

DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT

Department: Theatre and Dance

Program (Degree): Theatre Performance (THE)

Type of Degree: AAS X AA AS ATS AIS

Chairperson: Neil Vanderpool Date: 4/24/2001

Person(s) interviewed: Neil Vanderpool

I. Program Curriculum: A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi*.

Theater Performance is a University parallel program thus the program learning outcomes were developed using four-year university curriculum models as the benchmark. Since this is a transfer program no advisory committee exists. With the introduction of a new chairperson improvements to the curriculum are under consideration. Long term curricular changes are being coordinated over the next five years. Students transferring from SCC's theater performance program have experienced excellent results.

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

The program learning outcomes for Theater Performance majors have not been revised during the past year.

An entry level graduate with an Associate of Arts Degree in Theater from Sinclair Community College will be able to:

Learning Outcomes	Related Sources
1. Demonstrate, through written analysis, the capability of evaluation of the medium of Theater in performance.	THE 105, 111, 112, 113, 211, 212, 213, 201, 202, 203, 235, 245
2. Demonstrate, through written analysis and synthesis, the ability to critically evaluate a play text.	THE 111, 112, 113, 211, 212, 213, 235, 245, 201, 202, 203

Learning Outcomes	Related Sources
3. Demonstrate, through a performance, the skills learned in performance classes (for performance majors only).	THE 106, 115, 235, 201, 202, 203, 298
4. Demonstrate the basic functions of stagecraft, lighting and scene design (for technical majors only).	THE 106, 115, 235, 201, 202, 203, 298

While new courses have been added no changes have been made to the learning outcomes. Changes are anticipated in the coming year. Master syllabi have not been reviewed in the last year.

II. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated program learning outcome(s).

Course by course assessment has been the primary means of implementing formative assessment and monitoring student progress. Instructor feedback is given either individually or to the group. Peer feedback is also used as a means of formative assessment. Approximately three faculty teach acting classes. Currently no common tool is used to share feedback.

b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Theater performance majors are required to write and perform a half-hour program in THE 278, Theater Practicum Performance, a one-credit-hour course. The student performs for the public and a faculty member (selected by the student) assesses the student's performance. The faculty member uses a set of criteria developed by the department for assessing the student's skills. The students use these same criteria in the development of their program. All faculty (full and part-time) are invited to all the student performances, however, only one faculty member (selected by the student) is the supervisor. Student performances are videotaped and kept on file in the department.

III. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see II.b.)

There are a small number of students completing the Theatre Program at this time. Of the three capstones last year one approached the level of quality desired for future in the program. There is room for growth. In total, seven graduates have completed the process.

Participation in the American College Theater Festival (ACTF) has provided a means of judging overall student performance. Participation in ACTF affords SCC the Theatre program an external judging for any production entered in the competition.

Student involvement in campus productions suggest that students are gleaning a solid understanding of the basics. First year students are still learning issues of

professionalism. More experienced students tend to demonstrate better professionalism behaviors.

- IV. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Learning outcomes need be revisited in the coming years.

There is a desire and plan to do more productions allowing students more time on stage. Mixed casts of students and more seasoned actors will be utilized as they enhance performance and professionalism expectations. A second season will be introduced utilizing the Student Activity Center in building 8.

Acting 111 is offered for nonmajors. Theater majors can begin with THE 112. Good results are experienced with transfer students. Curriculum revisions have been made due to economic and convenience issues.

- V. General Education: A description of where and how within the major three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe the assessment results if available.

The art of theater is a communication skill, thus on an on-going basis, throughout the entire curriculum, students are assessed on their level of communication skills, both written and oral. Many of the courses require written assignments, project presentations, play critiques, and essay examinations. The General Education checklist is not used.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe the assessment results if available.

Oral communication and nonverbal expression are the essence of the performance theatre program. Effective communication is therefore central to student success. Professional evaluation by instructors guides the feedback. No assessment tool is used.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Critical thinking skills are emphasized through analysis/synthesis and the critique of various works and plays. A variety of methods are used to assess the level and depth of thinking evident in the program. Students participate in debates, performance, critiques, and questioning techniques to elicit critical thinking.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values and citizenship are emphasized throughout the curriculum through role modeling and discussions of acceptable behaviors and professional attitudes (i.e. being on time, demonstrating professional behavior, etc.). Students are challenged to rise above their current abilities. Student are not allowed to settle for mediocrity. Students are encouraged to partake in available theatrical performances locally and abroad. Theater naturally lends itself to reflection and analysis of societal issues. Students on stage and as audience members are exposed to social issues through theater.

- * Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

An entry level graduate with an Associate of Arts Degree in Dance from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Use ballet as a basis, with the addition of other dance forms, to demonstrate sufficient levels of technique and theory.	DAN 170, 171, 176, 177, 272, 273, 274, 275
2. Express knowledge of the importance of dance through history, in today's society, and in relation to the cultures of the world.	DAN 155, 157, 171, 177
3. Demonstrate an ability to choreograph using the rules and methods of dance composition and performance.	DAN 145, 241, 242
4. Demonstrate an ability to present fundamentals and theories of movement in one's chosen dance form in an anatomically artistic, and methodological way.	DAN 205, 207
5. Develop a project, research paper, or a choreographed composition demonstrating one's abilities in that area of choice (after deciding upon a focus or career goal in dance.)	DAN 205, 241, 242, 297

II. **Assessment Method(s)**: A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. **Formative Assessment Method(s) and Description**: a measurable indicator of student in-progress success in attaining the stated program learning outcome(s).

Course by course assessment is the primary means for monitoring student progress. Examples of course assessment activities include written tests covering dance vocabulary, book reviews and writing a critique of a performance video.

