

THEATRE AND DANCE MAJOR
Submitted January 15, 2013

ANNUAL ASSESSMENT REPORT
PERFORMING ARTS MAJOR

I. EXECUTIVE SUMMARY

The performing arts program at Wells College has undergone significant change since our previous assessment report (January 2010). During that time, both full-time faculty positions from the music concentration of the "Performing Arts Major" were eliminated, leaving only adjunct faculty to staff the music program. For this reason, the music concentration was eliminated from the major; subsequently the major was redesigned and renamed the "Theatre and Dance Major". The major also lost its part-time faculty position in Theatrical Design and Technology; some of that course material is currently taught by the department's Technical Director.

We recently revised the catalogue statement for the theatre and dance major to reflect a more contemporary attitude toward arts education as a career path. In addition, the process of incorporating new courses in theatrical design into the structure of the major has been completed. A number of theatre and dance tutorials were converted to regular courses and are so designated in the college catalogue. This makes our offerings clearer and more visible for students and advisers.

Theatre and dance faculty continue to evaluate and re-design rubrics for class projects in all courses annually. We have restructured the one-credit senior seminar, which now provides a strong focus on individual career planning -- including resume writing and self-marketing techniques -- as well as a broader and more sophisticated view of the artist in society in the 21st century. We have revised the guidelines for the Senior Capstone Experience to clarify all requirements of the thesis, the seminar, and the comprehensive exam. Recently we have discussed the likelihood of allowing written thesis projects in theatre and dance.

To further emphasize career preparation, the major continues to revise and apply a rubric for the broad assessment of student skills across all areas of the disciplines, administered to students during both the junior and the senior year and accompanied by a personal interview with theatre and dance faculty. We also continue to use the rubric for "post-mortem" department evaluations of our production process, and to make improvements in the production process based on those discussions.

This 2013 report is a "hybrid" that combines the 2009/2010 annual report with updates and current practices. Given the long interval since our 2009/2010 report, several individual course or project rubrics from 2009/2010 have been deleted. These will need to be recreated in the future.

II. SUMMARY OF ANNUAL MEETING - Fall 2012

Though no official assessment meeting was held during the Fall 2012 semester, theatre and dance faculty met weekly to discuss student progress as well as short- and long-term goals for the curriculum and the department. Theatre and dance faculty did not meet with music faculty specifically about the assessment process.

Present at weekly theatre and dance meetings:

Acting/Directing Faculty: Siouxsie Easter

Dance/Choreography Faculty: Jeanne Goddard

Production/Design Teaching Staff: Joe DeForest

Topics Discussed:

- Structure of major requirements, specifically the balance among performance skills courses, technical/design courses, and historical/theoretical courses
- Role and availability of music courses for theatre and dance students; difficulty of maintaining meaningful connections with part-time music faculty
- Course rotation and the need to (a) serve students with the best possible range of course offerings; (b) interface with other majors, such as Women and Gender Studies
- Possible interface of theatre and dance program with the business center/programs
- Possible interface of theatre and dance program with the new Sustainable Community curriculum
- Structure of Capstone Experience
- Format and requirements for the thesis project, including the possibility of a written/research thesis as well as the historically common production thesis
- Progress and success of individual student thesis projects (one theatre, one dance)
- Selection of "Junior Book" and "Senior Book" (common read) for majors

Action Plan for the Major:

- Reexamine major structure in terms of balance and student achievability
- Devise new methods to confer with adjunct music faculty
- Identify opportunities to connect with SC curriculum and business programs
- Revise Capstone Guidelines again to include criteria for written/research thesis projects
- Revise and reinstate the "rubric for the broad assessment of student skills" and schedule juniors and seniors for individual meetings
- Develop an action plan based on data from this rubric and the individual meetings
- Develop more efficient procedures for collecting and summarizing data on a regular basis

III. GROUP PLAN OF ACTION:

1. Updating previous goals

Audience Development / Community Integration

2009/2010 Goals

- Create a list serve to better inform interested students and faculty about performance events and opportunities
- Develop and implement an event questionnaire for students to gauge effectiveness of various communication methods such as posters, Facebook, list serve
- Explore technical and financial requirements to create and maintain an effective website

2013 Update

Theatre and dance faculty created, and offered to admissions staff, a prototype print piece highlighting the mission and accomplishments of the department. Faculty also met with PR staff to discuss the improvement and expansion of web presence for the department. Due to time and staffing constraints, this area and these goals have been the most challenging to address, with the least successful results.

