

## Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: Theatre Arts

Contact person: Patrick Tangredi

For LDC/DE: Core outcome(s) assessed: Community and Environmental Responsibility (TA 148  
**Advanced Improvisation**) and Self Reflection (TA 113 ***Introduction to Stage Lighting***)

Please address the questions below and  
send to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by **June 21, 2013** with Annual Report in the subject line

*Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.*

1. **Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments.** These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to describe the connection between the assessment results and the changes made.

### **From 2010-2011: Communication**

\* Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

**Response/Plan:** Our ability to communicate and broaden our student's ability to develop communication kills can be improved in the following ways: Our "Basecamp" protocols have been questioned, and we are dipping into our meager budget to purchase a more flexible and coherent production communication system. From a mentorship point of view, we are now experimenting with including/mentoring more students in the production meeting process. In the *Woyzeck* model, we had 15 students involved, a rare and high water mark for us, and each of those students went on to mentor other students in future productions, so clearly we have a model worth repeating. The downside of this model is the amount of energy and coordination facilitating such meetings entails. The result, however, is noteworthy, based on day-to-day observations of these students. We continue to wrestle with our ability to support such a model realistically.

#### **2010 Core Assessment #1: Communication**

**Changes Implemented/Area of Improvement #1:** Add time to production meetings to model appropriate listening skills for students in upper level leadership positions. We have consciously set aside our early production meetings to create scenarios where that modeling can happen.

**2012-13 Results Update:** The newer model includes an open invitation to any interested TA students to both production meetings and post-mortems. Currently we also have a weekly "crew day" during rehearsals where the creative staff works toward modeling collaboration by involving students and staff as a rehearsal of the entire production happens in real time, and the staff can discuss the needs of the show as they come up. The agenda structure for these meetings includes opportunities for questions at the end of each meeting as well as an annual student run short play festival using the same structure.

**Changes Implemented/Area of Improvement #2:** This is a conundrum for us, as we already ask for a great deal of time and effort from our students involved in productions, but a pilot assignment will be to keep a

“production journal”, where the students will be required to keep notes from production meetings, rehearsals and collaboration meetings as a written record, to be graded when the project is completed.

**2012-13 Results Update:** *The current model includes a written self-evaluation (covering another core requirement) where students are asked to answer a number of criteria in a written format. Journals are encouraged, but not required, as roles differ in size and number of hours rehearsed. The self-evaluation includes the opportunity to submit the journal as a reference point.*

**Changes Implemented/Area of Improvement #3:** Expand the section of the rehearsal process known as “table work” (Where the cast reads the play aloud together, and discusses the themes, actions and characters in some detail.) Previously the first two rehearsals were set aside for table work, and following this assessment, I will be expanding this to 3-4 rehearsals, with more emphasis on sub-textual areas as well as more focused time on actor/designer dialogue about their interpretations of the play’s text, and their interpretations.

**2012-13 Results Update:** *This has been implemented. The foundations laid during these rehearsals are imperative to the process, and supports the foundations in the play-building process. Table work is a direct line for students to do creative interpretation on character building with the director, and the process is intensive, individualized (only one actor per role) and requires close readings of the text. The level of dialogue varies depending on the actor’s experience and role, but it has served its purpose to improve communication at the beginning of the rehearsal process.*

## **2010 Core Assessment #2: Community and Environmental Responsibility**

**Identify any changes that should, as a result of this assessment, be implemented towards improving students’ attainment of outcomes.**

Our constant struggle is to refine our many, complex systems of empowering students. The nature of theatre production makes these systems complex, and that’s a great attribute of the field. Changes that were identified were as follows:

**Changes Implemented/Area of Improvement #1:** Integrate the student One Act Festival into an all PCC campus wide event (so that Cascade and Rock Creek students could enjoy the process as well). This is unlikely, as the support needed would require more labor hours, which is currently not in our budget.

**2012-13 Results Update:** *The outcome is that each campus is taking on a specific kind of theatre training: Rock Creek appears to be cultivating a children’s theatre production each fall. Cascade will be working in collaboration with the Multi-media program in the near future.*

**Changes Implemented/Area of Improvement #2:** Integrate the One Act Festival as the sole Main-stage production in the Spring, adding more opportunities for more students to undertake these challenges, and free up the staff to focus on mentorship roles rather than their traditional roles of lead designer, director, producer, technical direction, etc. This is ambitious, and after further dialogue with our dean and internally, it may happen in the 2012-13 year, following next year’s program review.

**2012-13 Results Update:** *This changed during the 2011-12 year, where we integrated the annual One Act festival into the TA 142 and TA 113 classes. In this process participation is optional, by invitation only, and for advanced students. The annual festival continues to adapt to changing scheduling needs and student skills and interests. The opportunities for students to engage at the mainstage level remain by invitation only, but the pathways to those invitations comes from TA classes as well as monitored participation in the mainstage productions.*

**Changes Implemented/Area of Improvement #3:** Develop a specialized aspect of the process whereby the traditional roles are reversed, director oriented students would design or stage manage, and design students

would direct, thus creating a more congruent sense of each other's responsibilities, thus creating more opportunity for community building through mutual support and respect for the challenges of the various roles.

**2012-13 Results Update:** This manifested in the 2012-13 season by having technical theatre students onstage as performers in *Merge* and *Cyclops* (The Fall and Spring mainstage 2012-13 productions) while having actors serve as technicians in both productions as well. This may not always be possible, as these two productions were specially designed for these opportunities, but should the opportunity arise again, we will encourage it, as this worked well in both cases.

**2. Describe the assessment design (tool and processes) used. Include relevant information about:**

- The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).

We used hard-copy surveys for both assessments for an . We did this for two reasons: We wanted the response base to be as complete as possible (our previous online surveys have shown less than 50% participation, making the results less than reliable for our needs) and because we are a small program with limited computer skilled support among our ranks. (Our last assessment surveys were inaccessible from Survey Monkey due to an error with Survey Monkey itself, and the irretrievable data created a waste of time and effort, and a loss of that year's assessable data). The survey is an "indirect" assessment, our rationale being that the specific areas we wanted to target would both be areas where the student perception would help us to understand where we stood, since the practical application of both would be nearly impossible to objectively assess.

- The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?

Community and Environmental Responsibility (TA 244 ***Advanced Improvisation***) surveyed 13 of the 18 students enrolled.

Self Reflection (TA 113 ***Introduction to Stage Lighting***) surveyed all 24 students enrolled.

In choosing the specific core assessment/courses for this year, we turned our attention to courses that hadn't been assessed before, as well as choosing ones that didn't have an obvious connection to the chosen core values. We wanted to explore how our discipline covers a broad spectrum when it pertains to core outcomes, and to see if there were "blind spots" in our curriculum due to our uniquely specific discipline of theatre arts. We deliberately chose seasoned instructors with years of teaching behind them with solid practical applications woven into their respective syllabi. We chose **TA 113 *Introduction to Stage Lighting*** and **TA 244 *Advanced Improvisation***. Both courses are only offered during the spring term. These courses also differ from previously assessed courses in that they are more often taken by students who have more commitment to the TA program (vs. humanities requirement driven courses like TA 101 or 141). This sampling of students would help us understand how our potential "majors" (TA is an LD and therefore not a major course of study) might get out of our courses from a Core Value point of view.

- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.

The surveys (without results) are included in the appendix. We created the questions directly from the Core Values rubrics suggested by the Assessment website.

- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another.)

We analyzed results by tabulating the numerical survey data, which was simply a numerical process.

Furthermore, we included the responses to the open-ended questions, and used those anecdotally to refine the changes we suggest in section 4. We followed that up with conversations between the surveying instructor and the SAC chair regarding the initial survey questions and the results. There was only one evaluator per survey (these were for classes taught with only one section, taught only in spring and on one campus, and thus were relatively small numbers).

**3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?**

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.

The overall results for both assessments were extremely positive, leaving us with both a feeling of success, but also a conundrum of how to improve on relatively high scores. There were only a few questions that resulted in improvable results. These are highlighted in the next section. The student's insights were extremely helpful in seeing where we are presently, as well as where we might take these courses in the future. Despite high marks all around, our goal is to continue to grow our department and curriculum in both the required as well as holistic ways. While we achieved high standards for these particular core values, we plan to continue to survey these classes with other core value criteria the next time they come into the rotation. The table below shows the scores from the TA 113 Assessment survey that allowed for more improvement.

The TA 113 survey was taken twice, using the culminating lighting design as a before/after comparison marker, and the differences varied in interesting ways. (For more detailed results to the entire survey see the Appendix.)

?#	QUESTIONS	SURVEY #1	SURVEY #2	SURVEY#1RESULTS								AVERAGE
				1	2	3	4	5	6	7	8	
#1	How would you rate your contribution to this class (based on our participation?)	8.50	7.81	10	8	9	8	10	6	9	8	8.50
		SURVEY #2	8.80	7.92	10	10	7	10	10	7	10	7
				7	8	6	7	8	5	10	9	7.50
#2	Do you feel that you have learned skills, concepts, and ideas that you will take with you from this course?	8.88	7.84	4	7	5	1	10	8	9	6	6.25
		SURVEY #2	9.20	7.95	10	10	8	6	10	7	10	6
				7	8	10	7	10	9			8.88
#3	How much has this course changed how you perceive the interaction of light and the world that surrounds you?	7.50	7.87	8	2	3	0	5	8	8	9	5.38
		SURVEY #2	8.50	7.88	5	5	4	0	0	8	9	
				7	9	10	7	8	9	10	7	4.43
#4	How much has this course changed how you look at dance?	6.25	7.10	6	0	0	1	0	3	8		2.57
		SURVEY #2	6.40	7.11	3		9		8	9		7.25
#5	Did you observe or experience improvement in your ability to perform assigned tasks throughout the term?	8.34		SURVEY#2RESULTS								
		SURVEY #2	9.30		1	2	3	4	5	6	7	8
				7	10	9	9	9	10	5	10	7
#6	How much has your participation in this course affected (or created) your appreciation of theatre?	8.88	7.82	10	8	10	10	10	8	9	10	9.20
		SURVEY #2	8.80	7.83	8	7	9	9	9	10	9	5
				7	8	9	10	9	10	9		8.50
#7	How much has taking this course changed what you think about body image?	5.38	7.85	10	10	9	9	10	9	10	10	7
		SURVEY #2	6.60	7.86	8	10	10	6	9	8	10	9
				7	9	10	8	9	10	10	9	8.80
#8	Did you experience a connection between mind, body, and spirit at any point during this course?	4.43	7.88	10	10	8.5	0	9	7	10	8	5
		SURVEY #2	7.65	7.89	10	9	8	9	10	9	10	7
				7	9	10	8	9	10	10	9	9.10
#9	Do you feel the skills you learned in this class prepared you for duties required for the dance concert?	8.63	7.11	10	5	0	1	10	3	8		10
		SURVEY #2	9.10		8	10		9	10			8
#10	Did you experience conflict in your collaboration with the choreographer?	2.57										
		SURVEY #2	6.00									
#11	If so, did you feel that you were able to overcome the conflict? (If not, do not circle anything and leave blank)	7.25										
		SURVEY #2	9.17									

Looking over the survey results we noticed a small number of areas that could reasonable be improved. These are cut and pasted below in red, with their scores following. The first two questions point to areas where body image and awareness are commonalities. As the course's focus is on lighting, this isn't a major area of concern, but since the class takes on a collaborative project with multiple dance classes and instructors to illuminate the annual Spring Dance Concert, this is an area where there can be some improvement, and with a practical application, it might have allowed for an interesting future assessment tool involving a comparison of the student's work, but the subjectivity of such a comparison would likely negate the accuracy.

How much has taking this course changed what you think about body image? 5.38 / 6.6

Did you experience a connection between mind, body, and spirit at any point during this course? 4.43 / 7.65

How much has this course changed how you look at dance? 6.25 / 6.4

Did you experience conflict in your collaboration with the choreographer? 2.57 / 6.0

The first two questions point to areas where body image and awareness are commonalities. As the course has a focus on lighting design this isn't a major area of concern, but since the class takes on a collaborative project with multiple dance classes and instructors to design the lighting for the annual Spring Dance Concert, this is an area where there can be some improvement. Our changes are addressed in section 4.

In assessing TA 244 we didn't have any significantly low numbers, and the problem arose of what, if any changes were needed. The only area (that we can see) where we might improve on such a positive would be that the next time we assess the course, we use a direct set of rubrics (not a survey) in establishing the level of community engagement that the course offers. This would require more support on our end of understanding how such a tool might work. Assessing the course from a different point of view might allow us to understand alternative ways that the course might improve. Or we could accept that the course is achieving the Core Value itself. We are open to suggestions.

**Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)? (Continued)**

- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.**

Below is a table of the results from the survey taken by TA 113 students, followed by the results of the survey taken by the TA 244 students.

2013 TA 113 SELF REFLECTION SURVEY RESULTS		SURVEY #1	RESULTS	AVERAGE						
#	QUESTIONS									
#1	How would you rate your contribution to this class (based on our participation?)	SURVEY #1 <b>8.50</b>	?#1 10 8 9 8 10 6 9 8	8.50						
		SURVEY #2 <b>8.80</b>	?#2 10 10 7 10 10 7 10 7	8.88						
			?#3 7 8 6 7 8 5 10 9	7.50						
#2	Do you feel that you have learned skills, concepts, and ideas that you will take with you from this course?	SURVEY #1 <b>8.88</b>	?#4 4 7 5 1 10 8 9 6	6.25						
		SURVEY #2 <b>9.20</b>	?#5 10 10 8 6 10 7 10 6	8.38						
			?#6 10 10 7 8 10 7 10 9	8.88						
#3	How much has this course changed how you perceive the interaction of light and the world that surrounds you?	SURVEY #1 <b>7.50</b>	?#7 8 2 3 0 5 8 8 9	5.38						
		SURVEY #2 <b>8.50</b>	?#8 5 5 4 0 0 8 9	4.43						
			?#9 10 7 8 9 10 8 10 7	8.63						
#4	How much has this course changed how you look at dance?	SURVEY #1 <b>6.25</b>	?#10 6 0 0 1 0 3 8	2.57						
		SURVEY #2 <b>6.40</b>	?#11 3 0 9 8 9	7.25						
#5	Did you observe or experience improvement in your ability to perform assigned tasks throughout the term?	SURVEY #1 <b>8.24</b>	SURVEY #2 RESULTS							
		SURVEY #2 <b>9.30</b>	1	2	3	4	5	6	7	8
			10	10	9	9	9	10	5	10
			7	7	8	10	10	10	9	8
#6	How much has your participation in this course affected (or created) your appreciation of theatre?	SURVEY #1 <b>8.88</b>	?#1 10 8 10 10 10 8 9 10	9.20						
		SURVEY #2 <b>8.80</b>	?#2 8 7 9 9 9 10 9 10	8.50						
			?#3 6 9 7 0 5 8 9 6	6.40						
#7	How much has taking this course changed what you think about body image?	SURVEY #1 <b>5.38</b>	?#4 10 10 9 9 10 9 10 10	9.30						
		SURVEY #2 <b>6.60</b>	?#5 8 10 10 6 9 8 10 10	8.80						
			?#6 6 9 6 0 9 8 9 5	8.20						
#8	Did you experience a connection between mind, body, and spirit at any point during this course?	SURVEY #1 <b>4.43</b>	?#7 10 10 8.5 0 9 7 10 8	6.60						
		SURVEY #2 <b>7.65</b>	?#8 10 9 8 9 10 9 10 7	9.10						
			?#9 10 5 0 1 10 3 8	7.65						
#9	Do you feel the skills you learned in this class prepared you for duties required for the dance concert?	SURVEY #1 <b>8.63</b>	?#10 10 5 0 1 10 3 8	9.10						
		SURVEY #2 <b>9.10</b>								
#10	Did you experience conflict in your collaboration with the choreographer?	SURVEY #1 <b>2.57</b>								
		SURVEY #2 <b>6.00</b>								
#11	If so, did you feel that you were able to overcome the conflict? (If not, do not circle anything and leave blank)	SURVEY #1 <b>7.25</b>								
		SURVEY #2 <b>9.17</b>								

