

Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the [PSLO Assessment How-To Guide](#) on the TLC website]

Program: Associate of Arts degree in Acting

Semester: Fall 2017

Faculty/Staff Assessing the Program: Nick Garcia and Sean O'neil

Part 1: Assessment Goals

What do you want to learn about your students and their learning from this process?

- To what extent are our graduates prepared for the work needed at a transfer institution to complete their degree in Theatre Arts?
- What can we do to improve program effectiveness, student learning, and/or our course offerings to provide a more complete training sequence for our students entering a transfer institution or the professional sector?

Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
<p>Enter all the PSLOs for your program below. (Additional rows may be needed)</p>	<p>Identify and describe the assessment activity (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.</p>	<p>List the criteria you used to determine proficiency levels for each of your PSLOs. How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?</p>	<p>Describe which student populations you assessed and how you chose those populations. How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.</p>
<p>PSLO _1_ :</p> <p>To analyze, dissect, and critically evaluate a script or theatrical event or film with working knowledge of its historical, cultural, and societal origins and contexts.</p>	<p>Each course integrates this PSLO, however we chose to use 2 different assessment activities from our Drama 16 (Theatre Appreciation) course.</p> <p><u>Assessment Activity 1:</u> Drama 16 Midterm</p> <p>Description: The midterm for Drama 16 incorporates multiple-choice, short-answer, and fill-in-the-blank questions on multiple plays and course lectures.</p>	<p>We chose these two assignments because the first activity directly assessed the combination provided working knowledge of its historical, cultural, and societal origins and contexts. And the second activity combined this knowledge with evaluating a script and theatrical event.</p> <p>High Proficiency: Students with High Proficiency will correctly answer almost all of the questions, covering theatre terminology, the structure of plays, and the differences between genres.</p> <p>Meets Proficiency: Students that meet proficiency will correctly answer most of the questions, covering theatre terminology, the structure of</p>	<p>We assessed 4 sections of Drama 16 offered in one semester. Drama 16 is a General Education course as well as a required course for all majors seeking a degree. This allowed us to see if our PSLO and CSLOs were effective with students both inside and outside of the Acting major.</p> <p># High Proficiency __74__ # Meets Proficiency __55__ # Below Proficiency __28__</p> <p>29 not assessed due to absence</p>

	<p><u>Assessment Activity 2:</u> Production Review Essay</p> <p>Description: Each participant viewing a play unknowingly becomes a critic. We instinctively critique the story unfolding before our eyes and discuss these critiques later with friends and family. For this assignment, you will step into the world of a professional critic, one who enters a performance ready to not only judge, but articulate these judgments to others.</p> <p>Write a review of the play. What did you think of the performance? What did you think of the acting, set, costumes, etc.? Were the theatrical elements effective? If so which ones? Would you go to it again? Why or why not? Offer support for each opinion.</p> <p>12 point Times New Roman font Double Spaced 2 pgs Submitted Online</p>	<p>plays, and the differences between genres.</p> <p>High Proficiency: A student who meets High Proficiency will develop a well-crafted essay where the thesis is clear and supported by arguments that show depth of thinking about the assignment.</p> <p>Meets Proficiency: A student who meets proficiency writes a clear and concise essay but struggles a bit with supporting evidence.</p>	<p># High Proficiency__97____ # Meets Proficiency__38____ # Below Proficiency__3____</p> <p>46 not assessed due to absence</p>
<p>PSLO _2_ :</p> <p>To use strongly developed physical, vocal, and emotional foundations to build a personalized acting process for approaching a text or character in order to effectively communicate on stage or in film.</p>	<p>To assess this PSLO we decided to use the capstone course for the Acting Major which is Drama 52 or Directing and Collaborative Performance.</p> <p>Assessment Activity: Directing Midterm Project</p> <p>Description: In the directing midterm project, students are required to choose a 5 min scene and direct their peers. The class is broken into groups and each student both directs and acts. Actors are required to use and incorporate the director's choices in sound and props, as well as blocking, take direction from the director, and break down the script.</p>	<p>High Proficiency: Students with High Proficiency will have a well rehearsed scene in which: the actor is confident in their memorization and blocking, clear character choices are made and work in unison with the artistic choices made by the director.</p> <p>Meets Proficiency: A student who meets Meets Proficiency will have a moderately rehearsed scene in which: the actor is steady in their memorization and blocking, character choices are made and work in unison with the artistic choices made by the director.</p>	<p>This PSLO is designed for majors in our program and the Drama 52 (Directing and Collaborative Performance) course is the capstone course for the Acting Major. Students in the program enter this class in their final semester and the course utilizes each of the foundational courses in the degree and asks the student to apply them directly into creating original work.</p> <p># High Proficiency__34____ # Meets Proficiency__2____ # Below Proficiency__na____</p>

