainment industry. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Original peer choreography demonstration. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 38E - MOVEMENT FOR THE ACTOR: STAGE COMBAT II - Practical Execution and Critical Thinking - Upon completion of this class, students will be able to basically apply the above (SLO #1) listed stage combat choreography precepts into practical performance circumstances. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Original peer choreographed demonstration <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 40A - BASIC THEATRICAL MAKE-UP - 1 - Use/Effectiveness - A successful student will identify and compare the use and effectiveness of available makeup products and materials. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation and discussion  <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Experimentation with, and subsequent understanding of the use of a variety of makeup products and materials		
Department - Theatre Arts (THTR) - THTR 40A - BASIC THEATRICAL MAKE-UP - 2 -	<b>Assessment Method:</b> Evaluation of makeup design concepts and		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Design/Application - A successful student will demonstrate skills in the design and application of theatrical makeup. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	ideas. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Completed makeup applications.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Evaluation of design sheets and clay modeling projects. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Designs that can translate into effective finished products.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> lab assignments <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Demonstration of facial alterations in completed projects.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation and discussion <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Experimentation with, and subsequent understanding of the use of a variety of makeup products and materials		
Department - Theatre Arts (THTR) - THTR 40B - THEATRICAL MAKE-UP FOR PRODUCTION - 2 - Design/Application - A successful student will demonstrate skills in	<b>Assessment Method:</b> Evaluation of makeup design concepts and ideas. <b>Assessment Method Type:</b>		

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
instrument of vibrant communication. (Created By Department - Theatre Arts (THTR))	Observation/Critique <b>Target for Success:</b> Full participation and effort in exercises.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Performance of assigned scenes and/or monologues. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Complete memorization and engagement in assignment, utilizing all integrated skills and preparation.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Analysis paper, fully delineated and separated into elemental parts. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> A thorough understanding of text analysis and breakdown, as communicated through assigned paper.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Observation and critique of performance work. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> A complete translation of text analysis to performance.		
<b>Course-Level SLO Status:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Theatre Arts (THTR) - THTR 43B - CONTEMPORARY METHODOLOGIES IN ACTING - 3 - Character Developement - Deepen and expand character exploration through character memory work and physical exercises. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Full participation in guided and assigned exercises.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Assimilating the use of learned exercises to fully develop character work.</p>		
<p>Department - Theatre Arts (THTR) - THTR 43C - FOUNDATIONS IN CLASSICAL ACTING - Performance - Upon completion of this course, students will be able to comprehensively combine and apply the challenges of heightened language, the limitations and expectations of social behaviors from the varied cultures and eras studied into embodied performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfillment of designated performance/production assignments.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 43C - FOUNDATIONS IN CLASSICAL ACTING - Communication - Upon completion of this course, students will be able to beneficially analyze and interpret classical texts in multiple ways relevant to performance expression, employment and creative inspiration rendering greater communicative potential. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 43D - FOUNDATIONS ON COMIC STYLES</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Journal reflecting experiences and development through course with applicable terminology and appropriate self-review.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		
<p>Department - Theatre Arts (THTR) - THTR 43D - FOUNDATIONS ON COMIC STYLES - Performance - Upon completion of this course, students will be able to beneficially analyze and interpret genre specific comedic texts in multiple ways relevant to performance expression, employment and creative inspiration rendering greater communicative potential. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfillment of designated performance/production assignments. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 43E - IMPROVISATION - Self-growth - Upon completion of this course, students will develop increased confidence, flexibility, versatility and committed expressiveness applicable to multiple aspects of performance both within and beyond acting (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Comparative text reflection applying premeases of text to all aspects of course performance and communicative potential growth by means of journal or essay.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>	<p>05/29/2014 - Ultimately this assignment presents itself as a significant reinforcement of abstract materials practically experienced in class allowing fresh perspective and confidence in an otherwise largely unfamiliar art form.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Smaller Class Sizes</p>	