Mission Statement

2009/2010 Goals

- Collect Performing Arts and Theatre and Dance mission statements from different publications and evaluate based on department goals and the Wells College Mission Statement
- Create and distribute to appropriate departments and publications the new mission statement

2013 Update

Theatre and dance faculty revised the catalogue statement for the theatre and dance major; this is now the statement that appears in the current Wells College catalogue.

Concentration and Individual Courses

2009/2010 Goals

- Re-evaluate major structure as listed in the Course Catalogue 2009-10 for continuity
- Analyze data from individual student assessment to judge goals that are not being adequately met through overall major course work
- Evaluate individual courses to address results of individual student assessment data and align with department goals
- Continue to develop projects to introduce and reinforce professional attitude, standards, and etiquette
- Continue to develop individual project guidelines that include clear expectations and evaluation rubrics

2013 Update

There is now a theatre and dance *major* rather than a *concentration*. Technical theatre/design courses are now integrated into each section of the theatre and dance major. Faculty continue to evaluate the balance among performance skills courses, technical theatre/design courses, and historical/theoretical courses. The goal continues to be a performing arts education that is grounded in the liberal arts and also provides students with the tools for a range of careers in the entertainment business.

4 Year Arc

2009/2010 Goals

- Continue to develop model of 4-year arc in Theatre and Dance based on individual student evaluation data and authentic assessment data
- Continue to refine Senior Capstone document for inclusiveness, coherency, and continuity

2013 Update

The Senior Capstone document has been revised for clarity; it needs to be revisited now to include our new ideas about research/written thesis work in addition to the traditional production thesis in this major. When assessing our management of the "4-year arc" we felt that some material covered in the senior year really should be addressed in the *junior* year to better prepare students for internships and jobs. This area needs significant attention.

2. Detailed Action Plan

Structure of major requirements:

Evaluate the balance among

- Performance skills courses (acting technique and dance technique, faculty productions)
- Leadership courses (directing, choreography, senior thesis productions)
- Technical/design courses (lighting and scenic design, backstage work through Production Practical)
- Historical/theoretical courses (theatre history, dance history, seminar courses)
- Evaluate the balance between the disciplines of theatre and dance overall

Evaluate course rotation over a 4-semester model with 2 full-time faculty and one part-time staff member.

Continue to value and require music courses as an important element in the theatre and dance major.

Generate new overall rubrics for courses in the major areas:

- Acting/Dance technique courses
- Performance courses (faculty productions)
- Leadership courses (directing/choreography)
- History/Theory courses
- Design courses

Evaluate and redesign format and requirements for the thesis project, including detailed guidelines for a written/research thesis option.

Evaluate options for "Junior Book" and "Senior Book" (common read) for majors.

Making connections across campus:

Make specific suggestions for interface of theatre and dance program with the business center/programs.

Make specific suggestions for interface of theatre and dance program with the new Sustainable Community curriculum.

Fostering student success:

Acknowledge that the so-called "4-year arc" is often only a "2.5-year arc" by the time many students declare the major - discuss how this can best be managed.

Arrange the sequence of "requirements" and expectations in a way that facilitates, and leads theatre and dance majors into, a successful and fulfilling capstone experience.

Revise and reinstate the "rubric for the broad assessment of student skills" and schedule juniors and seniors for individual meetings. Schedule sophomores as soon as they declare.

Develop an action plan based on data from this rubric and the individual meetings.

Examine all course syllabi for ways to identify/develop life skills and career opportunities.

Continue to develop rubrics that assess students' self-awareness of their own performance in class projects, including such elements as leadership and collaboration.

Develop, with student input, assessment criteria and methods to determine the impact of visiting artists and guest lecturers.

Continue to identify specific strategies to maintain an inclusive atmosphere for artistic growth and development.

Theatre and dance visibility and recruitment:

Review, improve, and expand theatre and dance web materials on Wells web site, including links to faculty's individual professional pages.

Explore possibility of department "brochure" for admissions staff.

Maintain visual presence in display case, photographs in Phipps lobby and Schwartz lobby.

Creating better assessment plans:

Develop more efficient procedures for collecting and summarizing data on a regular basis.

Schedule meetings with assessment as the specific agenda.

Include part-time music faculty in the assessment process.

IV. UPDATED ASSESSMENT PLAN:

A. MISSION STATEMENT

The mission of the Theatre and Dance Major is to support and provide resources for students as they engage with the entertainment industry—as performers, visionary creator-producers, designers and technicians, historians and critics, and audience members. The focus of the theatre and dance curriculum is on the fullest possible individual growth within a collaborative artistic community. Theatre and dance students must be able to develop concepts, goals, and action plans for live performance events, understand the origins and significance of the works they see onstage or in which they perform, maintain high aesthetic standards and a strong work ethic, self-motivate, and function effectively in teams.

Relationship to Wells College Mission Statement

“To think critically, reason wisely”	Critical judgment, decision-making and problem solving Comprehension of symbols and abstraction Independent thinking
“ To act humanely”	Larger worldview and multicultural awareness Communication Confidence and leadership ability
“To cultivate meaningful lives”	Discipline and self-motivation Confidence and leadership ability Well-being and the healthy release of stress and emotion
“To appreciate complexity and difference”	Larger worldview and multicultural awareness
“To embrace new ways of knowing”	Experiential learning Interdisciplinary connections Comprehension of symbols and abstraction Independent thinking
“To be creative”	Fully develop his or her talents and abilities in the arts Critical judgment, decision-making and problem solving
“Sharing the privileges of education”	Collaborative work

B. PROGRAM GOALS OF THE THEATRE AND DANCE MAJOR

Personal Development Goals:

Students will develop

Discipline and self-motivation
 Independent thinking and confidence
 Adaptability and innovation
 Comprehension of symbols and abstraction
 World-view and multicultural awareness
 Sensitivity to gender, race, and class
 Well-being and the healthy channeling of stress and emotion

Program Specific Goals:

Students will

Become familiar with traditional and avant-garde practices in the performing arts
 Understand the impact of culture and era on aesthetic choices
 Learn to analyze movement, text, and design elements of a range of productions
 Gain knowledge through experiential learning
 Balance physical and intellectual training through a range of class experiences and projects
 Understand the interdisciplinary connections among music, theatre, and dance
 Prepare themselves for graduate school or entry-level career positions in the entertainment industry

C. LEARNING OBJECTIVES OF THE THEATRE AND DANCE MAJOR

Personal Development Skills:

Students will develop skills in

Communication
 Collaborative teamwork
 Critical judgment
 Leadership, decision-making, and problem solving

Program Specific Skills:

Students will develop skills in

Performance techniques (acting and dance performance)
 Creative process and craftsmanship (directing and choreography)
 Research and oral presentation
 Theory and criticism in the performing arts
 Management and marketing
 Technology and design
 Hands-on backstage work
 Post-graduation planning and professional development

Relationship to Wells College Academic Program Goals

"Examine enduring and contemporary questions"	Become familiar with traditional and avant-garde practices in the performing arts Understand the impact of culture and era on aesthetic choices
"Locate/evaluate information"	Technology and design Research and oral presentation Theory and criticism in the performing arts
"Communicate reasoned points of view"	Critical judgment Research and oral presentation Theory and criticism in the performing arts
"Incorporate understanding of diversity"	Understand the impact of culture and era on aesthetic choices Learn to analyze movement, text, and design elements of a range of productions
"Appreciate languages and cultures in global context"	Understand the impact of culture and era on aesthetic choices Learn to analyze movement, text, and design elements of a range of productions
"Scholarship and research about women"	Specific courses based on gender studies
"Collaborative practices in classroom and community"	Communication Collaborative teamwork Creative process and craftsmanship
"Principles, methods, and issues in a field"	Understand the impact of culture and era on aesthetic choices Learn to analyze movement, text, and design elements of a range of productions

D. MEASURABLE OUTCOMES

The Wells College student graduating with a B.A. in Theatre and Dance should have a basic working knowledge of all areas of the field: Ze should understand the craft and expectations of the actor and the dancer, or, be able to perform in acting and/or dancing roles. Ze should understand the craft and creative process of choreography and directing, or, be able to choreograph dances and direct plays at a certain level of competence. Ze should be unafraid of the physical and team-based efforts of backstage work and should be aware of the creative process of the designer, or, be comfortable executing scenic and/or lighting designs personally. Ze should understand and have experience in front-of-house management, publicity, marketing, and basic company management. Finally, the graduate should be able to communicate her ideas clearly and generously, and to teach these basic skills and concepts to others, in all the above areas. Students thus prepared will be prepared as well for graduate school, internships, and careers.

E. MEANS OF ASSESSMENT

Means of assessment currently include: written exams and quizzes; research papers; personal essays; original dance compositions; practical (movement) skill evaluations; oral and written evaluations of live performance; poster sessions and other displays; oral presentations.