Performance is required every quarter for Dance majors with the student's participation tailored to meet their specific interest in dance. For example, choreography, costumes, sets, flyers, etc., components of conducting a performance, are responsibilities shared among the students. Some students are assigned roles to be in charge but all must coordinate with each other to prepare for, arrange, and conduct a live performance.

Students are required to enroll in Ballet II for three quarters where the mastery of more difficult material is monitored each quarter.

Degree-seeking students are individually counseled on a regular basis to review their strengths and weaknesses and to explore opportunities for dance related work since very few become professional dancers.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

An individually structured, graded project is required in DAN 297, Special Topics. An example of an end-of-program project for a student interested in the performance aspect of dance would be to choreograph a dance that is over five minutes in length, teach it to other performers, and then perform it at a public show. Another example of a project would be a research paper that is related to the individual student's goal for his/her dance degree. Students who may be transferring to The Ohio State University might complete a project related to "lab notation" since that application is an important component in the dance degree at OSU.

The department has also experimented with having students collect papers from all courses and compiling them in a portfolio.

- III. **Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see II.b.)

Students perform very well on their projects in DAN 297.

Minimal results are available about graduates as very few students complete the two-year Degree in Dance. Approximately six have graduated over the last three years. Of those who complete the degree, they have done very well in their field. One is teaching, some manage dance studios and some transfer to four-year programs.

- IV. Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The curriculum is being examined for course sequencing.

The Dance curriculum has been consolidated to cover similar components at the four-year level. As a result students receive an overview of dance but not the depth covered at four-year institutions.

Using a portfolio as an assessment tool does not seem to work well. The project in DAN 297 has been designated as the major summative assessment means.

There is a desire and plan to do more productions including musical productions with dance. A second season will be introduced utilizing the Student Activity Center in building 8.

- VI. General Education:** A description of where and how within the major three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe the assessment results if available.

Students practice writing skills by completing worksheets in every DAN course, writing several book reviews, critiquing videos, and reviewing local performances.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe the assessment results if available.

Oral communication is reinforced through class discussions especially in DAN 155, Dance History, and DAN 157, Dance Appreciation.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are reinforced through courses in Dance composition, DAN 252, and required quarterly performances. No specific assessment tool is used although evaluation is limited to a few select faculty.

- d. Where within the major do you assess values/citizenship/community?
These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values are addressed with students through the practice of “decorum” and rules of etiquette associated with the dance world. Students also examine other cultures in Dance History, DAN 155.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-1998 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-1999 academic year.

An entry level graduate with an Associate of Arts Degree in Theater from Sinclair Community College will be able to:

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3. Demonstrate, through a performance, the skills learned in performance classes (for performance majors only).	THE 106, 115, 235, 201, 202, 203, 298
4. Demonstrate the basic functions of stagecraft, lighting and scene design (for technical majors only).	THE 106, 115, 235, 201, 202, 203, 298

III. **Assessment Method(s)**: A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. **Formative Assessment Method(s) and Description**: a measurable indicator of student in-progress success in attaining the stated program learning outcome(s).

Technical Theater majors are required to compile a portfolio of materials for each THE class. A failing grade in one of the major courses must be repeated.

b. **Summative Assessment Method(s) and Description**: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Technical Theater majors are required to enroll in THE 298, Technical Theatre Practicum, which requires each student to complete a portfolio. This is a one-credit-hour course. The portfolio contains light plot, scene design, a model of scene design, working drawings which are a construction drawing (blueprint), and a production of a scene shop layout and a materials list of tools and lumber. The portfolio contains materials from the students former coursework so a progression of their development can be assessed. The portfolio is presented to a committee composed of an advisor (faculty member selected by the student) and the department faculty. The portfolio begins development in the first theater technical major course and is concluded in the summative assessment course, THE 298.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see II.b.)

Student involvement in campus productions suggest that students are gaining a solid understanding of the basics. First year students are still learning issues of professionalism. More experienced students tend to demonstrate better professionalism behaviors.

There are a small number of students completing the Theatre Program at this time. Of the three capstones last year one approached the level of quality desired for future in the program. There is room for growth. In total, seven graduates have completed the process.

Local shows and the American College Theater Festival (ACTF) have provided a means of judging overall student performance.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

No changes have been made based on feedback received regarding this program.

There is a desire and plan to do more productions allowing students more technical theater experience. A second season will be introduced utilizing the Student Activity Center in building 8.

Based on the success transfer students experience there has been no major need for changes to be made in the curriculum or assignments.

VI. General Education: A description of where and how within the major three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe the assessment results if available.

The art of theater is a communication skill, thus on an on-going basis, throughout the entire curriculum, students are assessed on their level of communication skills, both written and oral. Written assignments include development of plays, critiques, examinations and story "cutting."

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe the assessment results if available.

Assessment of oral communication skills is an essential part of the Theatre program. Technical theatre students are required to make reports, explain scene design and lighting elements verbally and give direction to others effectively. Students are assessed by qualified faculty but no formal assessment tool is currently used.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Critical thinking skills are emphasized through analysis/synthesis and the critique of various works and plays. No formal tool is currently used although a qualified faculty member conducts the assessment in all instances.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values and citizenship are emphasized throughout the curriculum through role modeling and discussions of acceptable behaviors and professional attitudes (i.e. being on time, demonstrating professional behavior, etc.). Students also gain an understanding of professional standards through their participation in the competitively judged ACTF programs. Students are further encouraged to take summer technical theatre positions through local employers like the Fraze Pavilion and Paramount Kings Island. Assessment is conducted by qualified faculty although no formal assessment tool is used consistently.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-1998 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-1999 academic year.