

# 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?

- Our research questions are:
  - 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
<b>Enter all the PSLOs for your program below.</b> (Additional rows may be needed)	<b>Identify and describe the assessment activity</b> (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.	<b>List the criteria you used to determine proficiency levels for each of your PSLOs.</b> How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?	<b>Describe which student populations you assessed and how you chose those populations.</b> 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.
<b>PSLO 1 :</b>  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.	Each course integrates this PSLO, however we chose to use 2 different assessment activities from our Drama 16 (Theatre Appreciation) course for our assessment. The courses in the Dramatic Arts program are assessed every 5 years and Drama 16 is not only a requirement for Dramatic Arts majors, it is also a General Education course and therefore allowed our department the ability to assess majors and non majors at varying stages in their education and provide the closest representation of our departments success in achieving the PSLO.  CSLO 1: Read and dissect the play script: recognizing dramatic structure; the creation of dramatic characters and the point of view incorporated in tragedy, comedy, tragicomedy, melodrama.  <u>Assessment Activity 1:</u> Drama 16 Midterm	We chose these two assignments because the first activity directly assessed the "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.  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.  Meets Proficiency: Students that meet proficiency will correctly answer most of the questions, covering theatre terminology, the structure of	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.  # High Proficiency __74__ # Meets Proficiency __55__ # Below Proficiency __28__  29 not assessed due to absence

	<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>CSLO 2: Write critical evaluations of plays using the vocabulary, skills, tools, and language of drama and then present that analysis orally to the class and to the instructor through written form. The second CSLO we matched to the assessment was</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>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><b>PSLO _2_ :</b></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 Drama 21 or Principles of Acting 2. This course is required in both the AA and AAT degrees and is available to all students regardless of year in the spring semester. The course is typically filled with students who have already taken Drama 20 or Principles of Acting 1 which provides a foundational technique for the student to expand upon in later courses.</p> <p>The CSLO directly linked to the PSLO is CSLO _1_:</p> <p>Identify and explain basic acting techniques (manipulate imagination, given circumstance, objective, action, tactics, and methods of relaxation) used in performed work at a Intermediate level.</p>	<p>High Proficiency: Students with High Proficiency will provide an in depth character analysis that details the elements of the character’s specific given circumstances with attention to how it affects the overall story. A detailed and personal Super Objective with a clear and playable Action along with varying tactics.</p> <p>Meets Proficiency: Students with Meets Proficiency will will provide a character analysis that details the elements of the characters specific given circumstances with attention to how it affects the overall story. A personal Super Objective with a</p>	<p>This PSLO is designed for majors in our program and the Drama 21(Principles of Acting 2) course is a component for both the AAT and AA degree. Students in the program enter into this class at various stages in their academic journey towards their degree and the Drama 21 course utilizes each of the foundational courses in the degree and asks the student to apply them directly into creating original work. The group assessed accurately displays both experienced and new students pursuing their AAT degree.</p> <p># High Proficiency__26__ # Meets Proficiency__0__ # Below Proficiency__2__</p>

	<p>Assessment Activity: Final Performance</p> <p>Description: Students were cast in a 10 minute play for their final .For the following 2 weeks the show is rehearsed and the students apply each of the skill listed : Given Circumstances, Objective, Action, Tactics. Each skill is then applied to the performance and then critiqued by the director after each rehearsal.</p>	playable Action along with varying tactics.	
<p><b>PSLO _3_ :</b> To understand how and be able to write, produce, direct, manage, promote, and star in a theatrical event or film.</p>	<p>To assess this PSLO we decided to use the Drama 51 or Theatrical Production courses. This course is a requirement for the AAT degree in which students mount a full production and are involved in every aspect of the production process. Assessment Activity: Final Performance</p> <p>Description: Each Participant in the class is assigned to be responsible for 2-3 elements of the production including set furniture, props, costumes, etc. Each item is cared for and returned each night and returned to the department following the production.</p>	<p>High Proficiency: A student who meets High Proficiency will have maintained responsible oversight concerning the elements of the production in which they oversaw. If an item was damaged the student worked to repair the damage and remedy the circumstances in which the damage occurred.</p> <p>Meets Proficiency: A student who meets Meets Proficiency will have maintained responsible oversight concerning the elements of the production in which they oversaw. If an item was damaged the student worked to repair the damage and remedy the circumstances in which the damage occurred.</p>	<p>This course is open to all students and is usually filled with students in their first year or second semester in the program.</p> <p># High Proficiency__18__ # Meets Proficiency__0 # Below Proficiency_____</p>
<p><b>PSLO _4_ :</b> 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:  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>  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.
  - For the midterm assessment Students were well prepared for this assignment given the in-class review preceding it. Students below proficiency generally had missed at least one class.
- PSLO 2
  - When we rolled up CSLO assessment data for PSLO 2, we found that students either met or exceeded the standard 92.8% of the time.
    - The students involved in the assessed production worked extremely hard and performed very well. This was due to the large audiences that we had in addition to the representatives from the Kennedy Center who came to the production. Having your work performed for and judged by your community provides the drive to push yourself beyond the norms of traditional finals. This was a success. Students who did not perform well were not able to memorize lines and subsequently dropped out of the performance.
    - Graduates who participated in the survey commented frequently about how pleased they were with the acting training they received in the program. The comments are attached at the end of this document.
- PSLO 3
  - When we rolled up CSLO assessment data for PSLO 3, we found that students either met or exceeded the standard 95% or higher each time.
    - This was an extremely successful performance especially since we lost a crucial member of our production team which caused the students to collaborate and work together to overcome it. While the added stress of the member's departure was unfortunate, the students rose to the challenge and could not have performed better.
    - Many graduates who participated in the survey also commented on how the hands on or project based training they received in the either the production or directing classes contributed to their success outside of LMC.
- PSLO 4
  - When we rolled up CSLO assessment data for PSLO 4, we found that students the students leaving our program feel highly prepared to continue and excel at a 4 year university or enter the industry 90.6% of the time.
    - We also discovered that students wished for more on camera training, a course on career preparation, and theatrical design courses.
- 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.
  - We will also begin to create and implement courses in career preparation and on camera training to add to the course offerings.
- 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.
- The best time to add a career preparation course to the academic calendar will be in the winter session, which will help graduates prepare for transfer, entering the industry, and prepare them for the Kennedy Center American College Theatre Festival.

## **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.