Selected rubrics from 2009-2012, addressing broader skills in specific areas of the disciplines:

Acting Technique Courses- *These include THEA 128, 200, 278, 280, 330, 331, 332, 333, 349 and 350*

Goal	Objective	Outcome	Assessment Method	Assessment Tool	Success Criteria	Data Location
1/2	Students will learn warm-up exercises	Students will demonstrate use of effective warm-ups at the beginning of classes and rehearsals	Presentations of research on warm-up methods	Observed practice In-class discussions	Students warm up: 75% every time 25% most times	Faculty Files
1/2	Students will learn fundamental character movement	Students will demonstrate a wide range of physicalities on stage	Scene work Character Movement Exercise	In-class critique Locally Developed Rubrics	Students average scenes and exercise: 100% C or above 75% B or above 25% A or above	Faculty Files
1/2	Students will develop vocal range	Students will demonstrate a wide range of vocal choices on stage	Scene work Vocal Technique Exercise	In-class discussion Locally Developed Rubrics	Students average scenes and exercise: 100% C or above 75% B or above 25% A or above	Faculty Files
1,2 3,4	Students will understand a wide range of acting styles	Students will be able to perform in at least three different styles of acting	Scene work Style Research	In-class discussion Locally developed rubrics	Students average scenes and exercise: 100% C or above 75% B or above 25% A or above	Faculty Files
2/3/4	Students will be able to read plays for character interpretation	Students will make character choices based on information given by the playwright	Written Character Analysis Scene Work	Analysis Locally Developed Rubric	Students average projects: 100% C or above 75% B or above 50% A or above	Faculty Files

Arts Management Courses- These include PART 201 and THEA 355

Goal	Objective	Outcome	Assessment Method	Assessment Tool	Success Criteria	Data Location
2/6	Students will learn the various management positions in professional theatre and dance companies	Students will be able to identify at least 6 major positions in arts organizations and hold at least 2 positions during the semester for the TD Dept.	Job Research Paper Participation in TD Season	Locally Developed Rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Faculty Files
2,4 5,6	Students will learn marketing and PR strategies	Students will conduct an effective marketing campaign	Marketing for department productions	In-class discussions Locally Developed Rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Faculty Files
2,4,5	Students will learn front of house positions	Students will demonstrate organized front of house staffing	Department Productions	Faculty Adjudication	100% participation	Faculty Files

History Courses- *THEA 315*

Goal	Objective	Outcome	Assessment Method	Assessment Tool	Success Criteria	Data Location
2/3	Students will understand the major developments in the history of western theatre	Students will demonstrate knowledge of developments in staging, acting, playwriting, and theatrical spaces, will identify them by date, and will understand their similarities and differences	Exams In class presentations	Written exams and essays Locally developed improvement rubrics	Students average exams and presentations: 100% C or above 75% B or above 25% A or above	Faculty Files
2/3	Students will recognize the major plays of each period	Students will be able to identify and differentiate between plays of many eras	Written essays In class presentations	Written exams and essays	Students average exams and presentations: 100% C or above 75% B or above 25% A or above	Faculty Files

THEA 320- Marginalized Voices (formerly "Minority Women Playwrights")

Goal	Objective	Outcome	Assessment Method	Assessment Tool	Success Criteria	Data Location
2	Students will read plays from a variety of women playwrights of diverse ethnic, social and class backgrounds	Students will knowledgeably participate in discussion about the plays and the techniques of playwriting	Written questions for discussion	In class discussion	Students' participation in discussion: 100%- Turn in questions each week 75%- speak in every class 50%- speak in at least every other class	Faculty Files
2,3,4	Students will learn how to critically analyze a play and playwright	Students will use multiple sources and classroom discussion to write an in-depth paper about one playwright and her body of work	Mid-term paper	Locally developed rubric covering first draft and final product.	Students' grade on paper: 100% C or above 75% B or above 50% A or above	Faculty Files
2,3,4	Students will address issues of diversity in the context of plays and playwrights	Students will have increased knowledge of diversity challenges in the theatre world	Comprehensive paper	In class discussion Locally developed rubric addressing final paper	Students' grade on paper: 100% C or above 75% B or above 50% A or above	Faculty Files

Dance Technique Courses: *These include DANC 205, 305, 206, 306, 209, 320, 330 (Modern, ballet, jazz, tap, and pointe techniques)*