## **Survey Results for TA 244 Survey on Community and Environmental Responsibility**

1. Did this class encourage you to define your role in the community?

Average score: 9.46                  Mean score: 10

Comments:

"I needed to determine whether or not to be a driving force or a cooperative, supporting actor."

"I have been able to identify myself as more of a leader, and mentor I originally thought."

2. Did the class encourage you to identify causes and/or solutions to one or two social and environmental issues?

Average score: 9.38                  Mean score: 10

Comments:

"Yes, I researched race and gender in improv and learned a lot about what I can do to help."

3. Did the class help you to see the benefits to the community of service to individuals and/or the community as a whole?

Average score: 9.38                  Mean score: 10

Comments:

"Yes, even as improvers we can change social norms. I have found that through theater of the oppressed many problems can be put into perspective."

4. Did the class encourage you to suggest a new and unique solution to a current social and/or environmental issue?

Average score: 8.69                  Mean score: 9

Comments:

"I don't think that the solutions are new or unique, but that doesn't lessen their importance."

5. In this class, did you collect information on a specific community issue?

Average score: 9.77                  Mean score: 10

Comments:

"We each did a research project; mine was on race and gender in improv."

"Yes, through our research projects."

6. Did this class encourage you to relate the role of community involvement to your learning process?

Average score: 9.77

Mean score: 10

Comments:

"This class focused on leaning with and from others. The sense of community is amazing."

"Yes, all of our performances were done in groups where you must rely on others to do well."

"Yes, through student led exercises."

7. Did this class encourage you to evaluate the impact of your own daily actions on the community and the environment?

Average score: 9.54

Mean score: 10

Comments:

"I realized that it is up to me to be what others need me to be rather than charge ahead with my own agenda obviously."

"Yes."

8. Did this class help you to critically evaluate the causes, consequences and solutions of social issues?

Average score: 9.00

Mean score: 10

Comments:

"I now see improv as a reflection of the current world order and an illustrator of social norms and customs; therefore seeing social issues in a new light."

9. Did this class encourage you to recommend a solution to a community issue based on information collected?

Average score: 9.46

Mean score: 10

Comments:

"We discussed issues and found solutions."

"Yes, after researching race and gender in improv, we, as a class, discussed our roles in improving the world."

10. In this class, did you take an active role in community problem solving?

Average score: 9.62

Mean score: 10

Comments:

"I cultivated my leadership skills."

"Yes, through discussions and improving situations."

4. Identify any changes that should, as a result of this assessment, be implemented to help improve student's attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

**TA 113 Introduction to Stage Lighting (Self-Reflection) Suggested Changes:**

In TA 113, we are suggesting a change in content. By adding a lecture component on the body in space and how it connects to lighting for theatre and dance, we should see some improvement in the 4 questions noted in section 3. This would include a guest lecturer visit from at least one (possibly more) choreographers/dance instructors to discuss the visual element of the dancer in space for the lighting students with the instructor as well as the students. This should provide ample opportunity for the students to explore the goals of dance instructor's visual needs, as well as heighten the student's awareness of the dancer's needs in meeting the choreographer's vision.

Since the Core value category is primarily focused on Self Reflection (and not limited to bodily awareness of the individual in question, but also body awareness of the subject for lighting) this seems to be a reasonable step forward toward that particular area.

**TA 244 Introduction to Advanced Improvisation n Community and Environmental Responsibility Suggested Changes:**

The current work in this class has yielded strong results on this particular core value.

We recommend no change, but to affirm that the current focus is working and continue doing what works in the arena.

5. Reflect on the effectiveness of this assessment tool and assessment process.

Assessment continues to be a “mixed bag” for me as a SAC chair/only FT person, as it assumes a degree of educational experience in given areas for a small but highly diversified group in the TA program. Since our program is an LD with 1 FT and 9 PT instructors, and a high degree of practical application and skills building across a wide spectrum of the core values, we feel that we cover a lot of ground, but not always in ways that the assessment process can measure.

**Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).**

Assessing core values in the TA program may improve over time as we get more acquainted with arts based assessment tools. Perhaps the administration/assessment supporters can provide more arts based reference points (other school's rubrics, methods, etc.), as we seem to be coming up with our own methods that don't come from the same origins as the sciences.

**Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.**

With small courses, hard-copy surveys aren't as cumbersome as ones that would be taught on all campuses, but they still involve time to create, distribute, collate and score. Since smaller SAC's suffer from the workload of assessment in an unequal way to larger ones, one suggestion would be to pro-rate the number of assessment materials to the size of the SAC. If one SAC has 20+ members, then two assessment reports seems reasonable, but in our SAC of 1 FT and 9 PT instructors (many of which teach only one class per term and have other jobs and duties) it's a disproportionate expectation. Our limited faculty numbers limits the effectiveness of our assessment process: 9 PT, 1 FT.

This tool (hard copy surveys with a 1-10 scale and open ended questions) is working to provide the data that we need. We will continue with the one that we have relied on in the past, the hard copy assessment survey until we can devise a rubric for the TA 244 course (Advanced Improvisation) that can be applied objectively.

## **Appendix (Surveys and results)**

Appendix A: The survey given to TA 113 Lighting Design students, Spring 2013 (Followed by results tables).

## TA 113 SELF-ASSESSMENT SURVEY #1 #2 QUESTIONS

With zero (0) representing “Not at all” and ten (10) representing the highest level, please answer these questions as they reflect your experience in this course.

How would you rate your contribution to this class (based on our participation)?

0      1      2      3      4      5      6      7      8      9      10

Do you feel that you have learned skills, concepts, and ideas that you will take with you from this course?

0      1      2      3      4      5      6      7      8      9      10

How much has this course changed how you perceive the interaction of light and the world that surrounds you?

0      1      2      3      4      5      6      7      8      9      10

How much has this course changed how you look at dance?

0      1      2      3      4      5      6      7      8      9      10

Did you observe or experience improvement in your ability to perform assigned tasks throughout the term?

0      1      2      3      4      5      6      7      8      9      10

How much has your participation in this course affected (or created) your appreciation of theatre?

0      1      2      3      4      5      6      7      8      9      10

How much has taking this course changed what you think about body image?

0      1      2      3      4      5      6      7      8      9      10

Did you experience a connection between mind, body, and spirit at any point during this course?

0      1      2      3      4      5      6      7      8      9      10

Do you feel the skills you learned in this class prepared you for duties required for the dance concert?

0      1      2      3      4      5      6      7      8      9      10

Did you experience conflict in your collaboration with the choreographer?

0      1      2      3      4      5      6      7      8      9      10

If so, did you feel that you were able to overcome the conflict? (If not, do not circle anything and leave blank)

0      1      2      3      4      5      6      7      8      9      10

# QUESTIONS	SURVEY #1 RESULTS								AVERAGE	
	1	2	3	4	5	6	7	8		
#1 How would you rate your contribution to this class (based on our participation?)	SURVEY #1 <b>8.50</b>	?#1 10	8	9	8	10	6	9	8	8.50
	SURVEY #2 <b>8.80</b>	?#2 10	10	7	10	10	7	10	7	8.88
#2 Do you feel that you have learned skills, concepts, and ideas that you will take with you from this course?	SURVEY #1 <b>8.88</b>	?#3 7	8	6	7	8	5	10	9	7.50
	SURVEY #2 <b>9.20</b>	?#5 10	10	8	6	10	7	10	6	8.38
		?#6 10	10	7	8	10	7	10	9	8.88
#3 How much has this course changed how you perceive the interaction of light and the world that surrounds you?	SURVEY #1 <b>7.50</b>	?#7 8	2	3	0	5	8	8	9	5.38
	SURVEY #2 <b>8.50</b>	?#8 5	5	4	0	0	8	9		4.43
		?#9 10	7	8	9	10	8	10	7	8.63
#4 How much has this course changed how you look at dance?	SURVEY #1 <b>6.25</b>	?#10 6	0	0	1	0	3	8		2.57
	SURVEY #2 <b>6.40</b>	?#11 3			9		8	9		7.25
#5 Did you observe or experience improvement in your ability to perform assigned tasks throughout the term?	SURVEY #1 <b>8.34</b>	SURVEY #2 RESULTS								
	SURVEY #2 <b>9.30</b>	1	2	3	4	5	6	7	8	9 10 AVERAGE
#6 How much has your participation in this course affected (or created) your appreciation of theatre?	SURVEY #1 <b>8.88</b>	?#1 10	10	9	9	9	10	5		8.80
	SURVEY #2 <b>8.80</b>	?#3 8	7	9	9	9	10	9	10	9 8 9.20
		?#4 6	9	7	0	5	8	9	6	5 9 8.50
#7 How much has taking this course changed what you think about body image?	SURVEY #1 <b>5.38</b>	?#5 10	10	9	9	10	9	10	10	7 9 9.30
	SURVEY #2 <b>6.60</b>	?#6 8	10	10	6	9	8	10	10	9 8 8.80
		?#7 6	9	6	0	9	8	9	5	5 9 6.60
#8 Did you experience a connection between mind, body, and spirit at any point during this course?	SURVEY #1 <b>4.43</b>	?#8 10	10	8.5	0	9	7	10	8	5 9 7.65
	SURVEY #2 <b>7.65</b>	?#9 10	9	8	9	10	9	10	7	10 9 9.10
		?#10 10	5	0	1	10	3	8		10 7 6.00
#9 Do you feel the skills you learned in this class prepared you for duties required for the dance concert?	SURVEY #1 <b>8.63</b>	?#11 8		10		9	10			10 8 9.17
	SURVEY #2 <b>9.10</b>									
#10 Did you experience conflict in your collaboration with the choreographer?	SURVEY #1 <b>2.57</b>									
	SURVEY #2 <b>6.00</b>									
#11 If so, did you feel that you were able to overcome the conflict? (If not, do not circle anything and leave blank)	SURVEY #1 <b>7.25</b>									
	SURVEY #2 <b>9.17</b>									