<p>Department - Theatre Arts (THTR) - THTR 43E - IMPROVISATION - Collaboration and Performance - Upon completion of this</p>	<p><b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration</p>	<p>05/29/2014 - The sequential based skill development suits this class ideally. Basic skills</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>course, students will not only be able to comprehend and apply foundational premises 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>into practice. Cumulative final performance assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>are compiled, gradually leading to increasing complexities in performance. The crush of a large class size does make the opportunity for significant cumulative confidence less likely by sheer lessening of participation regularity.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Smaller Class Sizes</p>	
<p>Department - Theatre Arts (THTR) - THTR 44A - PRODUCTION PROJECTS - 1 - Literature/History - A successful student will identify and assimilate the literature and history of a specific time period, cultural or ethnic experience, or historical epoch selected for the quarter's study. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Presentation and discussion of accumulated research and analysis.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> A fully developed knowledge of a particular theatrical genre and style.</p>		
<p>Department - Theatre Arts (THTR) - THTR 44A - PRODUCTION PROJECTS - 2 - Technique - A successful student will distinguish and practice a variety of activities necessary for the actor in production, from either the perspective of the actor or director, including the employment of a specific acting technique, as well as movement techniques and vocal production skills. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rehearsal of assigned script, incorporating acquired techniques and skills.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Complete and specific analysis of text and characterization, leading to performance quality work.</p>		
<p>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,</p>	<p><b>Assessment Method:</b> Observation of assigned tasks and cooperative work.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>including directing, stage management, lighting and sound design and operation, set design and construction, properties, costumes, stage makeup, and publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> Appropriate performance and completion of assigned tasks for production.</p>		
<p>Department - Theatre Arts (THTR) - THTR 46A - PRODUCTION PROJECTS IN THEATRE - 1 - Investigate Skills - A successful student will discover and investigate skills applicable to the creation of all aspects of theatre production. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Participation in the understanding and planning of the creation of a production.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Students will contribute ideas, creative input, and delineate positions to be filled in the creation of the class production.</p>		
<p>Department - Theatre Arts (THTR) - THTR 46A - PRODUCTION PROJECTS IN THEATRE - 2 - Practice and Apply - A successful student will practice and apply skills in multiple areas of theatre, including playwriting, acting, directing, design, management and marketing. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Effective placement and development of created and assigned positions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Successful students are able to define and develop specific tasks and positions that will contribute to the final class production.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Participation in the contribution of ideas.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Students will each contribute ideas through the analysis and development of relevant and interesting issues.</p>		

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 - 1- Leadership - A successful student will participate in a leadership role: either as student leader of the entire project, or student coordinator in a specified area, or director of a group piece. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Position is observed, guided and critiqued in chosen or assigned leadership role. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> Students will successfully direct or guide other students in one or more aspects of the creation of a final production.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 46B - LEADERSHIP & ORGANIZATION FOR PRODUCTION - 2 - Develop skills - A successful student will substantially develop skills and apply those skills directly into the discipline of theatre production. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Students are guided and tutored while practicing leadership skill sets. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Students effectively guide other fellow students to an effective and fulfilling performance.		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Effective performance in one or more areas of production is evaluated. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Students get the opportunity to expand skills into various areas of interest.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 47 - MUSIC THEATRE PRODUCTION WORKSHOP - 1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician,	<b>Assessment Method:</b> Successful fulfillment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
musical director, musician) in staging a fully-realized, large-scale, live musical theatrical performance. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Students will show improvement in each area allowing them to move on to the Intermediate level course.		
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))  <b>Start Date:</b> 12/15/2012 <b>End Date:</b> 12/15/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor observation and evaluation of rehearsal and performance <b>Assessment Method Type:</b> Presentation/Performance	05/10/2014 - 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Department has desperate need for support staff to 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	<b>Assessment Method:</b> Instructor review of rehearsal process, including music preparation, vocal development, staging, dance and ability to	05/10/2014 - 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
<p>this course students will understand vocal techniques, acting skills, and movement, (blocking and choreography), required to audition for, rehearse and perform musical scores, librettos and dance choreography in an ensemble role. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/15/2012</p> <p><b>End Date:</b> 12/15/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>work with other ensemble members and artistic team.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>	<p>practically absorbed the process of developing a performance piece aligned with industry standards.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Department has need for support staff to reduce burden placed on faculty to continue to make this course successful.</p>	
<p>Department - Theatre Arts (THTR) - THTR 47B - INTERMEDIATE MUSIC THEATRE PRODUCTION WORKSHOP - Student Learning Outcome #1 - Upon completion of this course students will understand and apply musical theatre performance for public performance, focusing on development of small roles.</p> <p>Performance (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 12/15/2012</p> <p><b>End Date:</b> 12/15/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructor evaluation of dress rehearsals and performances.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>05/10/2014 - Students demonstrated successful preparation for public performance of all roles assigned, including understudies of lead roles.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - Theatre Arts (THTR) - THTR 47B - INTERMEDIATE MUSIC THEATRE PRODUCTION WORKSHOP - Student Learning Outcome #2 - Upon completion of this course students will understand a wide variety of vocal techniques, singing complex harmony, ability to develop characters in addition to participation in any ensemble assignments, develop study skills to build assigned material. (Created By Department - Theatre Arts (THTR))</p>	<p><b>Assessment Method:</b> Instructor review of rehearsal process, including music preparation, vocal development, staging, dance and ability to work with other ensemble members and artistic team.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>	<p>05/10/2014 - Students successfully prepared and performed musical/vocal/dance/acting elements needed in performance of the assigned material as individual performers/ensembles members integrating with director, musical staff and choreographer.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 12/15/2012 <b>End Date:</b> 12/15/2016 <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 47X - MUSIC THEATRE PRODUCTION WORKSHOP - 1 - Synthesize/Develop Skills - A successful student will, through critical thinking, problem solving, and teamwork practices, challenge, synthesize and develop skills pertaining to the designated assignment (performer, choreographer, designer, stage manager, technician, musical director, musician) in staging a fully-realized, large-scale, live musical theatrical performance. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Successful fulfillment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. <b>Target for Success:</b> Students will show improvement in each area allowing them to move on to the Intermediate level course.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 48 - VOICE PRACTICUM FOR THE ACTOR - 1 - Theory/Examination - Successful	<b>Assessment Method:</b> Successful execution of small performance exercises gauged for knowledge integration		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	into practice. Cumulative final performance assignment. <b>Assessment Method Type:</b> Presentation/Performance		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 48 - VOICE PRACTICUM FOR THE ACTOR - 2 - IPA - Successful students integrate the demands of performing with targeted English language dialects through the employment of the International Phonetic Alphabet (IPA), thereby providing the foundation for employment of IPA towards performance with dialect or accent requirements. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Course efficiency based on satisfactory execution of midterm, final exams, small assignments and voice recording sample. <b>Assessment Method Type:</b> Exam - Course Test/Quiz		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 48A - VOICE AND SPEECH FOR THE ACTOR - Student Learning Outcome #1 - - Students, through introduction of theory, demonstration, exercise and examination, will be able to understand and produce the basics of voice production for the stage. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Instructor observation of coursework and development. <b>Assessment Method Type:</b> Observation/Critique		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 48A - VOICE AND SPEECH FOR THE ACTOR - Student Learning Outcome #2 - - Students integrate the demands of healthy vocal production into appropriate texts from Shakespeare through contemporary	<b>Assessment Method:</b> Instructor evaluation of all assigned material. <b>Assessment Method Type:</b> Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
dramatic literature. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor evaluation of all rehearsals for assigned material. <b>Assessment Method Type:</b> Discussion/Participation		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor evaluation of final rehearsals and all performances. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Theatre Arts (THTR) - THTR 48C - MUSICAL THEATRE REPERTOIRE FOR SINGERS - Student Learning Outcome #1 - Students will be able to identify and produce appropriate vocal technique and musical style for the various sub-genre's of musical theater repertoire as assigned.  (Created By Department - Theatre Arts (THTR)) <b>Start Date:</b> 12/13/2012	<b>Assessment Method:</b> Successful fulfillment of designated performance/production assignments. <b>Assessment Method Type:</b> Presentation/Performance	05/10/2014 - Students demonstrated an appropriate vocal technique for the variety of styles studies in this course. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	05/10/2014 - Continue to develop resources of digital music / video to assist students in mastery of styles studied.  _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>End Date:</b> 12/18/2015 <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 48C - MUSICAL THEATRE REPERTOIRE FOR SINGERS - Student Learning Outcome #2 - Students integrate the demands of healthy vocal production into appropriate solo and ensemble repertoire with an emphasis on character development and communication. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Students will be assessed at various stages of rehearsal: learning music and lyrics, memorization, character development, and integration of music and movement. <b>Assessment Method Type:</b> Class/Lab Project	05/10/2014 - Solo / small ensemble / large ensemble musical pieces were successfully rehearsed and performed at finals. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
<b>Start Date:</b> 12/13/2012 <b>End Date:</b> 12/18/2015 <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 48C - MUSICAL THEATRE REPERTOIRE FOR SINGERS - Student Learning Outcome #3 - Students will be able to effectively rehearse and perform all assigned music. This involves working effectively with the director, pianist and actors in ensembles of all sizes, including music, singing technique, acting and movement (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Instructor evaluation of all aspects of rehearsal and performances concerning vocal preparation, music preparation, character development, movement and choreography and the ability to work effectively with other ensemble members and artistic staff, <b>Assessment Method Type:</b> Presentation/Performance	05/10/2014 - Students successfully demonstrated the ability to be directed, work with an accompanist and other actors while performing assigned vocal material emphasizing acting elements. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
<b>Start Date:</b> 12/13/2012 <b>End Date:</b> 12/18/2015 <b>Course-Level SLO Status:</b> Active			
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	<b>Assessment Method:</b> Integrative performance exercises combining IPA interpretation into performance. <b>Assessment Method Type:</b>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
harness greater capacity to interpret and identify nuanced dialect and accent characteristics for inclusion in performance employment. (Created By Department - Theatre Arts (THTR))	Presentation/Performance		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 48E - VOICE PRACTICUM IN DIALECTS - 2 - IPA - Successful students integrate the demands of performing with targeted English language dialects through the employment of the International Phonetic Alphabet (IPA), thereby providing the foundation for employment of IPA towards performance with dialect or accent requirements. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Midterm and final exams guaging IPA identification acumen and proficiency. <b>Assessment Method Type:</b> Exam - Course Test/Quiz		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 49 - REHEARSAL & PERFORMANCE - 1 - Synthesize/Develop Skills - Through critical thinking, problem solving, teamwork practices students challenge, synthesize and develop skills pertaining to the designated assignment in staging a fully-realized, live theatrical performance--applicable towards familiarizing with industry structures and experiences of live performance. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance		
<b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 49 - REHEARSAL & PERFORMANCE - 2 - Experiential Knowledge - Students, through personal involvement, gain experiential knowledge of the many processes necessary	<b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Theatre Arts (THTR) - THTR 49A - PERFORMANCE PRODUCTION I - Performance - Upon completion of this course students will integrate assigned participation into ensemble performance circumstances for live public performance. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 49A - PERFORMANCE PRODUCTION I - Workforce Preparation - upon completion of this course students will apply experiential comprehension of production structure, procedures and expectations consistent with industry standards. (Created By Department - Theatre Arts (THTR))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance</p>		
<p>Department - Theatre Arts (THTR) - THTR 49B - PERFORMANCE PRODUCTION II - Critical Thinking - Upon completion of this course students will interpret choices of text into performance within the constraints and structures of developing a comprehensive production for live public performance. (Created By Department - Theatre Arts</p>	<p><b>Assessment Method:</b> Successful fulfilment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance</p>		

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
casting, publicity. (Created By Department - Theatre Arts (THTR)) <b>Start Date:</b> 11/30/2011 <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Participation in group and class discussions with instructor and guest speakers. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Each student will contribute in discussion.		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Evaluation of industry ready marketing materials. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> Each student will prepare and present completed portfolio of assigned materials.		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Presentation of selected audition materials for appropriateness and thoroughness of preparation. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Fully prepared and ready industry viable auditioning work.		
