

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

THEATER ARTS

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

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COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

| Course Name | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------|-----------|-----------|-----------|-----------|
| THEA G100 | x | x | x | x |
| THEA G102 | x | x | x | x |
| THEA G106 | x | x | x | x |
| THEA G107 | x | x | x | x |
| THEA G108 | x | x | x | x |
| THEA G110 | x | x | x | x |
| THEA G115 | x | x | x | x |
| THEA G116 | x | x | x | x |
| THEA G117 | x | x | x | x |
| THEA G118 | x | x | x | x |
| THEA G119 | | | | x |
| THEA G125 | x | x | x | x |
| THEA G126 | x | x | x | x |
| THEA G127 | x | x | x | x |
| THEA G128 | x | x | x | x |
| THEA G135 | | | x | |
| THEA G136 | | | x | |
| THEA G137 | | | x | |
| THEA G138 | | | x | |
| THEA G146 | x | x | x | x |
| THEA G148 | x | x | x | x |
| THEA G156 | x | x | x | x |
| THEA G158 | | x | x | x |
| THEA G160 | | x | x | |
| THEA G166 | | | x | x |
| THEA G167 | | | x | x |
| THEA G168 | | | | x |
| THEA G169 | | | | x |
| THEA G170 | x | x | x | x |
| THEA G174 | | | | x |
| THEA G175 | x | x | x | x |
| THEA G176 | x | x | x | x |
| THEA G177 | x | x | x | x |
| THEA G178 | x | x | x | x |
| THEA G185 | | x | x | x |

| Course Name | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------|-----------|-----------|-----------|-----------|
| THEA G188 | x | x | x | x |
| THEA G190 | x | x | x | x |
| THEA G191 | x | x | x | x |
| THEA G192 | | | x | x |
| THEA G206 | x | x | x | x |
| THEA G207 | x | x | x | x |
| THEA G210 | x | x | x | x |
| THEA G211 | x | x | x | x |
| THEA G212 | x | x | x | x |
| THEA G213 | x | x | x | x |

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

| Course Name | Total cSLOs | No. cSLOs Assessed | Assessment Status | Last Term Offered |
|-------------|-------------|--------------------|--------------------|-------------------|
| THEA G100 | 4 | 4 out of 4 | Fully Assessed | Spring 2019 |
| THEA G102 | 4 | 4 out of 4 | Fully Assessed | Spring 2019 |
| THEA G106 | 3 | 3 out of 3 | Fully Assessed | Spring 2019 |
| THEA G107 | 5 | 5 out of 5 | Fully Assessed | Spring 2019 |
| THEA G108 | 3 | 3 out of 3 | Fully Assessed | Spring 2019 |
| THEA G110 | 5 | 4 out of 5 | Partially Assessed | Spring 2019 |
| THEA G111 | 5 | 0 out of 5 | No Assessment | * |
| THEA G112 | 5 | 0 out of 5 | No Assessment | Fall 2013 |
| THEA G115 | 1 | 1 out of 1 | Fully Assessed | Spring 2019 |
| THEA G116 | 1 | 1 out of 1 | Fully Assessed | Spring 2019 |
| THEA G117 | 1 | 1 out of 1 | Fully Assessed | Spring 2019 |
| THEA G118 | 1 | 0 out of 1 | No Assessment | Spring 2019 |
| THEA G119 | 3 | 0 out of 3 | No Assessment | Fall 2018 |
| THEA G120 | 5 | 0 out of 5 | No Assessment | * |
| THEA G125 | 1 | 1 out of 1 | Fully Assessed | Spring 2019 |
| THEA G126 | 1 | 1 out of 1 | Fully Assessed | Spring 2019 |
| THEA G127 | 1 | 1 out of 1 | Fully Assessed | Spring 2019 |
| THEA G128 | 1 | 1 out of 1 | Fully Assessed | Spring 2019 |
| THEA G135 | 2 | 1 out of 2 | Partially Assessed | Fall 2017 |
| THEA G136 | 3 | 0 out of 3 | No Assessment | Fall 2017 |
| THEA G137 | 3 | 0 out of 3 | No Assessment | Fall 2017 |
| THEA G138 | 3 | 0 out of 3 | No Assessment | Fall 2017 |
| THEA G146 | 8 | 2 out of 8 | Partially Assessed | Spring 2019 |
| THEA G148 | 8 | 0 out of 8 | No Assessment | Spring 2019 |
| THEA G156 | 8 | 1 out of 8 | Partially Assessed | Spring 2019 |
| THEA G158 | 8 | 0 out of 8 | No Assessment | Spring 2019 |
| THEA G160 | 5 | 1 out of 5 | Partially Assessed | Spring 2017 |
| THEA G161 | 6 | 0 out of 6 | No Assessment | * |
| THEA G166 | 5 | 0 out of 5 | No Assessment | Spring 2019 |
| THEA G167 | 5 | 0 out of 5 | No Assessment | Spring 2019 |
| THEA G168 | 5 | 0 out of 5 | No Assessment | Spring 2019 |
| THEA G169 | 5 | 0 out of 5 | No Assessment | Spring 2019 |
| THEA G170 | 3 | 2 out of 3 | Partially Assessed | Spring 2019 |

| Course Name | Total cSLOs | No. cSLOs Assessed | Assessment Status | Last Term Offered |
|-------------|-------------|--------------------|----------------------|-------------------|
| THEA G174 | 3 | 0 out of 3 | No Assessment ↓ | Spring 2019 |
| THEA G175 | 5 | 2 out of 5 | Partially Assessed ↔ | Fall 2018 |
| THEA G176 | 5 | 3 out of 5 | Partially Assessed ↔ | Fall 2018 |
| THEA G177 | 5 | 3 out of 5 | Partially Assessed ↔ | Fall 2018 |
| THEA G178 | 5 | 3 out of 5 | Partially Assessed ↔ | Spring 2019 |
| THEA G179 | 5 | 0 out of 5 | No Assessment ↓ | * |
| THEA G185 | 3 | 0 out of 3 | No Assessment ↓ | Spring 2019 |
| THEA G188 | 1 | 1 out of 1 | Fully Assessed ↑ | Spring 2018 |
| THEA G190 | 1 | 1 out of 1 | Fully Assessed ↑ | Spring 2018 |
| THEA G191 | 1 | 1 out of 1 | Fully Assessed ↑ | Spring 2018 |
| THEA G192 | 1 | 1 out of 1 | Fully Assessed ↑ | Spring 2018 |
| THEA G206 | 2 | 2 out of 2 | Fully Assessed ↑ | Spring 2019 |
| THEA G207 | 2 | 2 out of 2 | Fully Assessed ↑ | Spring 2019 |
| THEA G210 | 1 | 1 out of 1 | Fully Assessed ↑ | Spring 2019 |
| THEA G211 | 1 | 1 out of 1 | Fully Assessed ↑ | Spring 2019 |
| THEA G212 | 1 | 1 out of 1 | Fully Assessed ↑ | Spring 2019 |
| THEA G213 | 1 | 0 out of 1 | No Assessment ↓ | Spring 2019 |

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

| Course Name | cSLO Name | cSLO to Assessed |
|-------------|-----------|--|
| THEA G110 | cSLO 5 | Apply the skills necessary to audition, rehearse and perform in a full production of a situation comedy, working with a technical crew, director and producer. |
| THEA G111 | cSLO 1 | Identify the historical, societal and cultural elements of theater including dramatic structure, theater history and the contributions of the playwright, actor, director, designer, and technician. |
| THEA G111 | cSLO 2 | Explain and contrast different styles and types of drama and recognize their contributions to the development of theater in general. |
| THEA G111 | cSLO 3 | Evaluate individual merits, intentions and creative elements that contribute to theatrical presentations. |
| THEA G111 | cSLO 4 | Analyze and assess classical theatrical literature. |
| THEA G111 | cSLO 5 | Write a critical evaluation of a live theatrical performance. |
| THEA G112 | cSLO 1 | Identify the historical, societal and cultural elements of theater including dramatic structure, theater history and the contributions of the playwright, actor, director, designer, and technician. |
| THEA G112 | cSLO 2 | Explain and contrast different styles and types of drama and recognize their contributions to the development of theater in general. |
| THEA G112 | cSLO 3 | Evaluate individual merits, intentions and creative elements that contribute to theatrical presentations. |
| THEA G112 | cSLO 4 | Analyze and assess classical theatrical literature. |
| THEA G112 | cSLO 5 | Write a critical evaluation of a live theatrical performance. |
| THEA G118 | cSLO 1 | The successful student will be able to complete a performance, producing and/or technical production assignment in a live theatrical production at Golden West College at an advanced level. |
| THEA G119 | cSLO 1 | Define and demonstrate basic techniques of improvisational acting. |
| THEA G119 | cSLO 2 | Apply the skills necessary to audition, rehearse and perform in an improvisational acting presentation for the theater, film or television. |
| THEA G119 | cSLO 3 | Attend live improvisational acting presentations and/or filmed improvisational acting presentations for the purpose of oral and/or written evaluation. |
| THEA G120 | cSLO 1 | Describe the artistic and collaborative process of the theater. |
| THEA G120 | cSLO 2 | Demonstrate knowledge of the play-going experience and theaters impact on society. |
| THEA G120 | cSLO 3 | Explain basic stagecraft terms and techniques. |