## TA 113 Introduction to Stage Lighting CORE ASSESSMENT - Self Reflection - DRAFT

This report contains an assessment of TA 113 Introduction to Stage Lighting class, focused on Self-Reflection.

According to the PCC Core Outcome, Self-Assessment may include the following:

Reflect on Self

Appraise own skills and abilities.

Set well-defined goals, monitor progress, and motivate self.

Examine personal beliefs and measure them against the beliefs of others.

Understand self as part of larger community.  
Be accountable for actions and their impact on others.  
Respect individual rights and the dignity of others.  
Appreciate and reflect on new ideas in a spirit of open interaction.  
Seek and acquire information and knowledge to achieve academic, career, and personal success as a

<b>2013 TA 113 SELF REFLECTION SURVEY RESULTS</b>		
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lifelong learner.

#### Respond to Others

Respect the beliefs of others.  
Be protective of the safety of others.  
Transfer personal skills and imagination to varying settings, including individual and group.

Apply appropriate techniques for exploring and/or resolving conflicts and dealing with differences in a variety of settings.

Understand the role of humor and empathy in human interactions.  
Respond to community issues and contribute to the community.

#### Assessment tools

The final project in the Introduction to Lighting Design course featured students participating as lighting designers collaborating one-on-one with PCC Dance faculty choreographers in creating lighting designs that illuminated the dances for the dance concert in front of a live audience of 300-400 patrons. TA113 students observed dance class rehearsals, participated in meetings with choreographers, designed lights for the concert, programmed and operated the lighting control board during the concert.

The following Questions were surveyed one week prior to the concert and again one day after the concert:

TA 113 Survey #1 & #2 - Class Responses

QUESTIONS		
How would you rate your contribution to this class (based on our participation?)	SURVEY #1	<b>8.50</b>
	SURVEY #2	<b>8.80</b>
Do you feel that you have learned skills, concepts, and ideas that you will take with you from this course?	SURVEY #1	<b>8.88</b>
	SURVEY #2	<b>9.20</b>
How much has this course changed how you perceive the interaction of light and the world that surrounds you?	SURVEY #1	<b>7.50</b>
	SURVEY #2	<b>8.50</b>
How much has this course changed how you look at dance?	SURVEY #1	<b>6.25</b>
	SURVEY #2	<b>6.40</b>
Did you observe or experience improvement in your ability to perform assigned tasks throughout the term?	SURVEY #1	<b>8.34</b>
	SURVEY #2	<b>9.30</b>
How much has your participation in this course affected (or created) your appreciation of theatre?	SURVEY #1	<b>8.88</b>
	SURVEY #2	<b>8.80</b>
How much has taking this course changed what you think about body image?	SURVEY #1	<b>5.38</b>

	SURVEY #2	<b>6.60</b>
Did you experience a connection between mind, body, and spirit at any point during this course?	SURVEY #1	<b>4.43</b>
	SURVEY #2	<b>7.65</b>
Do you feel the skills you learned in this class prepared you for duties required for the dance concert?	SURVEY #1	<b>8.63</b>
	SURVEY #2	<b>9.10</b>
Did you experience conflict in your collaboration with the choreographer?	SURVEY #1	<b>2.57</b>
	SURVEY #2	<b>6.00</b>
If so, did you feel that you were able to overcome the conflict? (If not, do not circle anything and leave blank)	SURVEY #1	<b>7.25</b>
	SURVEY #2	<b>9.17</b>

**The following are student comments collected within the dance concert reflection paper—due two weeks after the concert date:**

Looking simple doesn't always mean the process is simple.

I feel confident about myself that I can do it.

This class prepared me for the concert in several ways. Mainly, it taught me what I was able to do when I got my time to sit down at the light board. While the basics of how to use the board were explained a little, I found I wasn't able to really learn it until I had the time to practice. That practice time was when everything else I'd learned in class really kicked in.

I pay more attention to lighting while watching movies and television...I think about how it was done, and how I would do it differently.

The final project made me feel like I am a lighting designer as professional, not as a student.

I think the most helpful times were talking about color.

The most interesting part of this class (was)...how to work as a team on the stage...how each department (lights, stage, crew...) work together behind the stage.

I was highly impressed with what everyone was able to accomplish in so little time and I learned a lot from watching them do so.

Before I took this class, I knew close to nothing about stage lighting. By the time the concert rolled around not only had I stopped referring to the Par 64, Leko, or the Booms as Doodads or Thingamabobs, but I actually know what their purpose was for.

Love, Love, LOVE the Congo.

The only complaint I have is that I wish there was more time on the lighting board.

I have the rest of my life to figure out Reverse Polish Notation!

The class gave me a thorough overview of lighting basics that was useful in designing for the concert.

I love that light design is kind of a marriage of technology and psychology!

I loved having the dance performance be a part of the class; it was as really clear way of putting the knowledge we had gained to work!

I felt I didn't have enough time on the light board before the performance, but it went well.

## **Recommendations**

TBD based on data collected & conclusions reached.

Sample Indicators	
Level 1  Limited demonstration or application of knowledge and skills	Objectively and accurately identify personal interests, knowledge and skills needed for or gained from a course or learning experience.  Consciously affirm their own values while respecting other points of view.
Level 2  Basic demonstration and application of knowledge and skills.	Willingly examine personal beliefs and values within the context of a learning experience.  Be accountable for own actions and recognize their

	impact on others.
Level 3  Demonstrates comprehension and is able to apply essential knowledge and skill.	Articulate the value and meaning of the learning experience.  Demonstrate awareness of how personal behaviors align with socially responsible values.
Level 4  Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.	Use self-appraisal to set well-defined goals, modify personal behavior and as motivation toward goal achievement.  Demonstrate ethical awareness and empathy in dealing with differences and resolving conflict.

## Appendix B: The survey given to TA 244 Advanced Improvisation students, Spring 2013 (Followed by results tabulated)

### Assessment of Core Outcomes for Theatre Arts Program

#### Community and Environmental Responsibility

Part I. Please circle the number which best represents your answer to each question on a scale from 1 (not really) to 10 (absolutely). Add any particular comments you might have for each question.

1. Did this class encourage you to define your role in the community?

Not	Really		Absolutely							
0	1	2	3	4	5	6	7	8	9	10

Comments:

2. Did the class encourage you to identify causes and/or solutions to one or two social and environmental issues?

## Not Really

Absolutely

0      1      2      3      4      5      6      7      8      9      10

### Comments:

3. Did the class help you to see the benefits to the community of service to individuals and/or the community as a whole?

Not Really

Absolutely

0 1 2 3 4 5 6 7 8 9 10

#### Comments:

4. Did the class encourage you to suggest a new and unique solution to a current social and/or environmental issue?

Not Really

Absolutely

0 1 2 3 4 5 6 7 8 9 10

#### Comments:

5. In this class, did you collect information on a specific community issue?

Not Really

Absolutely

0 1 2 3 4 5 6 7 8 9 10

#### Comments:

6. Did this class encourage you to relate the role of community involvement to your learning process?

Not Really

0      1      2      3      4      5      6      7      8      9      10

### Comments:

7. Did this class encourage you to evaluate the impact of your own daily actions on the community and the environment?

## Not Really

Absolutely

0      1      2      3      4      5      6      7      8      9      10

### Comments:

8. Did this class help you to critically evaluate the causes, consequences and solutions of social issues?

## Not Really

Absolutely

0      1      2      3      4      5      6      7      8      9      10

### Comments:

9. Did this class encourage you to recommend a solution to a community issue based on information collected?

Not Really

Absolutely

0      1      2      3      4      5      6      7      8      9      10

## Comments:

10. In this class, did you take an active role in community problem-solving?

## Not Really

0      1      2      3      4      5      6      7      8      9      10

Comments:

Part II. Please answer the following questions in the space provided:

- A. Did this class affect your sense of how you fit into a community, what your responsibilities can be, and how you can effect change in that community? Explain.
  
- B. Did this class encourage you to evaluate your environment and how that environment affects you and how your actions affect it? Explain.
  
  

1. Did this class encourage you to define your role in the community?

Average score: 9.46

Mean score: 10

Comments:

"I needed to determine whether or not to be a driving force or a cooperative, supporting actor."

"I have been able to identify myself as more of a leader, and mentor I originally thought."

2. Did the class encourage you to identify causes and/or solutions to one or two social and environmental issues?

Average score: 9.38

Mean score: 10

Comments:

"Yes, I researched race and gender in improv and learned a lot about what I can do to help."

3. Did the class help you to see the benefits to the community of service to individuals and/or the community as a whole?

Average score: 9.38

Mean score: 10

Comments:

"Yes, even as improvers we can change social norms. I have found that thought theater of the oppressed many problems can be put into perspective."

4. Did the class encourage you to suggest a new and unique solution to a current social and/or environmental issue?

Average score: 8.69

Mean score: 9

Comments:

"I don't think that the solutions are new or unique, but that doesn't lessen their importance."

5. In this class, did you collect information on a specific community issue?

Average score: 9.77

Mean score: 10

Comments:

"We each did a research project; mine was on race and gender in improv."

"Yes, through our research projects."

6. Did this class encourage you to relate the role of community involvement to your learning process?

Average score: 9.77

Mean score: 10

Comments:

"This class focused on leaning with and from others. The sense of community is amazing."

"Yes, all of our performances were done in groups where you must rely on others to do well."

"Yes, through student led exercises."

7. Did this class encourage you to evaluate the impact of your own daily actions on the community and the environment?

Average score: 9.54

Mean score: 10

Comments:

"I realized that it is up to me to be what others need me to be rather than charge ahead with my own agenda obviously."

"Yes."

8. Did this class help you to critically evaluate the causes, consequences and solutions of social issues?

Average score: 9.00

Mean score: 10

Comments:

"I now see improv as a reflection of the current world order and an illustrator of social norms and customs; therefore seeing social issues in a new light."

9. Did this class encourage you to recommend a solution to a community issue based on information collected?

Average score: 9.46

Mean score: 10

Comments:

"We discussed issues and found solutions."

"Yes, after researching race and gender in improv, we, as a class, discussed our roles in improving the world."

10. In this class, did you take an active role in community problem-solving?

Average score: 9.62

Mean score: 10

Comments:

"I cultivated my leadership skills."

"Yes, through discussions and improving situations."

Part II. Please answer the following questions in the space provided:

A. Did this class affect your sense of how you fit into a community, what your responsibilities can be, and how you can effect change in that community? Explain.

"As part of a community of actors, responsibility and actions are important. If you don't feel like you are part of the community then the performance suffers."

"It definitely did. This is a student driven class in which each student has a role in the community of classroom. We helped each other become better with our craft through community learning and without each keeping our responsibilities up to task the class would not function as well as it does."

"Yes. This class has taught me not only about the leadership qualities I possess, but also about using teamwork, how to build an effective team, and work around schedule problems to do what needs to be done."

"It helped with regard to appropriate content, what is ok and not ok to do on stage had a lot of great discussion on the subject."

"In this class, I had to learn to play well with others in order to have any hope of success. More than just being nice, this involved taking leadership and following when necessary, setting boundaries, and taking care of my fellow classmates."

"The community of our classroom and our relationships on and off stage were crucial to this class. Theatre, improv theatre specifically, hinges on how well classmates and scene partners communicate with one another. John emphasized that every day in class."

"Yes. As a team we were dependant on each other to take a stand on important issues within the community, and seek knowledge about issues we did not yet understand."

"This class was so effective in this way, that for the first time in my life I feel like I'm a part of a community."

"I think it goes back to 'being the change you wish to see in the world.' Improv's goal is to show something that makes others feel/react. Be leading the way, being tolerant, satirizing those who are bigots, we can change the perspective our audience has on issues."

"Within the community, one has to be willing to take a role, note everyone can—or should—be a leader, nor should the masses be ruled by one person. This class was an excellent example of a close-knit community and the inherent benefits and problems that are intrinsic to such a community. Within it, the class was very encouraging of finding a place/role, and taking actions as said role."

"Being in this class helped more on communication and interaction. Having others around gave us the mobility to encourage one another."

"It did in the sense that I was made more aware of some issues that profoundly affect people and how to cope with them through addressing them head on, talking about them, and acting them out on stage. The ability to identify pressing social issues and act upon them can effect change in my community."

"Advanced improv has forced me to be versatile. While I actively seek out leadership roles, I've also compromised and had to work with others whose viewpoints challenge (if not directly oppose) my own. I can change my role based on what's needed to ensure cohesion and growth. I can initiate or support the change society needs. I may have known this theoretically, but TA 244 helped me see the immediate influence I can have."

- B. Did this class encourage you to evaluate your environment and how that environment affects you and how your actions affect it? Explain.

"As a theater student, one of the main tenets of acting is to respect the stage, the props and the theater environment as a whole. When acting in improv, you have to be aware of the space in order to have a believable scene."

"Yes, by taking care of our environment: 'the Little Theater,' we would always have a place to learn and play."

"Yes. In evaluating my environment, and learning to look for the correct place for my own influence. This class gave me the ability to practice, and try out different actions, reactions, and outcomes."

"Yes, like the last answer, we had to explore through discussions what was ok in our space."

"Yes. It takes every person's head in the game to make improv work. That means constantly being thoughtful, considerate, and the best you can be. One person failing sets the example that failing is okay and drags everyone down. Failing=not caring, not trying."

"This is related to the above answer—yes, we were encouraged to consider our roles in each scene and in each class. It's important to examine our environment and how we fit into it."

"Yes, Every action we take in our daily life leaves and impression on something, and we as a community must be sensitive to the impact we have on our environment. Every action counts, make it positive."

"Yes. I understand that my environment changes and affects me every day. If I want it to change in a good way, then I need to be an important influence on it."

"By working in groups, I realized that my actions have reactions that come back to affect me. It's imperative that you be aware of the possible repercussions of each thing you do."

"But actions are not without consequences, and actions must be considered before they are made, as they affect the feel of the environment. Quite often, something done for the greater good looks bad at the time, or a short-term solution is harmful in the long run. No other class had me consider this as much."

"It gave a good sense of being in an environment that is familiar. My actions give positive energy towards the people I work with."

"The environment being evaluated for me every time I stepped in the class was the church of improv and the freedom of expression it allowed myself and me fellow students."

Yes, because, again, of the structure of the class and its stress on communication (a key component to success in any relationship), students had to work together, teach together, learn together—all for the benefit of the community as a whole. Again, versatility of character and impact was needed and constantly made obvious throughout the course."