

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: 2/3/2003

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. Although there is improved quality from the previous years, there is still room for growth. In total, ten 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. Also, there is the possibility of creating summer theater as a means of providing more on-stage experience.

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.