### Course Assessment in a Box

**Reporting Form for Course SLO Assessment Projects**

*Please submit this document to your Dean when completed.*

Revised Feb. 2014

<table>
<thead>
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<th>Assessment Date:</th>
<th>8-20-2013</th>
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**Faculty Name(s):** Matthew O'Donnell

1. **Course Name and Number:**
   - TD 150

2. **All Course SLOs from the Course Outline of Record:**
   1. Safely operate shop equipment, including stationary and portable power tools.
   2. Use various backstage practices and procedures as members of the stage crew.
   3. Apply knowledge of general theatre design and operation systems as well as the ability to read and interpret theatrical ground plans and construction drawings.
   4. Demonstrate knowledge of various set construction and scenic painting techniques and a familiarity with the various types and uses of construction and painting materials including lumber, composite products, fabrics, brushes, steel and plastics as they pertain to scenic design.

3. **Specific Course SLO(s) assessed as part of this project:**
   - SLO #1
   - SLO #3

4. **Assessment strategy or tool used in the assessment.** (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.).)

   - SLO #1: Mid-Term and Final Exams, quizzes, hands-on demonstration
   - SLO #3: Mid-Term, Final Exam, quizzes, hands-on demonstration in lab

   **NOTE:** This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. **Specific aspects of the assessment tool which link up to specific Course SLOs being assessed** (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

   - SLO #1: Exam questions relate to tool identification and their uses. What a tool such as a power saw is used for and when you would use it.
SLO #3: Exam question will require the student to create a proper construction drawing of a scenic piece. Students will show knowledge of proper rigging practices in relation to flying scenery. Student will be quizzed on the history of theatrical design and it’s evolution to modern day performance spaces.

6. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document):

SLO #1 – By lecturing about tool in lab as well as demonstrating and implementing the safe use of these tools in practical lab, students have done very well with test questions related to this area.

SLO #3 - I stress the importance of the proper knowledge of set construction and make this portion of the exam high in point value. This outcome is stressed in both the Midterm and in a more complicated question in the Final Exam. Students are successful in achieving this outcome by the time they complete the course.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

I discussed this assessment and teaching strategy with my Dept. colleague, Janel Tomlin-Brown. We talked about my using quizzes to improve student success. We also talked about giving students more responsibility by giving students more leadership roles in production lab.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

1. I have increased the number of quizzes covering the material taught in class.
2. In laboratory projects, I have given qualified students more leadership roles in the areas of design-drawing interpretation and construction layout and set installation engineering. I have also encouraged more experienced students to mentor newer students.

9. Results of implemented changes, if available at this time:

1. By increasing the number of quizzes, I have found that students do better in the Mid-term and Final Exams. I also found that many of the areas covered in class are practically realized in production – so the SLO’s are achieved in this way as well.

2. Students are learning by doing. Giving students more responsibilities in production is improving student success. By doing this, I have found that students are more engaged in their lab projects and take pride in their work -- becoming leaders in the process. Having experienced students mentoring newer, less experienced students has also been an effective approach I’ve used to achieve student success.
Please save your finished document in the following format:

yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc