

DEPARTMENT REPORT  
OF  
PROGRAM LEARNING OUTCOMES ASSESSMENT

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Department: Theatre and Dance

Program (Degree): Theatre Performance (THE)

Type of Degree:      AAS      X   AA         AS         ATS         AIS

Chairperson: Kathleen Cleary Date: 2/4/05

Person(s) interviewed: Kathleen Cleary

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- 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\*.

The theatre faculty, after consulting with ten transfer institutions, has decided to focus on improving the basic technique of actors in the areas of movement and speech, while allowing them more flexibility in choosing areas of specialization (Shakespeare, musical theatre, etc.). The credit hours have been reduced from 109 to 96 which will increase the graduation rate of theatre students.

- 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 seen major revisions. Previous learning outcomes included: Demonstrate, through written analysis, the capability of evaluation of the medium of theatre in performance; demonstrate, through written analysis and synthesis, the ability to critically evaluate a play text; demonstrate, through a performance, the skills learned in performance classes (for performance majors only); and demonstrate the basic functions of stagecraft, lighting and scene design (for technical majors only). The new outcomes are listed in the chart below.

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. Analyze a play's structure, character, themes, and production values.	THE 103, 105, 108, 109, 111, 112, 113, 115, 117, 122, 166, 201, 202, 203, 211, 212, 213, 215, 245, 255, 299
2. Differentiate among major periods in theatre history.	THE 105, 108, 109, 111, 113, 125, 129, 137, 201, 202, 203, 206, 215, 218

Learning Outcomes	Related Sources
3. Demonstrate competency in at least two different areas within the field of theatre.	THE 103, 106, 110, 111, 112, 113, 115, 122, 123, 125, 126, 127, 129, 137, 165, 166, 198, 201, 202, 203, 206, 21, 212, 213, 215, 218, 245, 255, 278, 298, 299
4. Evaluate the contribution of the director, actors, designers, and technical crew to a live theatre production.	THE 103, 105, 108, 109, 111, 112, 113, 115, 122, 123, 125, 126, 127, 129, 137, 165, 166, 211, 212, 213, 218, 245, 255, 278
5. Demonstrate competency with basic audition and performance techniques (performance majors only).	THE 108, 109, 111, 112, 113, 127, 137, 165, 166, 211, 212, 213, 215, 218, 278, 299

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 both individually and to the group. Peer feedback is also used as a means of formative assessment. Approximately three faculty teach acting classes. Also, students perform in acting showcases, to which the entire Department is invited.

There are intentions to develop formal assessment instruments in the very near future in order the gauge student learning and performance.

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

Summative assessment is captured through the capstone project (THE 278), student transfer success, tracking call back rate at auditions, and success at the Kennedy Center American College Theatre Festival (KCACTF).

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. However, with the major changes to curriculum, there is much hope for improvement.

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.

One student, Heather Gorby, made the semifinals at the Irene Ryan Scholarship Competition. She was one of 32 to make the semifinals from a group of 380 participants.

Student involvement in campus productions suggest that students are improving steadily in program outcomes.

- 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.

With the complete revision of the curriculum, time will need to pass before it can be determined if the changes are successful.

- 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.

- 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, regionally and nationally . Theater naturally lends itself to reflection and analysis of societal issues. Students on stage and as audience members are exposed to social issues through theatre.

Students sign a contract for expectations of professionalism and are replaced if they don't meet expectations. This has led to a positive difference in discipline and commitment.