Department - Theatre Arts (THTR) - THTR 63A - FILM & TELEVISION ACTING WORKSHOP - 1-	<b>Assessment Method:</b> Each student will perform specific on-		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	camera tasks and scenes in order recognize and practice successful technique. <b>Assessment Method Type:</b> Discussion/Participation		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 63A - FILM & TELEVISION ACTING WORKSHOP - 2 - Practice and Apply - A successful student will become familiar with the basic types of film and television production formats the actor will encounter and how to function within them. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Scenes and exercises will be assigned, performed and evaluated. <b>Assessment Method Type:</b> Presentation/Performance		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 63A - FILM & TELEVISION ACTING WORKSHOP - 3 - Audition skills - A successful student will understand and develop skills for the casting process as it pertains to all forms of media production. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> A variety of casting challenges and situations will be presented and performed in order to understand and practice for work related opportunities. <b>Assessment Method Type:</b> Class/Lab Project		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 7 - INTRODUCTION TO DIRECTING - 1 - Relationship - A successful student can demonstrate an understanding of the relationship of the director to the total theatrical production. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Assigned exercises for practice. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> The ability to effectively direct actors within various types of scene work and exercises.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 7 - INTRODUCTION TO DIRECTING - 2 -	<b>Assessment Method:</b> A fully analyzed, delineated, and notated		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Script - A successful student will analyze and prepare a script for production. (Created By Department - Theatre Arts (THTR))  <b>Course-Level SLO Status:</b> Active	scene from a script. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> Students are to hand in a complete, coherent and effectively analyzed scene that supports and validates all directing choices.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation and feedback of casting process for assigned scenework. <b>Assessment Method Type:</b> Interviews/Focus Groups <b>Target for Success:</b> The ability to take charge, use creativity, and communicate with clarity within the casting process, to effectively choose appropriate actors for assigned scenework.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Full class observation and critiques of directing success in prepared scenework. All aspects of composition, movement, business and characterization are addressed. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> The ability to substantiate a developed concept for staging a scene, and communicating effectively to actors in order to translate fully on stage.		