| Course Name | cSLO Name | cSLO to Assessed |
|-------------|-----------|--|
| THEA G120 | cSLO 4 | Summarize basic historical perspectives of theater and playwrights. |
| THEA G120 | cSLO 5 | Analyze the artistic merits of live theatrical plays in performance through discussion and written critiques. |
| THEA G135 | cSLO 1 | The successful student will be able to complete an acting assignment in a live classical production at Golden West College at an introductory level. |
| THEA G136 | cSLO 1 | The successful student will be able to complete a technical and/or acting assignment in a live classical production at Golden West College at a beginning level by demonstrating skills in one or more of the following areas of classical theater production: acting, construction and painting of stage scenery, costume construction and make-up, stage lighting and sound, publicity, marketing, stage management, and house management. |
| THEA G136 | cSLO 2 | The successful student will be able to demonstrate an understanding of style, attitude, morals, and customs of historical periods at a beginning level |
| THEA G136 | cSLO 3 | The successful student will be able to demonstrate an understanding of the historical importance of different periods in theatrical production at a beginning level. |
| THEA G137 | cSLO 1 | The successful student will be able to complete a technical and/or acting assignment in a live classical production at Golden West College at an intermediate level by demonstrating skills in one or more of the following areas of classical theater production: acting, construction and painting of stage scenery, costume construction and make-up, stage lighting and sound, publicity, marketing, stage management, and house management. |
| THEA G137 | cSLO 2 | The successful student will be able to demonstrate an understanding of style, attitude, morals, and customs of historical periods at an intermediate level |
| THEA G137 | cSLO 3 | The successful student will be able to demonstrate an understanding of the historical importance of different periods in theatrical production at an intermediate level. |
| THEA G138 | cSLO 1 | The successful student will be able to complete a technical and/or acting assignment in a live classical production at Golden West College at an advanced level by demonstrating skills in one or more of the following areas of classical theater production: acting, construction and painting of stage scenery, costume construction and make-up, stage lighting and sound, publicity, marketing, stage management, and house management. |
| THEA G138 | cSLO 2 | The successful student will be able to demonstrate an understanding of style, attitude, morals, and customs of historical periods at an advanced level. |
| THEA G138 | cSLO 3 | The successful student will be able to demonstrate an understanding of the historical importance of different periods in theatrical production at an advanced level. |
| THEA G146 | cSLO 1 | Sing with a healthful vocal technique at an introductory level. |
| THEA G146 | cSLO 4 | Evaluate his or her own vocal limits and potential at an introductory level. |
| THEA G146 | cSLO 5 | Evaluate and improve his or her own performance anxiety at an introductory level. |
| THEA G146 | cSLO 6 | Compare and evaluate the performances of other singers. |
| THEA G146 | cSLO 7 | Compare defined styles at an introductory level. |
| THEA G146 | cSLO 8 | Perform songs and vocal exercises at a skill level equivalent to the first year of college or university achievement. |
| THEA G148 | cSLO 1 | Sing with a healthful vocal technique with accurate intonation, rhythm and expressiveness at a beginning level |
| THEA G148 | cSLO 2 | Sing three songs in varied tempi and styles at a beginning level. |
| THEA G148 | cSLO 3 | Sing with accurate intonation, rhythm and character at a beginning level. |
| THEA G148 | cSLO 4 | Evaluate his or her own vocal limits and potential at a beginning level. |
| THEA G148 | cSLO 5 | Evaluate and improve his or her own performance anxiety at a beginning level. |
| THEA G148 | cSLO 6 | Compare and evaluate the performances of other singers at a beginning level. |
| THEA G148 | cSLO 7 | Compare defined vocal styles at a beginning level. |
| THEA G148 | cSLO 8 | Perform song and vocal exercises at a skill level equivalent to the second year of college or university achievement |
| THEA G156 | cSLO 1 | Sing with a healthful vocal technique with accurate intonation, rhythm and expressiveness at a intermediate level |
| THEA G156 | cSLO 2 | Sing three songs in varied tempi and styles at an intermediate level |

| Course Name | cSLO Name | cSLO to Assessed |
|-------------|-----------|---|
| THEA G156 | cSLO 4 | Evaluate his or her own vocal limits and potential at an intermediate level. |
| THEA G156 | cSLO 5 | Evaluate and improve his or her own performance anxiety at an intermediate level. |
| THEA G156 | cSLO 6 | Compare and evaluate the performances of other singers at an intermediate level. |
| THEA G156 | cSLO 7 | Compare defined vocal styles at an intermediate level. |
| THEA G156 | cSLO 8 | Perform songs and vocal exercises at a skill level equivalent to the third year of college or university achievement. |
| THEA G158 | cSLO 1 | Sing with a healthful vocal technique with accurate intonation, rhythm and expressiveness at a advanced level. |
| THEA G158 | cSLO 2 | Sing three songs in varied tempi and styles at an advanced level. |
| THEA G158 | cSLO 3 | Sing with accurate intonation, rhythm and character at an advanced level. |
| THEA G158 | cSLO 4 | Evaluate his or her own vocal limits and potential at an advanced level. |
| THEA G158 | cSLO 5 | Evaluate and improve his or her own performance anxiety at an advanced level. |
| THEA G158 | cSLO 6 | Compare and evaluate the performances of other singers at an advanced level. |
| THEA G158 | cSLO 7 | Compare defined vocal styles at an advanced level. |
| THEA G158 | cSLO 8 | Perform songs and vocal exercises at a skill level equivalent to the fourth year of college or university achievement |
| THEA G160 | cSLO 2 | Demonstrate the directing process including artistic, organizational and administrative responsibilities through script selection to final performance. |
| THEA G160 | cSLO 3 | Evaluate and assess the directors collaborative relationship to fellow theater artists including producer, playwright, actors, designers, and technicians. |
| THEA G160 | cSLO 4 | Analyze and interpret a script for production, including structure, content, genre, and style. |
| THEA G160 | cSLO 5 | Prepare a selection for public performance to direct at the conclusion of the course. |
| THEA G161 | cSLO 1 | Describe basic safety and emergency procedures for rehearsals and performances. |
| THEA G161 | cSLO 2 | Analyze a play for production. |
| THEA G161 | cSLO 3 | Apply communication skills, including conflict resolution. |
| THEA G161 | cSLO 4 | Demonstrate basic production scheduling and time management from auditions to production. |
| THEA G161 | cSLO 5 | Prepare and organize a production book for performance, including blocking notations, scene shift organization, technical cues. |
| THEA G161 | cSLO 6 | Evaluate the role of the Stage Manager in the collaborative relationship of the director, designers, actors, and crew. |
| THEA G166 | cSLO 1 | Apply principles of stagecraft including the use of materials, tools and techniques in mounting a theatrical production at a beginning level. |
| THEA G166 | cSLO 2 | Explain and demonstrate set construction techniques including flats and platform construction and the safe and effective use of hand tools and power tools used in stagecraft at a beginning level. |
| THEA G166 | cSLO 3 | Explain and employ basic theatrical scene painting techniques at a beginning level. |
| THEA G166 | cSLO 4 | Explain and employ the basic techniques of stage lighting and rigging at a beginning level. |
| THEA G166 | cSLO 5 | Apply basic techniques in the organization, building and acquisition of stage props at a beginning level. |
| THEA G167 | cSLO 1 | Apply principles of stagecraft including the use of materials, tools and techniques in mounting a theatrical production at an intermediate level. |
| THEA G167 | cSLO 2 | Explain and demonstrate set construction techniques including flats and platform construction and the safe and effective use of hand tools and power tools used in stagecraft at an intermediate level. |
| THEA G167 | cSLO 3 | Apply learned techniques in the organization, building and acquisition of stage properties including the use of property charts at an intermediate level. |
| THEA G167 | cSLO 4 | Define and employ intermediate techniques of stage lighting and rigging along with basic techniques of projection design and implementation. |
| THEA G167 | cSLO 5 | Explain and employ learned theatrical scene painting techniques at an intermediate level. |

| Course Name | cSLO Name | cSLO to Assessed |
|-------------|-----------|--|
| THEA G168 | cSLO 1 | Apply principles of stagecraft including the use of materials, tools and techniques in mounting a theatrical production at an advanced level. |
| THEA G168 | cSLO 2 | Explain and demonstrate set construction techniques including flats and platform construction and the safe and effective use of hand tools and power tools used in stagecraft at an advanced level. |
| THEA G168 | cSLO 3 | Apply learned techniques in the organization, building and acquisition of stage properties including the use of property charts at an advanced level. |
| THEA G168 | cSLO 4 | Define and employ advanced techniques of stage lighting and rigging along with intermediate level techniques of projection design and implementation. |
| THEA G168 | cSLO 5 | Explain and employ learned theatrical scene painting techniques at an advanced level. |
| THEA G169 | cSLO 1 | Apply principles of stagecraft including the use of materials, tools and techniques in mounting a theatrical production at an advanced level reflecting consistent excellence and execution. |
| THEA G169 | cSLO 2 | Explain and demonstrate set construction techniques including flats and platform construction and the safe and effective use of hand tools and power tools used in stagecraft at an advanced level reflecting consistent excellence and execution. |
| THEA G169 | cSLO 3 | Apply learned techniques in the organization, building and acquisition of stage properties including the use of property charts at an advanced level reflecting consistent excellence and execution. |
| THEA G169 | cSLO 4 | Define and employ advanced techniques of stage lighting and rigging along with advanced techniques of projection design and implementation reflecting consistent excellence and execution. |
| THEA G169 | cSLO 5 | Explain and employ learned theatrical scene painting techniques at an advanced level reflecting consistent excellence and execution. |
| THEA G170 | cSLO 3 | Execute assigned responsibilities in technical rehearsals, during production run, and strike. |
| THEA G174 | cSLO 1 | Employ basic theatrical scene painting techniques to paint scenery. |
| THEA G174 | cSLO 2 | Employ basic theatrical scene painting techniques to plan and complete a scenic painting. |
| THEA G174 | cSLO 3 | Demonstrate creative and effective collaborate with directors, scenic designers, and other design technicians. |
| THEA G175 | cSLO 1 | Demonstrate an understanding of the process to design scenery for a theatrical production. |
| THEA G175 | cSLO 2 | Assist in the construction of scenery for a theatrical production. |
| THEA G175 | cSLO 3 | Rig and operate scenery during a theatrical production. |
| THEA G176 | cSLO 4 | Critically analyze theater scripts to determine lighting requirements. |
| THEA G176 | cSLO 5 | Develop a lighting design for a theatrical production. |
| THEA G177 | cSLO 3 | Age the face through make-up. |
| THEA G177 | cSLO 4 | Employ all make-up materials properly and safely. |
| THEA G178 | cSLO 2 | Demonstrate skill in pattern drafting and sewing techniques to construct stage costume. |
| THEA G178 | cSLO 3 | Demonstrate knowledge of fabric and fiber types, their uses and qualities. |
| THEA G179 | cSLO 1 | Design sound for a theatrical production using basic theater sound equipment and recording technology. |
| THEA G179 | cSLO 2 | Critically analyze theater scripts to design appropriate sound effects and music. |
| THEA G179 | cSLO 3 | Maintain and troubleshoot basic audio equipment. |
| THEA G179 | cSLO 4 | Mount and operate sound reinforcement systems for theatrical productions. |
| THEA G179 | cSLO 5 | Analyze sound design and sound reinforcement for theatrical productions. |
| THEA G185 | cSLO 1 | Upon successful completion, the student will be able to design scenery and projections for a live theatrical production |
| THEA G185 | cSLO 2 | Upon successful completion, the student will be able to design, construct, rig and operate mixers, monitors, and projectors (both single and multiple screens) to generate projections for a live theatrical production |
| THEA G185 | cSLO 3 | Upon successful completion, the student will be able to generate still and moving-image content, perform fundamental image and video editing and prepare media for projection |

| Course Name | cSLO Name | cSLO to Assessed |
|-------------|-----------|--|
| THEA G213 | cSLO 1 | The successful student will be able to complete a performance, stage management, producing and/or technical theater production assignment in a live musical theater performance at Golden West College at an advanced level. |