Goals	Objective	Outcome	Assessment Methods	Assessment Tool	Success Criteria	Data Location
	Students will begin to master the essential physical and aesthetic elements of western theatrical dance technique	Students will demonstrate improved alignment, balance, strength, flexibility, agility	Daily faculty observations of students in motion	Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files
		Students will demonstrate an awareness of line and shape in the body	Daily faculty observations of students in motion	Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files
	Students will understand the role of technique in the accomplishments of the stage performer	Students will move with attention to three-dimensional space and the interrelationship of bodies in the space	1- Daily faculty observations of students in motion 2 - Midterm & final practical (mvt) exams	Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files
		Students will demonstrate improved musicality and dynamic range	1- Daily faculty observations of students in motion 2 - Midterm & final practical (mvt) exams	Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files
	Students will develop self-confidence, self discipline, and concentration	Students will adapt to a range of dance events and circumstances	Daily faculty observations of students in motion	Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files
		Students will demonstrate consistent energy and commitment in class		Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files
		Students will demonstrate clear performance focus	1- Daily observations 2 - Midterm & final practical (mvt) exams	Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files

Dance Composition and Senior Thesis in Dance: *DANC 325, DANC 279/349, DANC 281/350, THDA 401* for dance thesis projects

PROGRAM GOAL: Students will understand and appreciate the art of making dances and producing concerts

Goals	Objective	Outcome	Assessment Methods	Assessment Tool	Success Criteria	Data Location
	Students will study and utilize traditional and non-traditional compositional forms	Students will create and perform original dance works that demonstrate an understanding of craftsmanship	Adjudicated performance of student choreography	Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files
	Students will develop aesthetic judgment and a personal creative voice	Students will create and perform original dance works that demonstrate aesthetic judgment and originality	Adjudicated performance of student choreography	Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files
	Students will understand the support elements and planning necessary to produce a live dance concert	Students will develop concept statement, production calendar, rehearsal plans, marketing campaign and present a public performance	Faculty adjudication of live performance Cast and crew formal feedback session Production book	Locally developed rubric	100% C or above 75% B or above 50% A or above	Dance Faculty Files

Design Courses: The following apply to Scenic Design, Lighting Design and Costume Design courses, as well as the Stagecraft and Production Practical courses.

Design Process

Goals	Objective	Outcome	Assessment Methods	Assessment Tool	Success Criteria	Data Location
4	Students will learn to critically analyze theatrical scripts	Students will demonstrate the ability to identify multiple themes justified through the content of the script	<ul style="list-style-type: none"> • In-class discussions • Written assignments • Individual production books 	Locally developed rubrics Individual student evaluations	Students average projects: 100% C or above 75% B or above 50% A or above	Faculty Files
2/3/4	Students will learn to conduct and organize research	Students will demonstrate the ability to collect broad, multi-disciplinary research from multiple sources and media types, logically organized and cited, and justified to analysis	<ul style="list-style-type: none"> • Homework assignments • Part of multi-step projects • Individual production books 	Locally developed rubrics Individual student evaluations	Students average projects: 100% C or above 75% B or above 50% A or above	Faculty Files
3/5/6	Students will learn to present research in academic and collaborative settings	Students will demonstrate the ability to use research and concept to create a visual presentation detailing the broad aesthetic choices and specific details for given production	<ul style="list-style-type: none"> • In-class presentation • Part of multi-step projects • Individual production books • School-wide presentation 	Locally developed rubrics Individual student evaluations Peer-review	Students average projects: 100% C or above 75% B or above 50% A or above	Faculty Files
2/3/4	Students will learn to draw specific conceptual conclusion from research and analysis process	Students will demonstrate ability to write a clear and concise concept statement based on play analysis, research, and personal reaction to script	<ul style="list-style-type: none"> • Written assignment • Individual production book 	Locally developed rubrics Individual student evaluations	Students average projects: 100% C or above 75% B or above 50% A or above	Faculty Files
1/5/6	Students will learn to work	Students will demonstrate the	<ul style="list-style-type: none"> • Group projects 	Locally developed	Students average	Faculty Files

	in a collaborative group environment	ability to work in and out of class with a group toward specific goals while maintaining individual work	<ul style="list-style-type: none"> • Department productions 	rubrics	projects:	
1/4/6	Students will learn to use changes in budget, materials, and labor as a creative challenge rather than a hindrance	Students will demonstrate the ability to adapt design specifics while retaining aesthetic quality and concept due to unexpected occurrences and changes	<ul style="list-style-type: none"> • In-class discussions • Journal assignments • Multi-step projects with professor changes amid 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above 75% B or above 50% A or above</p>	Faculty Files