Department - Theatre Arts (THTR) - THTR 70R - INDEPENDENT STUDY IN THEATRE ARTS - Independent Study - Students will demonstrate greater proficiency in the discipline through independent study. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Contracted projects with individual goals targeted to be completed under faculty supervision thereby demonstrating proficiency to expertise in prescribed field of theatre arts specialty		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> All students successfully completing targeted goal as prescribed in individual projects.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful students will choose and present a panel discussion project based in the class periodical text. <b>Assessment Method Type:</b> Presentation/Performance		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will attend at least one live performance and submit a written critique. <b>Assessment Method Type:</b> Observation/Critique		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will engage and participate in discussions with instructor and guest artists. <b>Assessment Method Type:</b> Discussion/Participation		
Department - Theatre Arts (THTR) - THTR 85 - DIRECTED FIELD STUDY IN THEATRE - 1 - Insight/Perspective - Upon	<b>Assessment Method:</b> Analysis of lab materials for synthesis and interpretation for written/verbal scrutiny.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>completion of this course, students through observation of outstanding, live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience. In turn, promoting a framework of professional inspiration by which students can assess their own career development. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Observation/Critique</p>		
<p>Department - Theatre Arts (THTR) - THTR 85 - DIRECTED FIELD STUDY IN THEATRE - 2 - Analytical Abilities - Upon completion of this course, students will deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection--analytic skills applicable in multiple fields. (Created By Department - Theatre Arts (THTR))</p> <p><b>Start Date:</b> 11/30/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are expected to contribute to inquiries and discussions from both instructor and peers in relating own perceptions and development.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p>Department - Theatre Arts (THTR) - THTR 95 - THEATRE SUMMER STOCK WORKSHOP - 1 - Synthesize/Develop Skills - Through critical thinking, problem solving, and teamwork practices, successful students challenge, synthesize and develop skills pertaining to the designated assignment (actor, designer, stage manager, technician) in staging a fully-realized, live theatrical</p>	<p><b>Assessment Method:</b> Successful fulfillment of designated performance/production assignment.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Students will skills will develop throughout the quarter and they will perform at a</p>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
performance. (Created By Department - Theatre Arts (THTR))	consistent level in all performances.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 95 - THEATRE SUMMER STOCK WORKSHOP - 2 - Experiential Knowledge - Successful students, through personal interaction and involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Students will show improvement in each area allowing them to move on to the Intermediate level course.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 95 - THEATRE SUMMER STOCK WORKSHOP - 3 - Direct Knowledge - Successful students furthermore process direct knowledge through personal involvement the roles, demands, terminology, expectations of developing a production in the model of a professional/semi-professional structured theatre environment. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Students demonstrate knowledge, critical thinking and skills needed to perform assigned tasks within the course. <b>Assessment Method Type:</b> Discussion/Participation		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 95X - THEATRE SUMMER STOCK WORKSHOP - 1 - Synthesize/Develop Skills - Through critical thinking, problem solving, and teamwork practices, successful students challenge, synthesize and develop skills pertaining to the designated assignment	<b>Assessment Method:</b> Successful fulfillment of designated performance/production assignment. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Students will skills will develop throughout		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(actor, designer, stage manager, technician) in staging a fully-realized, live theatrical performance. (Created By Department - Theatre Arts (THTR))	the quarter and they will perform at a consistent level in all performances.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 95X - THEATRE SUMMER STOCK WORKSHOP - 2 - Experiential Knowledge - Successful students, through personal interaction and involvement, gain experiential knowledge of the many processes necessary for preparing and producing a fully-realized, live theatrical performance--rehearsal process, technical rehearsal, fusion of design concepts, performance standards, auditioning and casting, publicity. (Created By Department - Theatre Arts (THTR))	<b>Assessment Method:</b> Comparative analysis of singing, movement and acting skills at various points within the quarter with emphasis on Mid-term and final performances. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Students will show improvement in each area allowing them to move on to the Intermediate level course.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 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))	<b>Assessment Method:</b> Students demonstrate knowledge, critical thinking and skills needed to perform assigned tasks within the course. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Knowledge and skills sufficiently advanced for student to advance to next level in this course of study.		
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 99X - THEATRE WORKSHOP - 1 - Experiential Knowledge - Successful students, through personal involvement, gain experiential knowledge of the processes and	<b>Assessment Method:</b> Successful, consistent completion of designated assignment. <b>Assessment Method Type:</b> Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))			
<b>Course-Level SLO Status:</b> Active			
Department - Theatre Arts (THTR) - THTR 99X - THEATRE WORKSHOP - 2 - Challenge and Develop - Successful students, through critical thinking, problem 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))	<b>Assessment Method:</b> Successful, consistent completion of designated assignment. <b>Assessment Method Type:</b> Presentation/Performance		
<b>Course-Level SLO Status:</b> Active			