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|---|
| THEA G100 | cSLO 1 | Fall 2015 | Of 12 students enrolled, 7 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill; three (3) students had some improvement and a better understanding but still had trouble demonstrating this skill; and three (3) students felt they had great improvement, understood and could demonstrate this skill. This data demonstrates that the students successfully understood how to identify the parts of the stage and theater terms at an appropriate level. |
| THEA G100 | cSLO 1 | Fall 2015 | Of 61 students enrolled, 45 completed the assessment. Two (2) students felt they had little improvement and better understanding but could not actually do this skill; eleven (11) students had some improvement and a better understanding but still had trouble demonstrating this skill; twenty-six (26) students felt they had great improvement, understood and could demonstrate their skill; and six (6) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to identify the parts of the stage and theater terms at an appropriate level. |
| THEA G100 | cSLO 1 | Fall 2015 | Of 33 students enrolled, 30 completed the assessment. Six (6) students had some improvement and a better understanding but still had trouble demonstrating this skill; eighteen (18) students felt they had great improvement, understood and could demonstrate their skill; and six (6) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to identify the parts of the stage and theater terms at an appropriate level. |
| THEA G100 | cSLO 1 | Fall 2015 | Of 45 students enrolled, 27 completed the assessment. Eight (8) students had some improvement and a better understanding but still had trouble demonstrating this skill; fifteen (15) students felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to identify the parts of the stage and theater terms at an appropriate level. |
| THEA G100 | cSLO 1 | Summer 2015 | Of 22 students enrolled, 20 completed the assessment survey. Four (4) students had some improvement and a better understanding but still had trouble demonstrating this skill; eight (8) students felt they had great improvement, understood and could demonstrate this skill; and eight (8) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully identify the parts of the stage and theater terms. |
| THEA G100 | cSLO 1 | Summer 2015 | Of the 3 students enrolled, 3 completed the assessment survey. One (1) student felt they had great improvement, understood and could demonstrate this skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully identify the parts of the stage and theater terms. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| THEA G100 | cSLO 1 | Fall 2017 | Of 137 students enrolled, 107 completed the assessment. Seven (7) students felt they had little improvement and better understanding but could not actually do this skill; twenty (20) students had some improvement and a better understanding but still had trouble demonstrating this skill: sixty (60) students felt they had great improvement, understood and could demonstrate their skill; and twenty (20) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully identify the parts of the stage and theater terms at an appropriate level. |
| THEA G100 | cSLO 2 | Spring 2016 | Of 165 students enrolled, 115 completed the assessment. Two (2) students felt they had little improvement and better understanding but could not actually do this skill; twenty-three (23) students had some improvement and a better understanding but still had trouble demonstrating this skill: sixty-nine (69) students felt they had great improvement, understood and could demonstrate their skill; and twenty-one (21) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully explain the complexity of theatrical presentation, including the historical, collaborative, and technical elements at an appropriate level. |
| THEA G100 | cSLO 2 | Spring 2016 | Of 16 students enrolled, 11 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: four (4) students felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully explain the complexity of theatrical presentation, including the historical, collaborative, and technical elements at an appropriate level. |
| THEA G100 | cSLO 2 | Spring 2018 | Of 67 students enrolled, 53 completed the assessment. Four (4) student felt they had little improvement and better understanding but could not actually do this skill; twenty (20) students had some improvement and a better understanding but still had trouble demonstrating this skill: sixteen (16) students felt they had great improvement, understood and could demonstrate their skill; and thirteen (13) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully explain the complexity of theatrical presentation, including the historical, collaborative, and technical elements at an appropriate level. |
| THEA G100 | cSLO 3 | Spring 2017 | Of 135 students enrolled, 116 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill; twenty-two (22) students had some improvement and a better understanding but still had trouble demonstrating this skill: sixty (60) students felt they had great improvement, understood and could demonstrate their skill; and thirty-three (33) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully compose literary and theatrical criticism at an appropriate level. These are very good results to how well the students felt they were able to see live theater and then write a critique on what they saw. |
| THEA G100 | cSLO 3 | Summer 2017 | Of 11 students enrolled, 11 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill: nine (9) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| THEA G100 | cSLO 4 | Fall 2016 | <p>their knowledge. This data demonstrates that the students could successfully compose literary and theatrical criticism at an appropriate level.</p> <p>Of 27 students enrolled, 17 completed the assessment survey. Two (2) students had little improvement and could not actually demonstrate the skill; three (3) students had some improvement and a better understanding but still had trouble demonstrating this skill; eight (8) students felt they had great improvement, understood and could demonstrate this skill; and four (4) students felt they had mastered the skill and had no problems demonstrating the skill. This data demonstrates that the students could successfully compare and contrast theater with the other performing arts.</p> |
| THEA G100 | cSLO 4 | Fall 2016 | <p>Of 174 students enrolled, 127 completed the assessment survey. Three (3) students had little improvement and could not actually demonstrate this skill; seventeen (17) students had some improvement and a better understanding but still had trouble demonstrating this skill; seventy (70) students felt they had great improvement, understood and could demonstrate this skill; and thirty-seven (37) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully compare and contrast theater with the other performing arts.</p> |
| THEA G102 | cSLO 1 | Spring 2016 | <p>Of 51 students enrolled, 37 completed the assessment survey. One (1) student felt they had little improvement and a better understanding but could not actually demonstrate the skill; four (4) students had some improvement and a better understanding but still had trouble demonstrating this skill; eighteen (18) students felt they had great improvement, understood and could demonstrate this skill; and fourteen (14) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully generate essays using film terms that will permit analysis of film from technical, aesthetic and historical perspectives at an acceptable level.</p> |
| THEA G102 | cSLO 1 | Spring 2016 | <p>Of 49 students enrolled, 44 completed the assessment survey. Twelve (12) students had some improvement and a better understanding but still had trouble demonstrating this skill; seventeen (17) students felt they had great improvement, understood and could demonstrate this skill; and fifteen (15) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully compose essays using film terms that will permit analysis of film from technical, aesthetic and historical perspectives at an acceptable level.</p> |
| THEA G102 | cSLO 1 | Spring 2017 | <p>Intersession, 2017 - Of 51 students enrolled, 49 completed the assessment survey. One (1) student felt they had little improvement and better understanding but could not actually do this skill; nine (9) students had some improvement and a better understanding but still had trouble demonstrating this skill; twenty-four (24) students felt they had great improvement, understood and could demonstrate this skill; and fifteen (15) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully compose essays using film terms that will permit analysis of film from technical, aesthetic and historical perspectives at an acceptable level.</p> |
| THEA G102 | cSLO 1 | Spring 2017 | <p>Intersession 2017 --Of 31 students enrolled, 31 completed the assessment survey. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill; fourteen (14) students felt they had great improvement, understood and could demonstrate this skill; and fifteen (15)</p> |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| | | | students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully compose essays using film terms that will permit analysis of film from technical, aesthetic and historical perspectives at an acceptable level. |
| THEA G102 | cSLO 1 | Spring 2018 | Of 35 students enrolled, 22 completed the assessment survey. One(1) student felt they had little improvement and better understanding but could not actually do this skill; seven (7) students had some improvement and a better understanding but still had trouble demonstrating this skill; ten (10) students felt they had great improvement, understood and could demonstrate this skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully compose essays using film terms that will permit analysis of film from technical, aesthetic and historical perspectives at an acceptable level. |
| THEA G102 | cSLO 2 | Spring 2017 | Of 44 students enrolled, 35 completed the assessment. Five (5) students had some improvement and a better understanding but still had trouble demonstrating this skill: eighteen (18) students felt they had great improvement, understood and could demonstrate their skill; and twelve (12) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully compare and contrast the various genres of film at an appropriate level. |
| THEA G102 | cSLO 2 | Summer 2016 | Of 38 students enrolled, 31 completed the assessment survey. Six (6) students had some improvement and a better understanding but still had trouble demonstrating this skill; twelve(12) students felt they had great improvement, understood and could demonstrate this skill; and thirteen (13) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully compare and contrast the various genres of film at an acceptable level. |
| THEA G102 | cSLO 2 | Summer 2016 | Of 20 students enrolled, 18 completed the assessment survey. Two(2) students had some improvement and a better understanding but still had trouble demonstrating this skill; six (6) students felt they had great improvement, understood and could demonstrate this skill; and ten (10) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully compare and contrast the various genres of film at an acceptable level. |
| THEA G102 | cSLO 2 | Summer 2017 | Of 47 students enrolled, 40 completed the assessment. Four (4) students had some improvement and a better understanding but still had trouble demonstrating this skill: seventeen (17) students felt they had great improvement, understood and could demonstrate their skill; and nineteen (19) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully compare and contrast the various genres of film at an appropriate level. |
| THEA G102 | cSLO 3 | Fall 2016 | Of 42 students enrolled, 33 completed the assessment. Two(2) students felt they had little improvement and better understanding but could not actually do this skill: twelve (12) students had some improvement and a better understanding but still had trouble demonstrating this skill: sixteen (16) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| THEA G102 | cSLO 3 | Fall 2016 | demonstrating their knowledge. This data demonstrates that the students could successfully analyze the major schools of film criticism at an appropriate level. Of 57 students enrolled, 43 completed the assessment. Thirteen (13) students had some improvement and a better understanding but still had trouble demonstrating this skill: twenty-four (24) students felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully analyze the major schools of film criticism at an appropriate level. |
| THEA G102 | cSLO 4 | Summer 2015 | Of 37 students enrolled, 31 completed the assessment survey. Seven (7) students had some improvement and a better understanding but still had trouble demonstrating this skill; fourteen (14) students felt they had great improvement, understood and could demonstrate this skill; and ten (10) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully compose essays that evaluate film plot, theme, structure and relationships of these to film techniques at an acceptable level. |
| THEA G102 | cSLO 4 | Summer 2015 | Of 33 students enrolled, 33 completed the assessment survey. One student (1) felt they had little improvement and better understanding but could not actually do this skill; four (4) students had some improvement and a better understanding but still had trouble demonstrating this skill; fifteen (15) students felt they had great improvement, understood and could demonstrate this skill; and thirteen (13) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully compose essays that evaluate film plot, theme, structure and relationships of these to film techniques at an acceptable level. |
| THEA G102 | cSLO 4 | Fall 2017 | Of 72 students enrolled, 60 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill: seven (7) students had some improvement and a better understanding but still had trouble demonstrating this skill; twenty-six (26) students felt they had great improvement, understood and could demonstrate their skill; and twenty-six (26) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully generate essays that evaluate film plot, theme, structure, and relationships of these to film techniques at an appropriate level. |
| THEA G106 | cSLO 1 | Fall 2015 | Of 11 students enrolled, 11 completed the assessment. Three (3) students had some improvement and a better understanding but still had trouble demonstrating this skill: four (4) students felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to perform the basic techniques of acting-- memorization, rehearsal, and presentation--using a scene taken from published professional theatrical literature resulting from numerous exercises in speech, stage movement, diction, and stage improvisation at an appropriate level. |
| THEA G106 | cSLO 1 | Fall 2015 | Of 13 students enrolled, 10 completed the assessment. One (1) student had some improvement and a better understanding but still had trouble demonstrating this skill: four (4) students felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| | | | understood how to perform the basic techniques of acting-- memorization, rehearsal, and presentation--using a scene taken from published professional theatrical literature resulting from numerous exercises in speech, stage movement, diction, and stage improvisation at an appropriate level. |
| THEA G106 | cSLO 1 | Fall 2017 | Of 52 students enrolled, 48 completed the assessment.Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: twenty-five (25) students felt they had great improvement, understood and could demonstrate their skill; and twenty-one (21) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data demonstrates that the students could successfully perform the basic techniques of acting -- memorization, rehearsal, and presentation--using a scene taken from published professional theatrical literature resulting from numerous exercises in speech, stage movement, diction, and stage improvisation at an appropriate level. |
| THEA G106 | cSLO 2 | Fall 2016 | Of 48 students enrolled, 36 completed the assessment.Eleven (11) students had some improvement and a better understanding but still had trouble demonstrating this skill: fourteen (14) students felt they had great improvement, understood and could demonstrate their skill; and eleven (11) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data demonstrates that the students could successfully compose a written critique of a live theatrical production at an appropriate level. |
| THEA G106 | cSLO 2 | Spring 2018 | Of 36 students enrolled, 29 completed the assessment.Three (3) students felt they had little improvement and better understanding but could not actually do this skill; seven (7) students had some improvement and a better understanding but still had trouble demonstrating this skill: fourteen (14) students felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data demonstrates that the students could successfully compose a written critique of a live theatrical production at an appropriate level. |
| THEA G106 | cSLO 3 | Spring 2016 | Of 42 students enrolled, 28 completed the assessment.One (1) student had no improvement and did not understand how to demonstrate the skill:one (1) student felt they had little improvement and better understanding but could not actually demonstrate this skill;eight (8) students felt they had some improvement and better understanding but still had trouble demonstrating this skill;ten (10) students felt they had great improvement, understood and could demonstrate their skill; and eight (8) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data demonstrates that the students successfully understood how to explain the general history of the acting profession and its current trends and requirements at an appropriate level. |
| THEA G106 | cSLO 3 | Spring 2017 | Of 34 students enrolled, 31 completed the assessment.Four (4) students felt they had little improvement and better understanding but could not actually do this skill; seven (7) students had some improvement and a better understanding but still had trouble demonstrating this skill: eight (8) students felt they had great improvement, understood and could demonstrate their skill; and twelve (12) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data demonstrates that the students could successfully explain the general history of the acting profession and its current trends and requirements at an appropriate level. |
| THEA G107 | cSLO 1 | Fall 2015 | Of 7 students enrolled, 7 completed the assessment.Four (4) students felt they had great improvement, understood and could demonstrate their skill; and three |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| | | | (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students successfully understood how to demonstrate intermediate techniques of acting in the areas of characterization and emotion as a result of numerous exercises in speech, stage movement, diction, and stage improvisations at an appropriate level. |
| THEA G107 | cSLO 1 | Fall 2015 | Of 3 students enrolled, 2 completed the assessment. Two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students successfully understood how to demonstrate intermediate techniques of acting in the areas of characterization and emotion as a result of numerous exercises in speech, stage movement, diction, and stage improvisations at an appropriate level. |
| THEA G107 | cSLO 1 | Spring 2016 | Of 20 students enrolled, 17 completed the assessment. Five (5) students felt they had some improvement and better understanding but still had some trouble demonstrating this skill; nine (9) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students successfully understood how to demonstrate intermediate techniques of acting in the areas of characterization and emotion as a result of numerous exercises in speech, stage movement, diction, and stage improvisations at an appropriate level. |
| THEA G107 | cSLO 2 | Fall 2016 | Of 13 students enrolled, 10 completed the assessment. One (1) student had some improvement and a better understanding but still had trouble demonstrating this skill: eight (8) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully employ an understanding of audition techniques at an intermediate level. |
| THEA G107 | cSLO 3 | Spring 2017 | Of 13 students enrolled, 12 completed the assessment. One (1) student had some improvement and a better understanding but still had trouble demonstrating this skill: six (6) students felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully use critical techniques to evaluate acting projects at an appropriate level. |
| THEA G107 | cSLO 4 | Fall 2017 | Of 7 students enrolled, 7 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill; four (4) students had some improvement and a better understanding but still had trouble demonstrating this skill: three (3) students felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully appraise an assigned scene by presenting a detailed script analysis at an appropriate level. |
| THEA G107 | cSLO 5 | Spring 2018 | Of 15 students enrolled, 12 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: seven (7) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully prepare, organize, and produce rehearsals of current presentation materials at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| THEA G108 | cSLO 1 | Fall 2015 | Of 37 students enrolled, 4 completed the assessment survey. All four (4) students felt they had great improvement, understood and could demonstrate this skill. This data demonstrates that the students could successfully define the categories of musical theater including operetta, vaudeville, minstrel shows, burlesque, musical comedy, revue, musical theater, book musicals, and concept musicals at an acceptable level. |
| THEA G108 | cSLO 1 | Spring 2017 | Of 15 students enrolled, 11 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill; six (6) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully define the categories of musical theater including operetta, vaudeville, minstrel shows, burlesque, musical comedy, revue, musical theater, book musicals, and concept musicals at an appropriate level. |
| THEA G108 | cSLO 2 | Spring 2016 | Of 3 students enrolled, 1 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill. This data demonstrates that the student was still learning how to demonstrate an understanding of the historical, social, cultural, and aesthetic constructs that have led to the development of Musical Theater as a significant art form. |
| THEA G108 | cSLO 2 | Spring 2016 | Of 10 students enrolled, 8 completed the assessment survey. Three (3) student had some improvement and a better understanding but still had trouble demonstrating this skill; and five (5) students felt they had great improvement, understood and could demonstrate this skill. This data demonstrates that the students could successfully demonstrate an understanding of the historical, social, cultural, and aesthetic constructs that have led to the development of Musical Theater as a significant art form at an acceptable level. |
| THEA G108 | cSLO 2 | Spring 2016 | Of 6 students enrolled, 3 completed the assessment survey. One (1) student had some improvement and a better understanding but still had trouble demonstrating this skill; and two (2) students felt they had great improvement, understood and could demonstrate this skill. This data demonstrates that the students could successfully demonstrate an understanding of the historical, social, cultural, and aesthetic constructs that have led to the development of Musical Theater as a significant art form at an acceptable level. |
| THEA G108 | cSLO 2 | Summer 2016 | Of 8 students enrolled, 7 completed the assessment survey. One (1) student felt they had little improvement and better understanding but could not actually demonstrate this skill; one (1) students had some improvement and a better understanding but still had trouble demonstrating this skill; four (4) students felt they had great improvement, understood and could demonstrate this skill; and one (1) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully demonstrate an understanding of the historical, social, cultural, and aesthetic constructs that have led to the development of Musical Theater as a significant art form at an acceptable level. |
| THEA G108 | cSLO 2 | Summer 2016 | Of 14 students enrolled, 13 completed the assessment survey. One (1) student experienced no improvement in any area; one (1) student felt they had little improvement and better understanding but could not actually demonstrate this skill; two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill; seven (7) students felt they had great improvement, understood and could demonstrate this skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| | | | students could successfully demonstrate an understanding of the historical, social, cultural, and aesthetic constructs that have led to the development of Musical Theater as a significant art form at an acceptable level. |
| THEA G108 | cSLO 3 | Fall 2016 | Of 11 students enrolled, 8 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill; two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill; three (3) students felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully evaluate contributions from creative artists and production personnel at an appropriate level. |
| THEA G108 | cSLO 3 | Fall 2016 | Of 6 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate the skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully evaluate contributions from creative artists and production personnel at an appropriate level. |
| THEA G108 | cSLO 3 | Fall 2016 | Of 16 students enrolled, 14 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill; six (6) students felt they had great improvement, understood and could demonstrate their skill; and six (6) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully evaluate contributions from creative artists and production personnel at an appropriate level. |
| THEA G108 | cSLO 3 | Spring 2018 | Of 8 students enrolled, 5 completed the assessment. Four (4) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully evaluate contributions from creative artists and production personnel at an appropriate level. |
| THEA G110 | cSLO 1 | Fall 2015 | Of 19 students enrolled, 17 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill; eight (8) students felt they had great improvement, understood and could demonstrate their skill; and seven (7) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to perform the basic techniques of acting for the camera as it relates to film, video and television presentations at an appropriate level. |
| THEA G110 | cSLO 1 | Fall 2017 | Of 15 students enrolled, 14 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill; six (6) students felt they had great improvement, understood and could demonstrate their skill; and seven (7) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully perform the basic techniques of acting for the camera as it relates to film, video and television presentations at an appropriate level. |
| THEA G110 | cSLO 2 | Spring 2016 | Of 16 students enrolled, 14 completed the assessment. Three (3) students had some improvement and a better understanding but still had trouble demonstrating this skill; eight (8) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| | | | mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to prepare and rehearse material to be presented on camera at an appropriate level. |
| THEA G110 | cSLO 2 | Spring 2018 | Of 14 students enrolled, 12 completed the assessment. Seven (7) students felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could prepare and rehearse material to be presented on camera at an appropriate level. |
| THEA G110 | cSLO 3 | Fall 2016 | Of 15 students enrolled, 15 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: ten (10) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to define the general history of acting for the camera and its current trends and requirements relating to film, video and television presentations at an appropriate level. |
| THEA G110 | cSLO 4 | Spring 2017 | Of 16 students enrolled, 16 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: four (4) students felt they had great improvement, understood and could demonstrate their skill; and ten (10) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully attend live theatrical acting performances and/or filmed acting presentations for the purpose of written evaluation at an appropriate level. |
| THEA G115 | cSLO 1 | Fall 2015 | Of 4 students enrolled, 4 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill; one (1) student felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could demonstrate script analysis and script scoring techniques with emphasis on specified theatrical literature from selected period at an acceptable level. |
| THEA G115 | cSLO 1 | Spring 2016 | Of 8 students enrolled, 5 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could complete an acting assignment in a live theatrical production at Golden West College at an introductory level. |
| THEA G115 | cSLO 1 | Fall 2016 | Of 7 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could complete an acting assignment in a live theatrical production at Golden West College at an introductory level. |
| THEA G115 | cSLO 1 | Spring 2017 | Of 6 students enrolled, 1 completed the assessment. One (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete an acting assignment in a live theatrical production at Golden West College at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| THEA G115 | cSLO 1 | Spring 2018 | Of 4 students enrolled, 4 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete an acting assignment in a live theatrical production at Golden West College at an introductory level. |
| THEA G116 | cSLO 1 | Fall 2016 | Of the 3 student enrolled, 1 completed the assessment and felt they had mastered the skill, understood completely and had no problems demonstrating their skill in completing a performance and/or technical production assignment in a live theatrical production at Golden West College at a beginning level. |
| THEA G117 | cSLO 1 | Fall 2015 | Of 2 students enrolled, 1 completed the assessment and felt they had great improvement, understood and could demonstrate their skill. This data proves that the student could complete a performance, producing and/or technical production assignment in a live theatrical production at Golden West College at an intermediate level. |
| THEA G125 | cSLO 1 | Fall 2015 | Of 1 students enrolled, 1 completed the assessment and felt they had great improvement, understood and could demonstrate their skill. This data proves that the student could complete an acting assignment in a live theatrical production at Golden West College at an introductory level. |
| THEA G125 | cSLO 1 | Spring 2016 | Of 4 students enrolled, 4 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could complete an acting assignment in a live theatrical production at Golden West College at an introductory level. |
| THEA G125 | cSLO 1 | Fall 2016 | Of 2 students enrolled, 1 completed the assessment. One (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could complete an acting assignment in a live theatrical production at Golden West College at an introductory level. |
| THEA G125 | cSLO 1 | Spring 2017 | Of 3 students enrolled, 3 completed the assessment. Three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could complete an acting assignment in a live theatrical production at Golden West College at an introductory level. |
| THEA G126 | cSLO 1 | Fall 2015 | Of 1 students enrolled, 1 completed the assessment and felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the student could complete a technical and/or acting assignment in a live theatrical production at Golden West College at a beginning level. |
| THEA G126 | cSLO 1 | Spring 2016 | Of 7 students enrolled, 7 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill and six (6) felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could complete a technical and/or acting assignment in a live theatrical production at Golden West College at a beginning level. |
| THEA G126 | cSLO 1 | Spring 2017 | Of 4 students enrolled, 4 completed the assessment. Three (3) student felt they had great improvement, understood and could demonstrate their skill and one (1) felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete a technical and/or acting assignment in a live theatrical production at Golden West College at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| THEA G126 | cSLO 1 | Fall 2017 | Of 1 student enrolled, 1 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the student could successfully complete a technical and/or acting assignment in a live theatrical production at Golden West College at a beginning level. |
| THEA G126 | cSLO 1 | Spring 2018 | Of 1 students enrolled, 1 completed the assessment and felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that most of the students could successfully complete a technical and/or acting assignment in a live theatrical production at Golden West College at a beginning level. |
| THEA G127 | cSLO 1 | Spring 2017 | Of 2 students enrolled, 2 completed the assessment and felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could complete a technical and/or acting assignment in a live theatrical production at Golden West College at an intermediate level. |
| THEA G127 | cSLO 1 | Spring 2018 | Of 1 students enrolled, 1 completed the assessment and felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that most of the students could successfully complete a technical and/or acting assignment in a live theatrical production at Golden West College at an intermediate level. |
| THEA G128 | cSLO 1 | Spring 2016 | Of 1 students enrolled, 1 completed the assessment and felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the student could complete a technical and/or acting assignment in a live theatrical production at Golden West College at an advanced level. |
| THEA G128 | cSLO 1 | Spring 2018 | Of 3 students enrolled, 3 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete a technical and/or acting assignment in a live theatrical production at Golden West College at an advanced level. |
| THEA G135 | cSLO 2 | Fall 2017 | Of 13 students enrolled, 8 completed the assessment. Four (4) student felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate an understanding of style, attitude, morals, and customs of historical periods at an introductory level. |
| THEA G146 | cSLO 2 | Fall 2015 | - Every student learned four songs and performed each song twice for a total of 8 in-class performances. - If a song was not ready for performance, the student would come back and try again the next class. 100% of the retries were successful. - After the first performance (with class and instructor feedback), students would write a self-analyzing video review focusing on 3 strengths and three issues they hope to improve. - After the second performance of each song, students would complete the self-analysis by citing three improvements and 3 goals for future performances. - The written video review would be submitted to the instructor the next class. |
| THEA G146 | cSLO 3 | Spring 2016 | - Every student learned four songs and performed each song twice for a total of 8 in-class performances. - If a song was not ready for performance, the student would come back and try again the next class. 100% of the retries were successful. - After the first performance (with class and instructor feedback), students would write a self-analyzing video review focusing on 3 strengths and three issues they hope to improve. - After the second performance of each song, |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| | | | students would complete the self-analysis by citing three improvements and 3 goals for future performances. - The written video review would be submitted to the instructor the next class. |
| THEA G156 | cSLO 3 | Spring 2016 | Every student learned four songs and performed each song twice for a total of 8 in-class performances. - If a song was not ready for performance, the student would come back and try again the next class. 100% of the retries were successful. - After the first performance (with class and instructor feedback), students would write a self-analyzing video review focusing on 3 strengths and three issues they hope to improve. - After the second performance of each song, students would complete the self-analysis by citing three improvements and 3 goals for future performances. - The written video review would be submitted to the instructor the next class. |
| THEA G160 | cSLO 1 | Spring 2017 | Of 3 students enrolled, 1 completed the assessment. One (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully evaluate and demonstrate basic directing skills at an appropriate level. |
| THEA G170 | cSLO 1 | Fall 2015 | Of 5 students enrolled, 5 completed the assessment. One (1) felt they had no improvement and could not understand how to perform the skill required; two (2) students felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could demonstrate proficiency in the skills required for a technical theater crew at an introductory level. |
| THEA G170 | cSLO 1 | Spring 2017 | Of the eight students who took the survey, (5) replied with - "3 - Some improvement" and (3) replied with - "4 - Great improvement". This is a very good response to how they felt they had met the learning outcome. |
| THEA G170 | cSLO 2 | Spring 2016 | Of 2 students enrolled, 1 completed the assessment survey. Student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the student has the ability to demonstrate and employ basic skills to address the technical demands of a theatrical production at a highly acceptable level. |
| THEA G175 | cSLO 4 | Fall 2015 | Of 13 students enrolled, 13 completed the assessment. Three (3) students had some improvement and a better understanding but still had trouble demonstrating this skill; six (6) students felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to paint scenery for a theatrical production at an appropriate level. |
| THEA G175 | cSLO 5 | Fall 2016 | Of 9 students enrolled, 9 completed the assessment. Four (4) students had some improvement and a better understanding but still had trouble demonstrating this skill; and five (5) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students successfully understood how to assemble and construct stage props for a theatrical production at an appropriate level. |
| THEA G176 | cSLO 1 | Spring 2016 | Eight (8) students completed the assessment survey. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill; four (4) students felt they had great improvement, understood and could demonstrate this skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully mount, maintain, and |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
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| | | | operate lighting instruments and stage lighting equipment for various theatrical production at an acceptable level. |
| THEA G176 | cSLO 2 | Fall 2016 | Of seven students enrolled, six students completed the assessment survey. Four (4) students had some improvement and a better understanding but still had trouble demonstrating this skill; and two (2) students felt they had great improvement, understood and could demonstrate this skill. This data demonstrates that the students could successfully explain the theory of stage lighting including functions and qualities of light at an appropriate level. |
| THEA G176 | cSLO 3 | Spring 2017 | Out of the seven students in the class, four answered with a "3 - Some improvement" and three answered with "4 - Great improvement". This is a very good level of the students being able to meet the learning outcome. |
| THEA G177 | cSLO 1 | Fall 2016 | Of 16 students enrolled, 11 completed the assessment. Eight (8) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully demonstrate an understanding of the interaction of heredity, environment, temperament, health, and age as it is manifested in facial characteristics at an appropriate level. |
| THEA G177 | cSLO 2 | Fall 2017 | Of 15 students enrolled, 11 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill; four (4) students had some improvement and a better understanding but still had trouble demonstrating this skill; and six (6) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could critically analyze theater scripts to create a character through make-up at an appropriate level. |
| THEA G177 | cSLO 5 | Fall 2015 | Of XX students enrolled, 11 completed the assessment. Six (6) students felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to function as a make-up technician under production conditions at an appropriate level. |
| THEA G178 | cSLO 1 | Spring 2018 | Of 11 students enrolled, 6 completed the assessment. Three (3) students had some improvement and a better understanding but still had trouble demonstrating this skill and three (3) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could demonstrate knowledge of historical styles of costume and an understanding of the evolution of costumes for theatrical production from script to performance at an appropriate level. |
| THEA G178 | cSLO 4 | Spring 2016 | Of the 9 students assessed, two (2) felt they had great improvement and could usually demonstrate this skill; and seven (7) felt they mastered the skill, understood completely and had no problems demonstrating the skill. This data proves that the students could successfully demonstrate knowledge of the function of the wardrobe crew during theatrical production at an appropriate level. |
| THEA G178 | cSLO 5 | Spring 2017 | Of 12 students enrolled, 12 completed the assessment. Three (3) students had some improvement and a better understanding but still had trouble demonstrating this skill and nine (9) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could successfully demonstrate knowledge of use and care of tools and equipment at an appropriate level. |
| THEA G188 | cSLO 1 | Spring 2016 | Of 12 students enrolled, 10 completed the assessment. Two (2) students felt they had some improvement, better understood but still had some trouble |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| | | | demonstrating this skill; five(5) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data demonstrates that the students successfully understood how to demonstrate body control, visual fluidity and purpose in movement for dramatic plays and musicals through the use and understanding of movement theories at an introductory level. |
| THEA G188 | cSLO 1 | Spring 2017 | Of 11 students enrolled, 10 completed the assessment.Three (3) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill: five (5) students felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data suggests that the students could successfully demonstrate body control, visual fluidity and purpose in movement for dramatic plays and musicals through the use and understanding of movement theories at an appropriate level. |
| THEA G188 | cSLO 1 | Spring 2018 | Of 16 students enrolled, 15 completed the assessment.Eleven (11) students felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data demonstrates that the students could successfully demonstrate body control, visual fluidity and purpose in movement for dramatic plays and musicals through the use and understanding of movement theories at an introductory level. |
| THEA G190 | cSLO 1 | Spring 2016 | Of 3 students enrolled, 3 completed the assessment. One (1) student felt they had some improvement, better understood but still had some trouble demonstrating this skill; one (1) student felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data demonstrates that the students successfully understood how to demonstrate body control, visual fluidity and purpose in movement for dramatic plays and musicals through the use and understanding of movementtheories at a beginning level. |
| THEA G190 | cSLO 1 | Spring 2017 | Of 3 students enrolled, 3 completed the assessment.Two (2) student felt they had great improvement, understood and could demonstrate their skill; and one (1) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data suggests that the students could successfully demonstrate body control, visual fluidity and purpose in movement for dramatic plays and musicals through the use and understanding of movement theories at an appropriate level. |
| THEA G190 | cSLO 1 | Spring 2018 | Of 5 students enrolled, 4 completed the assessment.One (1) student felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data demonstrates that the students could successfully demonstrate body control, visual fluidity and purpose in movement for dramatic plays and musicals through the use and understanding of movement theories at a beginning level. |
| THEA G191 | cSLO 1 | Spring 2017 | Of 1 students enrolled, 1 completed the assessment.One (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge.This data suggests that the student could successfully demonstrate body control, visual fluidity and purpose in movement for dramatic plays and musicals through the use and understanding of movement theories at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| THEA G192 | cSLO 1 | Spring 2018 | Of 1 students enrolled, 1 completed the assessment and felt that they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could demonstrate body control, visual fluidity and purpose in movement for dramatic plays and musicals through the use and understanding of movement theories at an advanced level. |
| THEA G206 | cSLO 1 | Spring 2016 | Of 9 students enrolled, 8 completed the assessment. Five (5) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students successfully understood how to analyze, memorize, rehearse and present a scene taken from historic classical theatrical literature at an advanced level. |
| THEA G206 | cSLO 1 | Spring 2017 | Of 3 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully analyze, memorize, rehearse and present a scene taken from historic classical theatrical literature at an appropriate level. |
| THEA G206 | cSLO 1 | Spring 2018 | Of 6 students enrolled, 3 completed the assessment. Two (2) student felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that students could successfully analyze, memorize, rehearse and present a scene taken from historic classical theatrical literature at an advanced level. |
| THEA G206 | cSLO 2 | Fall 2015 | Of 6 students enrolled, 6 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill; three (3) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students successfully understood how to complete a written character analysis from the historical period studied emphasizing at least five specific performance techniques at an appropriate level. |
| THEA G206 | cSLO 2 | Fall 2015 | Of 1 students enrolled, 1 completed the assessment. One (1) student had some improvement and a better understanding but still had trouble demonstrating this skill. This data proves that the student understood how to complete a written character analysis from the historical period studied emphasizing at least five specific performance techniques at an emerging level. |
| THEA G206 | cSLO 2 | Fall 2016 | Of 11 students enrolled, 8 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: five (5) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete a written character analysis from the historical period studied emphasizing at least five specific performance techniques at an appropriate level. |
| THEA G206 | cSLO 2 | Fall 2017 | Of 10 students enrolled, 9 completed the assessment. Five (5) students felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete a written character analysis from the historical period studied emphasizing at least five specific performance techniques at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| THEA G207 | cSLO 1 | Spring 2016 | Of 2 students enrolled, 2 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill. This data proves that the students could analyze, memorize, rehearse and present a scene taken from classical theatrical literature from the 19th century to the present at an advanced level. |
| THEA G207 | cSLO 1 | Spring 2017 | Of 6 students enrolled, 5 completed the assessment. All five (5) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could successfully analyze, memorize, rehearse and present a scene taken from classical theatrical literature from the 19th century to the present at an appropriate level. |
| THEA G207 | cSLO 1 | Spring 2018 | Of 3 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully analyze, memorize, rehearse and present a scene taken from classical theatrical literature from the 19th century to the present at an advanced level. |
| THEA G207 | cSLO 2 | Fall 2015 | Of 4 students enrolled, 4 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill; one (1) student felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the students could demonstrate script analysis and script scoring techniques with emphasis on specified theatrical literature from selected period at an acceptable level. |
| THEA G207 | cSLO 2 | Fall 2016 | Of 4 students enrolled, 4 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate script analysis and script scoring techniques with emphasis on specified theatrical literature from selected period at an appropriate level. |
| THEA G207 | cSLO 2 | Fall 2017 | Of 3 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that most of the students could successfully demonstrate script analysis and script scoring techniques with emphasis on specified theatrical literature from selected period at an appropriate level. |
| THEA G210 | cSLO 1 | Spring 2016 | Of 11 students enrolled, 8 completed the assessment. Two (2) student felt they had great improvement, understood and could demonstrate their skill; and six (6) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to complete an acting assignment in a live musical theater performance at an introductory level. |
| THEA G210 | cSLO 1 | Spring 2017 | Of 18 students enrolled, 11 completed the assessment. Three (3) students felt they had great improvement, understood and could demonstrate their skill; and eight (8) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete an acting assignment in a live musical theater performance at Golden West College at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|---|
| THEA G210 | cSLO 1 | Spring 2018 | Of 8 students enrolled, 6 completed the assessment. One (1) student felt they had no improvement and could not demonstrated this skill: one (1) student felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete an acting assignment in a live musical theater performance at Golden West College at an introductory level. |
| THEA G211 | cSLO 1 | Spring 2016 | Of 4 students enrolled, 2 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to complete a performance, stage management, producing and/or technical theater production assignment in a live musical theater performance at a beginning level. |
| THEA G211 | cSLO 1 | Spring 2017 | Of 9 students enrolled, 5 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete a performance, stage management, producing and/or technical theater production assignment in a live musical theater performance at Golden West College at an appropriate level. |
| THEA G211 | cSLO 1 | Spring 2018 | Of 3 students enrolled, 1 completed the assessment and felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete a performance, stage management, producing and/or technical theater production assignment in a live musical theater performance at Golden West College at a beginning level. |
| THEA G212 | cSLO 1 | Spring 2016 | Of 1 student enrolled, 1 completed the assessment. Student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data proves that the student successfully understood how to complete a performance, stage management, producing and /or technical theater production assignment in a live musical theater performance at Golden West College at an intermediate level. |
| THEA G212 | cSLO 1 | Spring 2018 | Of 5 students enrolled, 3 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully complete a performance, stage management, producing and/or technical theater production assignment in a live musical theater performance at Golden West College at an intermediate level. |

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|-------------|--------|-------------------|---|
| THEA G100 | cSLO 1 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested that more interaction amongst students including more student projects, attending more play productions, and viewing more films and videos would be beneficial. These options will be explored by the department. |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|-------------|--------|-------------------|---|
| THEA G100 | cSLO 1 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested that more interaction amongst students including more student projects, attending more play productions, and viewing more films and videos would be beneficial. These options will be explored by the department. |
| THEA G100 | cSLO 1 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys indicated that being required to attend more play productions, the showing of more films and videos, and the use of PowerPoint would be beneficial. These options will be explored by the department. |
| THEA G100 | cSLO 1 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys indicated that being required to attend more play productions, having instructor use Blackboard for class management, more visual aids including the use of Powerpoint and more writing assignments would be beneficial. These options will be explored by the department. |
| THEA G100 | cSLO 1 | Summer 2015 | As suggested by student comments on the assessment survey, students felt they would like more assigned reading of plays and perhaps an acting exercise in class. Other than these suggestions, no changes are planned as students successfully reached the expected student learning outcome for this course. |
| THEA G100 | cSLO 1 | Summer 2015 | As suggested by student comments on the assessment survey, students felt they would like more assigned reading of plays and perhaps an acting exercise in class. Other than these suggestions, no changes are planned as students successfully reached the expected student learning outcome for this course. |
| THEA G100 | cSLO 1 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more interaction between the professor and the students, more and better visuals during lectures including Power Points, and generally wanted the instructors to slow down the lectures a bit to enable more student note taking. Instructors will implement these suggestions as appropriate. |
| THEA G100 | cSLO 2 | Spring 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested that more student projects, use of PowerPoint presentations for those faculty who do not currently use them, improved group presentation projects and more in-class activities would be beneficial. These options will be explored by the department. |
| THEA G100 | cSLO 2 | Spring 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested that more participation opportunities, and the inclusion of more recent theatrical material would be beneficial. These options will be explored by the department. |
| THEA G100 | cSLO 2 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted the instructors to slow down the lectures a bit to enable more student note taking. Instructors will implement these suggestions as appropriate. |
| THEA G100 | cSLO 3 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, no real changes will be made to the SLO at this time as the level of achievement was high. |
| THEA G100 | cSLO 3 | Summer 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted less information on the PowerPoints, wanted to watch actors in rehearsal and wanted a field trip to watch a play. Instructor will consider the value of these suggestions. |
| THEA G100 | cSLO 4 | Fall 2016 | As suggested by student comments on the assessment survey, students felt they would like better projection equipment, better desks with more writing space |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|-------------|--------|-------------------|---|
| | | | and more use of PowerPoints or other materials in lectures by certain faculty members. Other than these suggestions, no changes are planned as students successfully reached the expected student learning outcome for this course. |
| THEA G100 | cSLO 4 | Fall 2016 | As suggested by student comments on the assessment survey, students felt they would like better projection equipment, better desks with more writing space and more use of PowerPoints or other materials in lectures by certain faculty members. Other than these suggestions, no changes are planned as students successfully reached the expected student learning outcome for this course. |
| THEA G102 | cSLO 1 | Spring 2016 | Even though most students successfully reached the expected student learning outcome for this course, the instructor will continue to adjust the film selections to reflect more diversity and variety |
| THEA G102 | cSLO 1 | Spring 2016 | Even though most students successfully reached the expected student learning outcome for this course, the instructor will continue to adjust the film selections to reflect more diversity and variety. |
| THEA G102 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, the instructor plans to continue his efforts in film selection to reflect more diversity. |
| THEA G102 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, the instructor plans to continue his efforts in film selection to reflect more diversity. |
| THEA G102 | cSLO 1 | Spring 2018 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested better organized lectures, clearer prep for quizzes, less cluttered Powerpoints, faster grading of papers, and more important films shown to reflect technical film contributions. Instructors will incorporate these suggestion as appropriate. |
| THEA G102 | cSLO 2 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, the instructor plans to continue his efforts in film selection to reflect more diversity and variety. |
| THEA G102 | cSLO 2 | Summer 2016 | Even though most students successfully reached the expected student learning outcome for this course, students requested more musicals, less scary or disturbing films, more information including the syllabus posted online, more films made after 2000 and overwhelmingly, students requested better equipment/projector and screen. The instructor will work with the division to improve the equipment found in the room used for this course and will continue to adjust the film selections to reflect students suggestions. |
| THEA G102 | cSLO 2 | Summer 2016 | Even though most students successfully reached the expected student learning outcome for this course, students requested better film selection, a larger classroom and overwhelmingly, students requested better equipment/projector and screen. The instructor will work with the division to improve the equipment found in the room used for this course and will continue to adjust the film selections to reflect students suggestions. |
| THEA G102 | cSLO 2 | Summer 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested longer discussion periods, more horror movies, the use of subtitles and generally adding more variety of films shown. The instructors plans to continue their efforts in film selection to reflect more variety, will use subtitles and will consider expanding discussion periods. |
| THEA G102 | cSLO 3 | Fall 2016 | Even though most students successfully reached the expected student learning outcome for this course, the instructor will continue to incorporate more comprehensive power point presentations and readings and will continue to adjust the film selections to reflect more diversity and variety. |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|-------------|--------|-------------------|--|
| THEA G102 | cSLO 3 | Fall 2016 | Even though most students successfully reached the expected student learning outcome for this course, the instructor will continue to incorporate more comprehensive power point presentations and readings and will continue to adjust the film selections to reflect more diversity and variety. |
| THEA G102 | cSLO 4 | Summer 2015 | Even though most students successfully reached the expected student learning outcome for this course, the instructor will continue to incorporate more readings and will continue to adjust film selections to reflect more diversity, more contemporary films and a bigger variety of film genres. |
| THEA G102 | cSLO 4 | Summer 2015 | Even though most students successfully reached the expected student learning outcome for this course, the instructor will continue to incorporate more readings and will continue to adjust film selections to reflect more diversity, more contemporary films and a bigger variety of film genres. |
| THEA G102 | cSLO 4 | Fall 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested more group activities, the showing of more modern/contemporary films, longer discussion periods and generally adding more variety of films and genres shown. The instructors plan to continue their efforts in film selection to reflect more variety and more modern films as appropriate. Students also complained about the cramped and uncomfortable classroom. The class section mentioned will be moving to a more suitable classroom in the spring. |
| THEA G106 | cSLO 1 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time for improvisations. This option will be explored by the department. |
| THEA G106 | cSLO 1 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted longer class sessions, more scenes and more monologues to perform and guidance on picking good material to perform. These options will be explored by the department. |
| THEA G106 | cSLO 1 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more lectures on acting theories and more feedback from instructor and from fellow students when presenting scenes and monologues. Instructors will implement these suggestions as appropriate. |
| THEA G106 | cSLO 2 | Fall 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more voice work and more group improvisation. These options will be explored by the department. |
| THEA G106 | cSLO 2 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more information on the business side of acting, more definitions and use of theater terms, and more improvisation exercises. Instructors will implement these suggestions as appropriate. |
| THEA G106 | cSLO 3 | Spring 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more voice work including breathing and projection and more group work on scenes. These options will be explored by the department. |
| THEA G106 | cSLO 3 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more feedback from fellow students. Instructors will work to make this happen. |
| THEA G107 | cSLO 1 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more one-on-one time with instructor. This option will be explored by the instructor. |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|-------------|--------|-------------------|--|
| THEA G107 | cSLO 1 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students liked the differences between the two acting instructors and liked the challenges presented by this instructor in particular. |
| THEA G107 | cSLO 1 | Spring 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more scene work, more information on how to choose a scene, and more improvisations. These options will be explored by the instructors. |
| THEA G107 | cSLO 2 | Fall 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more voice work and more group improvisation. These options will be explored by the department. |
| THEA G107 | cSLO 3 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time for improvisations. These options will be explored by the instructors. |
| THEA G107 | cSLO 4 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more feedback from instructor and from fellow students when presenting scenes and monologues. Instructors will implement this suggestion as appropriate. |
| THEA G107 | cSLO 5 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more instruction on how to choose monologues, more one-on-one feedback and more improvisation exercises. Instructors will implement these suggestions as appropriate. |
| THEA G108 | cSLO 1 | Fall 2015 | Students have suggested having more choices of musicals to attend in order to write critical reviews. However, since students choose the musical they wish to review and it must be a professional level production, this requirement will not change. Instructor continues to investigate a better way to deliver this survey in the online format so that more students complete and submit it. |
| THEA G108 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more access to the PBS series BROADWAY: THE AMERICAN MUSICAL and in-depth clarification of assignment formats. Instructor will try to find methods for students to access the documentary. |
| THEA G108 | cSLO 2 | Spring 2016 | Instructor continues to investigate a better way to deliver this survey in the online format so that more students complete and submit it. Instructor has been advised to use the Surveys tool found in Blackboard. |
| THEA G108 | cSLO 2 | Spring 2016 | Students have suggested having more choices of musicals to attend in order to write critical reviews. However, since students choose the musical they wish to review and it must be a professional level production, this requirement will not change. Instructor continues to investigate a better way to deliver this survey in the online format so that more students complete and submit it. Instructor has been advised to use the Survey tool found in Blackboard. |
| THEA G108 | cSLO 2 | Spring 2016 | Students have suggested having more choices of musicals to attend in order to write critical reviews. However, since students choose the musical they wish to review and it must be a professional level production, this requirement will not change. Instructor will continue to investigate a better way to deliver this survey in the online format so that more students complete and submit it. Instructor has been advised to use the survey assessment tool in Blackboard to help with this issue. |
| THEA G108 | cSLO 2 | Summer 2016 | Students have suggested instructor not require a text book or for instructor to provide all information so that a textbook was not a necessary purchase. |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
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| | | | Instructor believes the textbook is vital for this course and since it is an inexpensive textbook, instructor will continue to require its purchase. |
| THEA G108 | cSLO 2 | Summer 2016 | Students have suggested instructor not require a text book or for instructor to provide all information so that a textbook was not a necessary purchase. Instructor believes the textbook is vital for this course and since it is an inexpensive textbook, instructor will continue to require its purchase. |
| THEA G108 | cSLO 3 | Fall 2016 | According to the surveys, students were most concerned about the cost of tickets for them to attend the two musicals they are required to evaluate. Instructor has urged students to find no or low cost options that are readily available. Better student planning will result in students not having to spend much money to attend musicals to evaluate. |
| THEA G108 | cSLO 3 | Fall 2016 | According to the surveys, students were most concerned about the cost of tickets for them to attend the two musicals they are required to evaluate. Instructor has urged students to find no or low cost options that are readily available. Better student planning will result in students not having to spend much money to attend musicals to evaluate. |
| THEA G108 | cSLO 3 | Fall 2016 | According to the surveys, students were most concerned about the cost of tickets for them to attend the two musicals they are required to evaluate. Instructor has urged students to find no or low cost options that are readily available. Better student planning will result in students not having to spend much money to attend musicals to evaluate. |
| THEA G108 | cSLO 3 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested that students wanted to see more musicals currently on Broadway.. The instructor will try to incorporate opportunities to include more current musicals as appropriate. |
| THEA G110 | cSLO 1 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys indicated that students felt that more time on camera and perhaps the development of an advanced course would be beneficial. These options will be explored by the department. |
| THEA G110 | cSLO 1 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more information about unions, more acting techniques, and the possibility of an advanced level class. Instructor will implement these suggestions as appropriate. |
| THEA G110 | cSLO 2 | Spring 2016 | Even though students successfully reached the expected student learning outcome for this course, student surveys indicated that students felt that more time on camera, work with multiple cameras, more cold readings and perhaps the development of an advanced course would be beneficial. These options will be explored by the department. |
| THEA G110 | cSLO 2 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more acting for film than for TV, and wanted the department to add level 2, 3, and 4. Instructor will implement these suggestions as appropriate. |
| THEA G110 | cSLO 3 | Fall 2016 | Even though students successfully reached the expected student learning outcome for this course, student surveys indicated that students felt that more time on camera and a greater discipline of students in the classroom would be beneficial. These options will be explored by the department. |
| THEA G110 | cSLO 4 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more feedback from the instructor. Several suggested the course be offered twice a week and others wanted to be filmed throughout the semester, Instructor will |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
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| | | | endeavor to provide more feedback for students throughout the semester. The other options will be explored by the instructor and the department. |
| THEA G115 | cSLO 1 | Fall 2015 | Even though the students successfully reached the expected student learning outcome for this course, student surveys suggested that students wanted more information, demonstrations and practice on audition techniques. This option will be explored by the instructor. |
| THEA G115 | cSLO 1 | Spring 2016 | Other than wanting a greater number of performances to be scheduled, students successfully reached the expected student learning outcome for this course. |
| THEA G115 | cSLO 1 | Fall 2016 | As the students are succeeding in the course SLO this semester, the theater arts department will continue to monitor student success in performance competency on an individual basis for each student as requested by the student. However, no major changes are planned to this course |
| THEA G115 | cSLO 1 | Spring 2017 | As the students are succeeding in the course SLO this semester, the theater arts department will continue to monitor student success in performance competency on an individual basis. No major changes are planned to this course. |
| THEA G115 | cSLO 1 | Spring 2018 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more feedback in a non-critical atmosphere. Instructors will incorporate this suggestion as appropriate. |
| THEA G116 | cSLO 1 | Fall 2016 | As the students are succeeding in the course SLOs this semester, the theater arts department will continue to monitor student success in performance and production competency on an individual basis for each student as requested by the student. However, no major changes are planned to this course |
| THEA G117 | cSLO 1 | Fall 2015 | Even though the student successfully reached the expected student learning outcome for this course, student survey suggested that student was highly satisfied with the course and learned to work as part of an ensemble. Instructor will continue to reinforce these concepts. |
| THEA G125 | cSLO 1 | Fall 2015 | Even though the student successfully reached the expected student learning outcome for this course, student survey suggested that student was highly satisfied with the course and learned to work as part of an ensemble and work with a director. Instructor will continue to reinforce these concepts. |
| THEA G125 | cSLO 1 | Spring 2016 | Even though the student successfully reached the expected student learning outcome for this course, student surveys suggested that students were highly satisfied with the course and learned to work as part of an ensemble and work with a director. Instructor will continue to reinforce these concepts. |
| THEA G125 | cSLO 1 | Fall 2016 | As the students are succeeding in the course SLOs this semester, the theater arts department will continue to monitor student success in performance competency on an individual basis for each student as requested by the student. However, no major changes are planned to this course |
| THEA G125 | cSLO 1 | Spring 2017 | As the students are succeeding in the course SLOs this semester, the theater arts department will continue to monitor student success in performance competency on an individual basis for each student as requested by the student. Students also indicated that they would like a better understanding of the collaborative process demanded in theatrical productions. Instructor will endeavor to provide guidance. |
| THEA G126 | cSLO 1 | Fall 2015 | Even though the student successfully reached the expected student learning outcome for this course, student survey suggested that student was highly satisfied with the course and learned to work as part of an ensemble and work with a director. Instructor will continue to reinforce these concepts. |
| THEA G126 | cSLO 1 | Spring 2016 | Student surveys suggested students wanted more emphasis on acting techniques, more rehearsals and more performances. Overall, students successfully reached the expected student learning outcome for this course. |

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| THEA G126 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time to work on technical theater skills. This suggestion will be implemented by the instructor. |
| THEA G126 | cSLO 1 | Fall 2017 | The student successfully reached the expected student learning outcome for this course. The student survey suggested the student learned a lot and enjoyed the team aspect of the course. |
| THEA G126 | cSLO 1 | Spring 2018 | Even though the student successfully reached the expected student learning outcome for this course, student survey suggested student wanted more discipline in the theater environment. The instructor will implement this suggestion for all upcoming productions as appropriate. |
| THEA G127 | cSLO 1 | Spring 2017 | Even though the student successfully reached the expected student learning outcome for this course, student survey suggested that student would benefit from more hands-on instruction and guidance from the director. Instructor will continue to reinforce this concept. |
| THEA G127 | cSLO 1 | Spring 2018 | Even though student successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time to work in the theater environment. This task will be implemented by the instructor as appropriate. |
| THEA G128 | cSLO 1 | Spring 2016 | Even though the student successfully reached the expected student learning outcome for this course, student survey suggested that student wanted more scheduled performances. |
| THEA G128 | cSLO 1 | Spring 2018 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time to work on character development. Instructor will incorporate this suggestion as appropriate. |
| THEA G135 | cSLO 2 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time performing with swords, stage combat and swordplay. This task can only be implemented by the instructor when the selected play calls for more swordplay and stage combat. |
| THEA G146 | cSLO 2 | Fall 2015 | In the past, the students were not required to turn in their video reviews until after the second performance. I experimented this semester with asking them to let me read their first performance analyses immediately prior to their second performance. I would then give them back the form for completion after the second performance. This was very successful and I have now adopted it as a class requirement. |
| THEA G146 | cSLO 3 | Spring 2016 | Because the students were so successful with this assessment, I am planning to assess skill no. 4 next semester. I have used this input to tailor this year's repertoire to maximize effectiveness. |
| THEA G156 | cSLO 3 | Spring 2016 | Because the students were so successful with this assessment, I am planning to assess skill no. 4 next semester. I have used this input to tailor this year's repertoire to maximize effectiveness. |
| THEA G160 | cSLO 1 | Spring 2017 | Even though student successfully reached the expected student learning outcome for this course and had no suggestions for course improvement, instructor will continue to refine the course and its contents. |
| THEA G170 | cSLO 1 | Fall 2015 | Even though the students successfully reached the expected student learning outcome for this course, student surveys suggested that students would benefit from more direct knowledge of what goes on between the director and the design staff. Ways to incorporate this will be explored by the instructor. |
| THEA G170 | cSLO 1 | Spring 2017 | This is a very good response to how they felt they had met the learning outcome. (05/30/2017) |