Design Skills

Goals	Objective	Outcome	Assessment Methods	Assessment Tool	Success Criteria	Data Location
1/3/4	Students will learn to objectively analyze aesthetic values within context of production	Students will demonstrate the ability to given written and spoken critiques of their own design work and the designs of others as a complete vision	<ul style="list-style-type: none"> • In-class discussions • Written assignments • Journal assignments 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above</p> <p>75% B or above</p> <p>50% A or above</p>	Faculty Files
1/2/5	Students will learn to communicate design through manual and CADD drafting	Students will demonstrate the ability to use tools to create aesthetically appropriate and technically correct draftings	<ul style="list-style-type: none"> • In-class assignments • Part of multi-step design projects • Individual production book 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above</p> <p>75% B or above</p> <p>50% A or above</p>	Faculty Files
1/2/5	Students will learn to use various media to communicate visual aspects of design through renderings	Students will demonstrate ability to use preferred media to create aesthetically appropriate and presentational renderings	<ul style="list-style-type: none"> • In-class assignments • Part of multi-step design projects • Individual production book 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above</p> <p>75% B or above</p> <p>50% A or above</p>	Faculty Files
1/5/6	Students will learn to use make, keep, and reevaluate a budget	Students will demonstrate the ability to find and use catalogues, the internet, computer programs, and common sense to make and continually reassess a budget	<ul style="list-style-type: none"> • In-class assignments • Part of multi-step design • Department productions • Individual production book 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above</p> <p>75% B or above</p> <p>50% A or above</p>	Faculty Files
1/2/6	Student will learn to create the basic tools necessary for a theatre career	Students will demonstrate the ability to create cover letters, resume, business	<ul style="list-style-type: none"> • In-class assignments • Senior seminar assignments 	<p>Locally developed rubrics</p> <p>Individual</p>	<p>Students average projects:</p> <p>100% C or</p>	Faculty Files

		cards, and portfolio that are cohesive and individualized	• Internship preparation	student evaluations	above 75% B or above 50% A or above	
1/4/5	Students will learn problem solving techniques	Students will demonstrate the ability to use prioritization, creative solutions, and brainstorming to deal with unexpected challenges	<ul style="list-style-type: none"> • In-class discussions and assignments • Individual student assessment • Journal assignments 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above</p> <p>75% B or above</p> <p>50% A or above</p>	Faculty Files

Production Skills

Goals	Objective	Outcome	Assessment Methods	Assessment Tool	Success Criteria	Data Location
1/2/4	Students will learn how to safely use all the tools and equipment within Phipps theatre	Students will demonstrate their ability to recognize the vocabulary and safety protocols for using lighting, sound, carpentry, sewing, and rigging tools	<ul style="list-style-type: none"> • Exams • In-class projects • Department production work 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above</p> <p>75% B or above</p> <p>50% A or above</p>	Faculty Files
1/3/5/6	Students will learn the theatrical chain of command and production etiquette	Students will demonstrate their recognition of the hierarchy of production positions and their ability to follow protocol during the pre-, tech-, post- and production periods	<ul style="list-style-type: none"> • Exams • In-class projects • Department production work • Production Journal 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above</p> <p>75% B or above</p> <p>50% A or above</p>	Faculty Files
1/2/4/5/6	Students will learn leadership skills	Students will demonstrate their ability to delegate and motivate other students in peer and subordinate positions	<ul style="list-style-type: none"> • Group projects • Department production work • Production Journal 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above</p> <p>75% B or above</p> <p>50% A or above</p>	Faculty Files
1/2/4/5/6	Students will learn to keep accurate records of their work	Students will demonstrate their ability to archive and organize research, rough work, meeting notes, finished work, journals, production photographs, and bibliographic records	<ul style="list-style-type: none"> • Multi-step projects • Department production work • Individual production book 	<p>Locally developed rubrics</p> <p>Individual student evaluations</p>	<p>Students average projects:</p> <p>100% C or above</p> <p>75% B or above</p> <p>50% A or above</p>	Faculty Files

F. HOW ASSESSMENT DATA WILL BE UTILIZED

Theatre, dance, and music faculty and staff will meet regularly to review current and previous assessment plans. The structure of the entire major will be reviewed annually. In some cases, courses may be revised, eliminated, or added. In other cases course goals will be brought in line with the mission of the major, and class assignments in line with stated course goals. Faculty will discuss which goals and assessment methods are valid across disciplines, and where music/theatre/dance necessarily diverge in their approaches. Individual students will be evaluated annually on their achievement of "measurable learning outcomes", and adjustments to major requirements and mentorship will be made in response.

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V. SUMMARY OF GROUP DATA

The Theatre and Dance major currently collects the assessment data listed below. Data for Dance Technique, Choreography, and Movement Analysis is stored in the dance faculty office files. Data for Performance/Production is stored in both the dance faculty office and the theatre faculty office. Data for Acting/Directing, Theatre History/Theory, Management, Intro to Performing Arts and Capstone Experience is stored in theatre faculty office. Data for Music is stored in the music faculty offices.

Dance:

Dance Technique (DANC 205, 206, 209, 305, 306, 320, 330)

Rubrics assessing discipline, movement skills and performance quality- GOAL 1

Written reflections on performance attendance- GOAL 4

Written exams (dance terminology)- GOAL 4

Choreography (DANC 325)

Rubrics assessing compositional craftsmanship- GOAL 1, 5

Written reflections on creative process, personal voice, and aesthetic value- GOALS 2,3,4

Movement Analysis (DANC 106, 325)

Rubrics assessing movement skill and accuracy in LMA theory, sight-reading dance notation- GOAL 1

Written dance notation assignments- GOAL 2,6

Written analysis of observed movement behavior- GOAL 2, 4

Oral exam on elements of LMA theory- GOAL 2,6

Theatre:Acting/Directing Technique (THEA 128, 200, 330, 331, 332, 333, 338)

Rubrics assessing vocal, movement, interpretation, ensemble and performance quality- GOAL 1, 5

Written reflections on plays read and seen- GOALS 2,3,4

Oral and written feedback during rehearsal process- GOALS 1, 5

Analysis of public performance- GOALS 1, 5, 6

Audition preparation and oral feedback- GOAL 6

History/Theory (THEA 315, 320 & DANC 316, 325 & THDA 385 topics)

Rubrics assessing research and presentation- GOAL 2

Written exams on history/theory- GOALS 2, 3

Written research papers- GOALS 2, 3, 4

Management (THDA201, 385 topics)

Rubrics assessing personnel issues, advertising and public relations, economics, and ensemble work- GOAL 2

Written work including final portfolio of created company (mission, goals, budget, season, public relations, fundraising, etc.)- GOALS 1, 2, 3, 4, 6

Faculty assessment of participation in the management of the Theatre/Dance front of house- GOALS 5, 6

Theatre and Dance Major:Overall

Self assessment in theatre and dance major in rubric form- GOALS 4, 6

Individualized student assessment sessions with theatre/dance faculty- GOALS 4, 6

Performance/Production Process (THEA 280, 350 & DANC 281, 350 & THDA 130, 220, 225/325)

- Transcribed post-performance feedback sessions (post-mortems) involving directors, designers, cast, and support staff- GOALS 4, 5

- Outside adjudication for theatre performances by professional adjudicators from the Theatre Association of New York State (TANYS)- GOALS 4, 5, 6

- Faculty evaluation of hands-on skills and projects in technical theatre/design courses

Capstone Experience (THDA 401 thesis, THDA 402 senior seminar, comprehensive exam)

- Oral thesis defense with theatre and dance faculty and staff- GOALS 4,5,6

- Faculty evaluation of written thesis support materials- GOALS 2, 4, 5, 6

- Rubrics assessing oral report and thesis reflection in senior seminar- GOAL 4

- Faculty evaluation of written comprehensive essays- GOALS 2, 3, 4

- Public presentation of thesis research- GOALS 1, 2, 3, 4, 6

Summary of Data Analysis - 2009/2010

Music (Professor Posegate's courses):

Final Playing Exam Rubric
 Beginning Class Guitar MUS 121
 Name _____
 Date _____

Each item is graded on a scale of 1-5, with 5 being the most proficient.

	Picked Melody	Chord Song	Pentatonic Scale
Facility of finger motions (LH)			
Facility of finger motions (RH)			
Accuracy of rhythms			
Accuracy of notes			
Tone quality			

Statistics: (Seven test-takers, raw data)

	Picked Melody	Chord Song	Pentatonic Scale
Facility of finger motions (LH)	2345555	3344455	0345555
Facility of finger motions (RH)	3345555	4455555	0555555
Accuracy of rhythms	1234455	3345555	0555555
Accuracy of notes	2335555	3455555	0555555
Tone quality	3444555	3334455	0355555

Comments: This is the first time I am teaching this course. It appears that the weakest area of performance is rhythmic proficiency.
 MUS 141 Beginning Class piano

