

Assessment: Course Four Column



Courses (A&L) - Theatre

THTR 105:Introduction to Acting I

Course Outcomes	Assessment Measures	Results	Actions
<p>Communication Skills - Communication Skills - Strong Learning outcomes Create strong connections with other players/scene partners. Work off partners without preplanning dialogue</p> <p>Course Outcome Status: Active Next Assessment: 2018-2019 Start Date: 06/15/2015</p>	<p>Assignment - Project - Measurement of outcomes Classroom exercises performance Scene Work and Monologue performance Research and Analyses</p> <p>Criterion: Participation in class and commitment to work. Execution of craft: in blocking, vocal projection and memorization. Research and analysis in GOTE worksheets: GOALS, OBSTACLE/OTHER, TACTICS, EXPECTED OUTCOMES</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Each of four performance pieces was measured in detailed notes I would take on each presentation. I met with scene groups to give a group assessment and met with individuals to discuss individual achievements. (07/13/2016)</p>	<p>Action: I continue to wrestle with the proper texts and projects. My objective of exposing students to several genres of theatre was met. However, students were required to move too quickly from one project to another. I am paring down the number of projects for next year, focusing more on specific technique than genre.</p> <p>I have also gone back to requiring a basic acting text in addition to scripts. It will provide more context for the exercises in which the students will engage. (07/13/2016)</p>
<p>Critical Thinking Skills - Critical Thinking Skills - Strong Learning outcomes Problem solve to achieve goals, manage obstacles, strategize tactics, and meet expectations of scenes and monologues. Have an ability to engage the mind, voice and body to communicate onstage. Measurement of outcomes</p>	<p>Assignment - Written - Each scene a student works on provides an opportunity to solve a variety of problems. Those problems are identified in the rehearsal process, part of which occurs in the classroom. The ability to solve the problem is measured in the execution of objectives in the GOTE sheet, described below.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Each of four performance pieces was measured in detailed notes I would take on each presentation. I met with scene groups to give a group assessment and met with individuals to discuss individual achievements. (07/13/2016)</p>	<p>Action: The action plan described above addresses changes being made to the strategy for improving this outcome. (07/13/2016)</p>

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Classroom exercise performance Scene and Monologue performance Research and Analyses Course Outcome Status: Active Next Assessment: 2018-2019 Start Date: 06/15/2015	Criterion: Participation in class and commitment to work. Execution of craft: in blocking, vocal projection and memorization. Research and analysis in GOTE worksheets: GOALS, OBSTACLE/OTHER, TACTICS, EXPECTED OUTCOMES		

Personal and Cultural Awareness - Personal and Cultural Awareness - Strong Learning outcomes Create a strong sense of self, others and environment for monologues and scenes. Assign Goals, Tactics, Obstacles, and Expectations to monologues . Begin creating strong connections with other players, scene partners and audience. Measurement of outcomes Classroom exercise performance Scene and Monologue performance Research and Analyses Course Outcome Status: Active Next Assessment: 2018-2019 Start Date: 06/15/2015	Assignment - Project - Evidence of engagement in classroom exercises and the ability to speak knowledgably to the culture or environment of the play. Criterion: Regular attendance and participation in in classroom exercises and discussion.	Reporting Period: 2015-2016 Criterion Met: Yes Each class required considerable interaction between the students themselves and with me. We read from each script, engaged in dialogue about the characters, the scenes and the culture of the play (including historic and other cultural references. Written analyses were drafted, revised and submitted for each unit. (10/19/2016)	Action: The action plan described above continues to address this outcome. While the old plan broadened the exposure students had to a variety of cultures, the new direction presses them into a deeper inquiry of every aspect of a character, which is, in and of itself, an inquiry into personal and cultural awareness. (10/19/2016)
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