<p>PSLO_3_ : To understand how and be able to write, produce, direct, manage, promote, and star in a theatrical event or film.</p>	<p>Assessment Activity: Directing Midterm Project</p> <p>Description: In the directing midterm project, students are required to choose a 5 min scene and direct their peers. The class is broken into groups and each student both directs and acts. Directors are required to design sound and props, as well as stage the blocking, coach the actors, and break down the script.</p>	<p>High Proficiency: Students with High Proficiency will have a well rehearsed scene in which: all actors are confident in their memorization and blocking, all props and costumes are researched and aid in the overall storytelling of the piece, and music choices that clearly coincide with the artistic choices made within the performance.</p> <p>Meets Proficiency: Students with Meets Proficiency will have a rehearsed scene in which: some actors are confident in their memorization and blocking, all props and costumes are present in the overall storytelling of the piece, and music choices that clearly coincide with the artistic choices made within the performance.</p>	<p># High Proficiency__28__ # Meets Proficiency__8__ # Below Proficiency_____</p>
<p>PSLO_4_ : To be academically and fundamentally prepared to enter the entertainment industry or transfer to a 4-year theatre or film program with an advanced standing.</p>	<p>This PSLO was assessed through a student survey of dramatic arts majors who completed the required courses for the AA and AAT degrees and either graduated, transferred, or entered the work force. 29 majors responded and the questions and results are attached.</p>	<p>Question 2 of the survey asked students:</p> <p>How well did your training at LMC dramatic arts prepare you for your career or transfer institution? <i>1 star = unprepared / 5 = Extremely prepared</i></p> <p>We then asked the participants to elaborate more on their experience highlighting the classes/training that was most beneficial and also asked for what additional training they would like to see added to the program.</p>	<p>We chose to survey graduates and students who completed the program and moved on as the targeted group because they are the only people who could give accurate information on how successful the department was at preparing them for their careers outside of LMC's academic environment.</p> <p>Of the 32 students who responded 1star= 1 2star= 0 3star= 2 4star= 5 5star= 24</p>

Part 3: Assessment Findings

What are the findings from your assessment efforts?

- Summarize and interpret your data. How many students were at each proficiency level?
- PSLO 1
 - When we rolled up CSLO assessment data for PSLO 1, we found that students either met or exceeded the standard 89.49% of the time.
- PSLO 2
 - When we rolled up CSLO assessment data for PSLO 2, we found that students exceeded the standard 94.4% of the time.
- PSLO 3
 - When we rolled up CSLO assessment data for PSLO 3, we found that students exceeded the standard 77.7% of the time.
- PSLO 4
 - When we rolled up CSLO assessment data for PSLO 4, we found that our students very prepared or highly prepared 90.6% of the time.
- Describe what you discovered about your students and their learning from the assessment.

- What we found while assessing the data was that students performed better in project based activities with strict criteria and unmovable deadlines with public accountability. We also found that many of our students are meeting proficiency and our transition to more project based learning has improved our students' retention of the knowledge they are receiving inside the classroom. We have noticed that when the information is attained through lectures the proficiency drops as students retain less of the information given to them.

Part 4: Next Steps

What are your next steps?

- How will the results of this assessment be used to improve student learning in your program, if you found that improvement is needed? How might you adjust your teaching methods, program design, or other component of your program, if applicable?
 - We will use this data to continue our progression towards project based learning and transition to a more multi-cultural centered curriculum. We would also like to shift our grading to focus by rating the proficiency of each CSLO and having that determine the students overall grade.
- To what extent do your results point you to a need for professional development? Explain.
 - We will need more professional development sessions in switching our current practices of grading over to the new method and additional trainings in various cultural theatre techniques to add into our existing curriculum. This can include bringing in special guests to train us in the subject and/or round table discussions of best pedagogical practices.
- What is the plan of action and timeline of your next steps? Who are the major players?
 - Our first step is to schedule times for trainings and discussions with all of our adjunct faculty.
 - Our second step is to apply for funding to bring in any specialists for trainings.

Part 5: Report Summary

Lastly, sum up your PSLO assessment in 400 words or less. This summary, along with all program assessment summaries, will be made public on the LMC website's Program Assessment page and used to inform our accreditation self-evaluation. Your summary should include:

Our program collected CSLO and PSLO data with the distinct purpose of answering two questions. We wanted to find out how prepared our students were for transferring to a four year institutions and how we could improve our program to ensure a more successful pathway for our graduates.

We assessed courses that were major specific as well as general education courses to see if our methods of instruction were effective for students both in and outside of the major. We then collected data from graduates who had completed our program sequence and had left the department to pursue their academic and professional careers. We then analyzed the data to measure our effectiveness in course instruction and program structure.

We learned that students entering our program have high success rates when instruction is linked to project completion and that results improve if the project will be viewed by the public. We also learned that students who leave our program feel highly prepared to succeed % of the time.

In order to improve the training in our program we are looking to switch our curriculum to more project based learning and that our students who have left the program desired more course offerings in career preparation, on camera acting, and theatrical design. We will begin developing courses around these subjects and discuss with management concerning the appropriate times to schedule the courses.

** If available, please include the assessment collection or analysis tools you used, such as exam questions, essay prompts, or rubrics, at the end of your report [*copy and paste into this same document to limit your report to one file*].**

Production Reviews

Each participant viewing a play unknowingly becomes a critic. We instinctively critique the story unfolding before our eyes and discuss these critiques later with friends and family. For this assignment: You will step into the world of a professional critic, one who enters a performance ready to not only judge, but articulate these judgments to others. Write a review of the play. What did you think of the performance? What did you think of the acting, set, costumes, etc.? Were the theatrical elements effective? If so which ones? Would you go to it again? Why or why not? Offer support for each opinion.

12 point Times New Roman font

Double Spaced

Black Ink

2 pgs

A Level Work A paper that has a clear and precise introduction in which the thesis of the paper is clearly stated; a well articulated body with at least 4 elements of well thought out support that are each explored and brought to a clear point; a clear and concise conclusion in which the elements of the paper are brought to a clearly defined conclusion; the paper will also have minimal spelling and grammatical errors.

B Level Work A paper that has a clear and somewhat precise introduction in which the thesis of the paper is stated; a well articulated body with at least 3 elements of support that are each explored and brought to a point; a clear conclusion in which the elements of the paper are brought to a defined conclusion; the paper may contain superfluous sentences and occasionally lose focus; the paper will also have minimal to moderate spelling and grammatical errors.

C Level Work A paper that has an introduction in which the thesis of the paper is stated; a body with 2- 3 elements of support that are each explored and often brought to a point; a conclusion in which the elements of the paper are brought to a defined conclusion; the paper may contain superfluous sentences; the paper will also have moderate spelling and grammatical errors.

D Level Work A paper that has an introduction in which the thesis of the paper is unclear; a body with 2- 3 elements of support that are each explored; a conclusion in which the elements of the paper are brought to a vague conclusion; the paper may lose focus and or end abruptly; the paper will also have moderate to major spelling and grammatical errors.

F Level Work A paper that has an introduction in which the thesis of the paper is unclear; a body with 1-2 elements of support; an unfinished conclusion; the paper may lose focus and or end abruptly; the paper will also have major spelling and grammatical errors.

0 Level Work The Assignment was not finished

Theatre Appreciation Midterm

- 1.) In Greece a festival was held between _____ and _____ called _____.
- 2.) The Greeks sang choral odes at this festival called _____.
- 3.) _____ stepped out of the choral odes and became the first actor.
- 4.) _____ is the only trilogy left from the Greek festival.
- 5.) The festival lasted a week and on each day _____ plays were presented. The order was _____.
- 6.) _____ means overly prideful.
- 7.) _____ is the desired feeling Tragedies strive to leave you with.
- 8.) The major Roman festival was called the _____.
- 9.) The most common genre of plays during the Roman times was _____.
- 10.) The Roman festival was held in the _____.
- 11.) Gladiatorial events and chariot races are considered to be _____ which means pseudo theatre.
- 12.) The two most famous comedic playwrights were _____ and _____.
- 13.) The most prominent Roman Tragic playwright was _____.
- 14.) After Rome fell, Europe fell into a period known as the dark ages. This period was called the Dark Ages because _____.
- 15.) _____ started drama back up to _____ the public.
- 16.) _____ becomes the first woman playwright and wrote in a _____.
- 17.) Religious “cycle plays” were staged in the streets and the set was in _____ pulled around.
- 18.) _____ was a religious quest fought in the holy land.
- 19.) _____ becomes the first country to begin the Renaissance.

- 20.) The word Renaissance means _____.
- 21.) A set of rules designed to judge the quality of a play, called the _____.
- 22.) The 3 Unities were _____, _____, and _____.
- 23.) Italy was the most successful at _____ - of theatre
- 24.) England was late to the Renaissance because _____.
- 25.) _____ and _____ were the major playwrights of the Spanish stage.
- 26.) Identify the Stock Character Types of Comedia Del Arte and what each did.
- 27.) Describe the difference between the theatre of Spain, Italy, France, and England during the Renaissance.