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| THEA G170 | cSLO 2 | Spring 2016 | No changes are planned to this course as the student successfully reached the expected student learning outcome for this course. |
| THEA G175 | cSLO 4 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys indicated that students felt having the class meet more than once a week and in longer sessions plus spending more time in the scene shop would be beneficial. These options will be explored by the department. |
| THEA G175 | cSLO 5 | Fall 2016 | Even though students successfully reached the expected student learning outcome for this course, student surveys indicated that students felt having more time in the class and more hands on experience especially with painting would be beneficial. These options will be explored by the department. |
| THEA G176 | cSLO 1 | Spring 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys indicated that students felt that more hands on activities including lighting of objects and actors, more experience using a light board, and the incorporation of instructional technology would be beneficial. These options will be explored by the department. |
| THEA G176 | cSLO 2 | Fall 2016 | Other than wanting more hands-on time working with lighting equipment, no changes are planned as students successfully reached the expected student learning outcome for this course. |
| THEA G176 | cSLO 3 | Spring 2017 | I add just a bit more in the class lecture and hands-on time to cover the electrical theory part of the course. |
| THEA G177 | cSLO 1 | Fall 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys indicated that students felt an extended class time period would be beneficial especially on demonstration day. There is currently no way to extend the class hours but faculty will discuss other alternatives. |
| THEA G177 | cSLO 2 | Fall 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more current makeup demo videos and better makeup storage facilities. Students were also concerned about the cost of their makeup supplies. These suggestions and concerns will be explored by the department and implemented where applicable by the instructor. |
| THEA G177 | cSLO 5 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys indicated that students felt an extended class time period would be beneficial. That option will be explored for Fall 2016. |
| THEA G178 | cSLO 1 | Spring 2018 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted a longer class time and a larger classroom space. Instructor will incorporate these suggestions as appropriate. |
| THEA G178 | cSLO 4 | Spring 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted hands on experience working with costumes. This option will be explored by the instructor. |
| THEA G178 | cSLO 5 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted consistency in criteria for assignments, more time to execute final projects, extra credit or units for working on wardrobe crew, and more time working on sewing techniques and skills. These options will be explored by the department. |
| THEA G188 | cSLO 1 | Spring 2016 | Students suggested more period movement explorations and more stage combat choreography. Other than implementing these suggestions, no changes are planned as students successfully reached the expected student learning outcome for this course. |

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| THEA G188 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more challenging movement, combat and dance instruction. Instructors will incorporate this suggestion and elevate the difficulty level of the material offered. |
| THEA G188 | cSLO 1 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more instruction on appropriate gestures and more scene work with movement. Instructor will implement these suggestions as appropriate. |
| THEA G190 | cSLO 1 | Spring 2016 | Other than one student suggesting they wanted more upper body strengthening exercises, no changes are planned to this course as students successfully reached the expected student learning outcome. |
| THEA G190 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more challenging movement, combat and dance instruction. Instructors will incorporate this suggestion and elevate the difficulty level of the material offered. |
| THEA G190 | cSLO 1 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted advanced instruction for returning students, and better class control from one of the teachers. Instructor will implement these suggestions as appropriate. |
| THEA G191 | cSLO 1 | Spring 2017 | Even though student successfully reached the expected student learning outcome for this course, student survey suggested student wanted more challenging movement, combat and dance instruction. Instructors will incorporate this suggestion and elevate the difficulty level of the material offered. |
| THEA G192 | cSLO 1 | Spring 2018 | Even though student successfully reached the expected student learning outcome for this course, student survey suggested student wanted more instruction on appropriate gestures and more scene work with movement. Instructor will implement these suggestions as appropriate. |
| THEA G206 | cSLO 1 | Spring 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time for improvisations. This option will be explored by the instructors. |
| THEA G206 | cSLO 1 | Spring 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time for improvisations and less writing assignments. No changes are planned for this course. |
| THEA G206 | cSLO 1 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted additional performances of their scenes. Instructor will implement these suggestions as appropriate. |
| THEA G206 | cSLO 2 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time for improvisations. This option will be explored by the instructor. |
| THEA G206 | cSLO 2 | Fall 2015 | Even though the student successfully reached the expected student learning outcome for this course, student survey suggested that student wanted more information and demonstrations on different types of acting methods and techniques. This option will be explored by the instructor. |
| THEA G206 | cSLO 2 | Fall 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted to learn how to find better scenes to perform for the class. Faculty will try to provide more resources and suggestions on how students pick their scenes. |

