Assessment Date: 8-20-2013

Faculty Name(s): Matthew O'Donnell

1. Course Name and Number:
TD 161-164

2. All Course SLOs from the Course Outline of Record:
1. Demonstrate an understanding (through active participation) of the production process, including set construction and installation, light hanging and focusing, and sound installation.
2. Develop skills in construction techniques and the safe use of scene shop tools.
3. Apply and demonstrate skills in the technical preparation of a scheduled Ohlone production in theatre, television, or dance.

3. Specific Course SLO(s) assessed as part of this project:
SLO #1 and SLO #2

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.):

1. Students will write a paper reviewing the technical aspects of the school production to help the instructor assess their understanding of the production process. (SLO #1)
2. Students are given an orientation and instruction on the safe and proper use of tools and stage equipment. (SLO #2)

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):

1. Students will write a paper reviewing the technical aspects of the school production to help the instructor assess their understanding of the production process. (SLO #1)
2. Students are given hands-on instruction on the safe and proper use of tools and stage equipment. (SLO #2)

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):

Students have consistently achieved success at SLO #2. SLO #1 – The above strategy results will being assessed Spring 2014.

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.):

My colleague, Janel Tomblin-Brown discussed the idea of using quizzes/exams in the lab to insure the proper understanding of the safe and proper use of tools and stage equipment.

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

This course gives students valuable hands-on experience. Typically they learn a number of skills in the process of producing a realized production. Spring 2014, I am spending more time early in the semester going over the various areas of sound, rigging, lighting, and stagecraft to help students have an understanding of the production process, and to identify strengths and weaknesses in the various areas of technical production that the course practically addresses.

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

TBD – Fall 2014

Please save your finished document in the following format:
yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc