Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:
   TD121A

2. List all the Course SLOs from the Course Outline of Record:

   1. Demonstrate, through performance, the techniques and skills necessary for the dances as created by the choreographers.
   2. Differentiate the objectives between staging, technical and dress rehearsals, and performances.
   3. Understand and apply the principals and protocol of theatrical production including appropriate use/respect of the facility, commitment to strike, and allied technical/promotional commitments.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):
   None

4. List the SLO(s) you are assessing in this particular instance:
   SLO#1 is an obvious one, what makes Ohlone different than other Community College Theatre programs is our venue, the Jackson Theatre in the Smith Center for Fine and Performing Arts. Therefore SLO’s #2 and #3 are key.

5. Describe the assessment strategy or tool that addresses the SLO(s):

   BUILD/STRIKE HOURS=30% of the final grade.
   Each student is required to complete a certain amount of hours toward the build/design of the production. Those hours (strike hours) are logged, calculated, and credited to the student for a maximum of 30% of the final grade.

   CONSISTENT PARTICIPATION=30% of the final grade.
   The student’s participation in each rehearsal is crucial to the forward progress of the production, so their attendance logged, calculated, and credited to the student for a maximum of 40% toward their final grade.
PERFORMANCE ATTENDANCE/COMPLETION = 30% of the final grade.
The successful completion of a production relies on the attendance, participation, performance effort of each student. So the students are credited 30% toward their final grade to perform to the best of their abilities in each scheduled performance.

EXHIBITION OF PROFESSIONALISM = 10%
The students are taught principals and protocol of a theatrical production and are expected to exhibit their knowledge of that by behaving in a professional manner, which includes their responsibility toward the care and respect of theatrical design elements (costumes, lighting, props, sets, etc.) the facility, and those around them that are also contributing to the production (director, choreographer, designers, stage manager, and fellow performers).

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

I emphasized the production value of the performance and the necessity to be involved in the building of the show so that the student has a firm understanding of a working, large-scale production. I made it mandatory to complete all hours, not just a portion, by stating in my course syllabus, “There is no allowance for not completing ALL hours assigned, if you do not complete all hours assigned, you will not receive any credit for this portion of your grade.” Basically, it’s all or nothing for this portion of the student’s grade.

7. By looking holistically at the results from all students, describe your findings:

Emphasizing the importance of the production, and design, side of performance has seemed to instill a more well-rounded performer and an inherent respect for the technicians that support the performance.

8. Describe faculty dialogue (if any) involved in the assessment process:

None

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:

As stated above, I made revisions to the course syllabus and emphasized the importance of production value, and design, to the performing student.
10. After the improvements are implemented, describe the results:

As stated above, emphasizing the importance of the production side of performance has resulted in a more well-rounded performer with a respect for the technical aspects of performance.