Final Performance Assessment Rubric

Note Accuracy	Scales		Solo 1	Solo 2	Lead-Sheet	Sight-Reading
	C	G				
0 points = Very low level of preparation, only occasional correct notes. Crippled by restarts. 1 point = Only a basic level of preparation. Many wrong notes and/or high level of restarting. 2 points = Mostly correct notes. Some instances of restarting. 3 points = Good. Only a few instances of restarting and/or incorrect pitches. 4 points = Perfect or nearly perfect.						
Rhythmic Accuracy 0 points = No discernable rhythm. 1 point = Barely discernable rhythm. Pervasive pausing and restarting. 2 points = Rhythm present but plagued by inaccurate or uneven rhythm and lost beats. 3 points = Good rhythm, with minor flaws. 4 points = Perfect or nearly perfect.						
Musicality (articulations, dynamics, tempo) 0 points = Pays no attention to articulations, dynamics, and tempo. 1 point = Barely discernable attention paid to articulations, dynamics, and tempo. 2 points = Noticeable attention to musicality, but some glaring omissions. 3 points = Good musicality. 4 points = Nuanced and detailed attention to all score markings. Originality.						
Extramusical Considerations (posture, hand & body position) 0 points = Poor posture, collapsing finger joints, sitting at inappropriate distance from piano. 1 point = Showing attention to only one of the listed attributes. 2 points = Showing good attention to 2 listed attributes or inadequate attention to all of them. 3 points = Basically good posture, hand position, and body position, but some flaws. 4 points = Perfect or nearly perfect.						
Comments			0-49 = F 50-57 = C 57-63 = B 64-72 = A	Grade:		

Statistics: Mean scores Spring 09/Fall 09

Note Accuracy	Scales		Solo 1	Solo 2	Lead-Sheet	Sight-Reading
	C	G				
	SP09: 3.9 F09: 2.7	SP09: 4.0 F09: 2.6	SP09: 3.7 F09: 3.0	SP09: 3.4 F09: 3.0	SP09: 2.8 F09: 2.9	SP09: 3.6 F09: 2.9
Rhythmic Accuracy			SP09: 3.5 F09: 3.0	SP09: 3.3 F09: 3.1	SP09: 3.2 F09: 3.2	SP09: 3.8 F09: 3.5
Musicality (articulations, dynamics, tempo)			SP09: 2.9 F09: 2.8	SP09: 3.1 F09: 2.9	SP09: 3.3 F09: 3.4	SP09: 4.0 F09: 3.6
Extramusical Considerations (posture, hand & body position)			SP09: 3.9 F09: 3.9	SP09: 3.9 F09: 3.5	SP09: 3.6 F09: 3.8	SP09: 4.0 F09: 3.6

Comments: I've included Spring and Fall data in this set. In most categories, there is a decline from Spring to Fall which I cannot explain except to say that I noticed the students in the Fall semester seemed to need more attention paid to each topic, more extra help, etc. The curriculum was almost exactly the same. In the Rhythmic accuracy column I believe there is room for improvement and I will be incorporating some chanting exercises and rhythm worksheets into later weeks in the semester.

MUS 141 Beginning Class Piano

Piano Performance Assessment Rubric – Midterm

Note Accuracy 0 points = Very low level of preparation, only occasional correct notes. Crippled by restarts. 1 point = Only a basic level of preparation. Many wrong notes and/or high level of restarting. 2 points = Mostly correct notes. Some instances of restarting. 3 points = Good. Only a few instances of restarting and/or incorrect pitches. 4 points = Perfect or nearly perfect.		
Rhythmic Accuracy 0 points = No discernable rhythm. 1 point = Barely discernable rhythm. Pervasive pausing and restarting. 2 points = Rhythm present but plagued by inaccurate or uneven rhythm and lost beats. 3 points = Good rhythm, with minor flaws. 4 points = Perfect or nearly perfect.		
Musicality (articulations, dynamics, tempo) 0 points = Pays no attention to articulations, dynamics, and tempo. 1 point = Barely discernable attention paid to articulations, dynamics, and tempo. 2 points = Noticeable attention to musicality, but some glaring omissions. 3 points = Good musicality. 4 points = Nuanced and detailed attention to all score markings. Originality.		
Extramusical Considerations (posture, hand position, body position) 0 points = Poor posture, collapsing finger joints, sitting at inappropriate distance from keyboard. 1 point = Showing attention to only one of the listed attributes. 2 points = Showing attention to two of the listed attributes or inadequate attention to all of them. 3 points = Basically good posture, hand position, and body position, but some flaws. 4 points = Perfect or nearly perfect.		
Comments	0-4 = F 5-8 = C 9-12 = B 13-16 = A	Grade

Statistics—mean scores for all test takers

	Fall 09
Note Accuracy	3.7
Rhythmic Accuracy	3.4
Musicality (articulations, dynamics, tempo)	3.9
Extramusical Considerations (posture, hand position, body position)	4.0

Comments: These scores are relatively high. I am considering making the midterm more difficult because the scores on the final exam drop off from this. However, this may just be a reflection of the ease of the beginning material presented. As the semester progresses, the difficulty of the tasks the students are assigned grows quickly.