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| THEA G206 | cSLO 2 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more audition practice, more feedback from instructor and from fellow students when presenting scenes and monologues and more acting exercises. Instructors will implement these suggestions as appropriate. |
| THEA G207 | cSLO 1 | Spring 2016 | Even though the students successfully reached the expected student learning outcome for this course, student surveys suggested that students wanted more improvisations. This option will be explored by the instructor. |
| THEA G207 | cSLO 1 | Spring 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted the class to be scheduled for more hours and would like more work on cold readings. These options will be explored by the instructors. |
| THEA G207 | cSLO 1 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted improvements in the classroom furnishings (replace old seating) and more improvisation exercises. Instructors will implement these suggestions as appropriate. |
| THEA G207 | cSLO 2 | Fall 2015 | Even though the students successfully reached the expected student learning outcome for this course, student surveys suggested that students wanted more information, demonstrations and practice on audition techniques. This option will be explored by the instructor. |
| THEA G207 | cSLO 2 | Fall 2016 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more guidance choosing scenes for their scene study. Faculty will endeavor to provide guidance and resources to these advanced students to assist in their choice of scenes. |
| THEA G207 | cSLO 2 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more feedback from instructor and from fellow students when presenting scenes and monologues. Instructor will implement these suggestions as appropriate. |
| THEA G210 | cSLO 1 | Spring 2016 | Students suggested having more students specifically serving on stage crew to relieve stress on the actors and also suggested having more work on vocals/music. Other than these suggestions, no changes are planned to this course as students successfully reached the expected student learning outcome for this course. |
| THEA G210 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time devoted to vocal teaching and rehearsal. The instructor will implement this suggestion for all upcoming musical productions. |
| THEA G210 | cSLO 1 | Spring 2018 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more practice time. Instructor will incorporate this suggestion as appropriate. |
| THEA G211 | cSLO 1 | Spring 2016 | No changes are planned to this course as students successfully reached the expected student learning outcome for this course. |
| THEA G211 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time devoted to vocal teaching and rehearsal. The instructor will implement this suggestion for all upcoming musical productions. |
| THEA G211 | cSLO 1 | Spring 2018 | Even though student successfully reached the expected student learning outcome for this course, student surveys suggested that they wanted to have more practice time. Instructor will incorporate this suggestion as appropriate. |

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| THEA G212 | cSLO 1 | Spring 2016 | No changes are planned to this course as student successfully reached the expected student learning outcome for this course. |
| THEA G212 | cSLO 1 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested that they wanted more opportunities to perform. The instructor will try to incorporate more opportunities as appropriate. |