Assessment of Course Student Learning Outcomes

| COURSE ALPHA/NUMBER: THEA 221 and THEA 222 | Semester/Year: SPRING 2007 |
| Instructor: MOFFAT | Date Submitted to Department Chair: 6/14/07 |

Identify the Course Student Learning Outcomes assessed this semester.

Articulate and project the voice well.

Explore dramatic one and two person scenes.

How do the above course SLOs align with the Associate of Arts or certificate program-level outcomes?

They fit with Humanities Dept. SLO 3 (Develop artistic skills and creativity.) They are also aligned with AA SLO’s #4 (Express ideas clearly and creatively in diverse ways through the performing arts), #8 (Develop skills that improve personal well-being and enhance professional potential.)

What skills or competencies are necessary for the student to perform the selected SLOs?

Practice effective breath control.
Incorporate corrections given by the instructor.
Understand the “who, what, where, when and why” of a scene.
Imagine that he/she is living in the given circumstances of the scene.
Memorize lines and movements and make them seem natural.
Identify and realize significant changes, transitions and turning points in the scene.

What instructional methods or materials are used to prepare the students?

Rehearsals inside and outside of class.
The 12 Guideposts in the text book, “Audition.”
Observing other students’ performances and the comments offered by the instructor and the students.
Exercises and discussions in class that teach vocal production and scene analysis.
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What assessment task(s) or tools are being used to assess the outcomes? What are the criteria for success?
The students performed one-person scenes on 4/24/07 and two-person scenes on 5/10/07. Performances were scored on a rubric by the instructor with a scale of 0-4 points on three categories: projection of the voice, articulation of the voice, and effective use of beat changes within the scene. “Beat changes” was a term defined in class as a major change, event or shift of motivation within a scene. A score of 4 meant the performer projected the voice effectively, articulated words effectively, and used beat changes to maximum effect. A score of 3 meant the performer was satisfactory in these categories. A 2 meant the student was less than satisfactory. A 1 indicated the performer’s work was in development. The maximum number of points a student could achieve was 12.

What are the results of the assessment?
The progress of the students was measurable. In all categories, the average scores improved between the two assignments. In projection, averages went from 3.2 to 3.4. In articulation they increased from 2.5 to 3.3. In handling beat changes, scores improved from 2.8 to 3.3. Average totals improved from 8.5 to 10. As expected scores in THEA 222 tended to be higher than those in THEA 221.
### How will you use the results? What changes do you propose to improve student learning? When?

I will continue to emphasize these SLO’s and the skills needed to perform them. I will tailor drills to target them, especially articulation and beat changes since the scores in these two areas started lower than did the projection scores. Since this is the first time I have assessed these courses in this way, I will consider other rubrics and ways of measuring how well students reach the SLO’s.

### Will the changes require funding? How much will the changes cost?

No funding is required.

Submit this form to your department chair for inclusion in End-of-the-Year (EOY) department reports and send a copy to Ellen Ishida-Babineau, IEC.

*The results of the assessment are not used for promotion or tenure.*