

ANNUAL ASSESSMENT REPORT
PERFORMING ARTS MAJOR
Submitted January 2009

I. EXECUTIVE SUMMARY

Fall 2008 has been a semester of evaluating and re-designing rubrics and working to embed assessment language in individual course syllabi. The intention has been to articulate learning objectives that support the mission of the PART major. In the theatre and dance concentration, the incorporation of new courses in theatrical design into the students' four-year plan continues to be an important part of this process. As a result of this, we are revising the mission statement for theatre and dance.

Guidelines for the Senior Capstone Experience, and expectations for the theatre and dance thesis productions, were closely analyzed by theatre and dance faculty and staff in regular meetings. Faculty have begun overhauling the capstone guidelines (a department handout), learning objectives, and expectations of thesis students. The intention is to specify each student's role(s) and responsibilities in completing the Capstone Experience.

Faculty also analyzed the collaborative teaching relationship specific to the main stage production process, among the Rehearsal and Performance, Production Practical, and Scenic, Lighting, and Costume Design courses. Intradepartmental communication was much improved this semester due to weekly production meetings in which students, faculty, and staff participated. The collaborative process can continue to be improved by defining the roles and responsibilities of each team member. This work will be assessed at the conclusion of the spring main stage production.

In terms of grading rubrics, theatre and dance faculty increasingly recognized the importance of aligning assignment instructions (given to students) with grading rubrics used to evaluate those assignments. Assignments where students were given a copy of the grading rubric as a checklist produced more satisfactory work from many students. Rubrics that are cumbersome to use in the moment of physical performance are impractical for assessing theatre and dance classroom activities.

II. SUMMARY OF ANNUAL MEETING

Performing Arts Meeting:

Meeting Time:

Tuesday, December 2, 2008 12:30pm

Present:

Department Chair: Siouxsie Grady

Music Faculty: Laura Campbell, Victor Penniman, Crawford Thoburn

Dance Faculty: Jeanne Goddard

Theatre Faculty: Roberta Kolpakas

Topics Discussed:

- Jeanne Goddard presented overview of assessment process and procedure.
- Siouxsie Grady presented meeting agenda
- General discussion of individual syllabus problems and concerns
 - o Transparent teaching through assignment guidelines including assessment rubrics
 - o Assuring student understanding of syllabi through signed “contracts” detailing salient points
 - o Clarifying expectation/outcome aspect of syllabi
- General discussion of specific problems with assessment standards in artistic based courses
 - o Using leveled rubrics for assessment
 - o Using individual faculty/student evaluations as a means for continuing specific assessment within performance/design courses
 - o Using yearly department faculty/student evaluations as a means for continuing overall assessment within the major/minor
 - o How to evaluate artistic skill and work
 - o How to evaluate ensemble work: do students all receive the same grade? What are the qualities that can be evaluated?
- General discussion of individual course assessment aligning with the larger Wells Mission Statement and Academic Goals

Plan of Action:

- Each professor will individually assess course syllabi with a view toward rubric integration
- Theatre/Dance faculty and Music faculty will meet separately to assess goals, methods, and outcomes for past year and create a plan of action for next year
- Department will meet again to compare and align assessments and goals

Meeting ended: 1:30pm

.....

Theatre and Dance Meeting:

Meeting Time: Tuesday, December 9, 12pm

Present:

Acting/Directing Faculty: Siouxsie Grady
Dance/Choreography Faculty: Jeanne Goddard
Production/Design Faculty: Roberta Kolpakas

Topics Discussed:

- Review assessment review guidelines for clarity
- Discussion of realistic goals for immediate and long-term implementation
 - o What can we implement for spring 2009? How will we assess success?
 - o What can we implement for 2009/2010? What are the steps involved?
- Discussion of Senior Capstone Project revision
 - o Can we revise it in time for 2009/2010?
 - o Is it fair to the students to change it now? Have we already set an expectation of the capstone project and procedure?
- Discussion of 4-year arc in majors:
 - o Are graduating students prepared to transition from academia to career?
 - o Are graduating students meeting expectations?
 - o How can we better assess and foster student progress in areas of leadership, critical reasoning, and the “business” of performing arts?
 - o What framework is needed to assess majors yearly? What are our expectations for sophomores? Juniors?

Plan of Action:

- Re-evaluate assessment plan based on the following Goals:
 - o Expectations and Assessment for 4-year arc
 - o Providing basis for transition from college to career
 - o Re-evaluate individual courses based on department goals and the 4-year arc

Meeting Ended: 1:05 pm

Music Faculty Meeting:

Meeting Time: Ongoing from Tuesday December 2 through Friday December 12 via Email

Participants: Crawford Thoburn, Laura Campbell, Victor Penniman, Russell Posegate

Topics Discussed:

- Overall, music faculty is pleased with the assessment methods currently being used
- Discussion of revising assessment for individual courses
 - o Private instruction assessment
 - How can students be more involved with assessment process?
 - Using assessment more to chart progress and encourage consistent practice
 - Using student self-evaluation to create analytic and positive attitude towards strengths and weaknesses
 - o Ensemble assessment
 - Should all students be assessed individually? Or should they succeed or fail as a group?
 - Would group assessment encourage collaborative work and peer-to-peer learning or create exclusive “cliques”?

Plan of Action:

- Include students in future assessment meetings to encourage inclusive department.
- Meetings will discuss:
- o Student / Faculty evaluation meetings for individual lessons
 - o Student self-evaluation – how they apply to syllabi and grades
 - From student/faculty meetings, develop a revised assessment strategy
 - Review established methods of ensemble evaluation at Wells and at other schools
 - Rework ensemble assessment based on review

III. GROUP PLAN

Detailed Plan of Action

1. Expectations and assessment for 4-year arc – Planned Implementation: Fall 2009
 - a. Revise Theatre and Dance Senior Capstone Project to reflect department goals
 - b. Develop realistic expectations for Freshmen, Sophomore, and Junior Majors based on Senior Capstone Expectations
 - c. Develop means for faculty assessment, student/faculty evaluations, and student self-assessment based on the 4-year arc

2. Business of the Performing Arts – Improvements Ongoing
 - a. Evaluate individual syllabi for opportunities to bridge the gap between undergraduate studies and career
 - b. Develop means, with student input, for students to learn to self-assess progress in both small and large projects, private instruction and ensemble
 - c. Develop, with student input, assessment criteria and method to determine impact of visiting artists and guest lecturers on students career expectations to focus departmental resources
 - d. Revise Theatre and Dance Senior Capstone Project to reflect realistic career work and expectations

3. Re-evaluate individual courses – Planned Implementation: Fall 2009
 - a. Align syllabi and course assessment with department goals
 - b. Re-evaluate Theatre and Dance concentration requirements to align with department goals and to include production/design
 - c. Re-evaluate syllabi to focus assessment on process and communication and create inclusive atmosphere for artistic growth and development
 - d. Develop student self-evaluation method for each course that include substantial goals such as leadership and collaboration
 - e. Develop student/faculty contract for each course to reinforce career etiquette and provide clear expectations and consequences. Modeled on performing arts employment contracts and Wells Honor Code “contract.

IV. UPDATED ASSESSMENT PLAN

(Original plan here plus the following)

Goals:

1. Techniques
2. Research / Presentation
3. Historical / Multicultural / Multidisciplinary Context
4. Critical Analysis
5. Production Participation
6. Career Planning and Development

Acting Technique Courses

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

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

Goal	Objective	Outcome	Assessment Method	Assessment Tool	Success Criteria	Data Location
2/3	Students will understand the major developments in the history of	Students will demonstrate knowledge of developments in staging, acting,	Exams In class presentations	Written exams and essays Locally developed	Students average exams and presentations: 100% C or	Faculty Files

	western theatre	playwriting, and theatrical spaces, will identify them by date, and will understand their similarities and differences		improvement rubrics	above 75% B or above 25% A or above	
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

PART 220 – Costume Design

Goal	Objective	Outcome	Assessment Method	Assessment Tool	Success Criteria	Data Location
1	Students will learn to use sewing tools	Students will demonstrate use of tools through garment construction projects	Apron Project Shirt Pattern Project Draping Project Alteration Project Plaza Suite Project Final Project	Locally Developed Rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
2/4	Students will learn to conduct, organized and present research based on project outline	Students will present cohesive visual research, supplemented by dramaturgical research	Flower design project Plaza Suite Project Final Project	In-class discussions Locally Developed Rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
3/4	Students will learn to conduct dramaturgical research based on script	Students will demonstrate ability to conduct, organize, and review research in Production Book	Plaza Suite Project Final Project	In-class discussion Locally Developed Rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
2	Students will learn to analyze script for research topics and specific costume needs	Students will demonstrate ability to create written script analysis and conclude logical research topics	Plaza Suite Project Final Project	In-class discussion Locally developed rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files

3/4	Students will learn the historical and cultural context for fashion and costume	Students will demonstrate knowledge of historical and cultural context	Fashion History Test Plaza Suite Project Final Project	Comprehensive test Locally developed rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
5	Students will learn the procedure and etiquette for theatrical productions	Students will demonstrate ability to use design methods, collaborate, and continually assess design to completion	Final Project	Locally developed rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files

PART 285 – Principles of Design

Goal	Objective	Outcome	Assessment Method	Assessment Tool	Success Criteria	Data Location
1	Students will learn to drawing, painting, collage, and models to communicate design ideas	Students will demonstrate continued improvement and awareness of artistic voice	Still-life project Visual Imagination/reality project Figure drawing project Color basics project Watercolor project	In-class discussion and feedback Locally developed improvement rubrics	100% of students show improvement over through the course	Roberta Kolpakas Files
2	Students will learn to analyze script for research topics and thematic trends	Students will demonstrate ability to create written script analysis and conclude logical research topics and thematic trends	Agnes of God Project Midsummer Nights Dream Project	In-class discussions Locally Developed Rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
3/4	Students will learn to conduct dramaturgical research based on script	Students will demonstrate ability to conduct, organize, and review research in Production Book	Agnes of God Project Midsummer Nights Dream Project	In-class discussion Locally Developed Rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
3	Students will	Students will	Agnes of God	In-class	Students	Roberta

	learn to conduct, visually organize, present visual research	demonstrate ability to find thematically relevant images, create and present research board	Project Midsummer Nights Dream Project	discussion Locally developed rubrics	average projects: 100% C or above 75% B or above 50% A or above	Kolpakas Files
3/4	Students will learn the historical and cultural context as it can emphasize thematic elements within a play	Students will demonstrate ability to explore different cultural and historical periods for play	Agnes of God Project Midsummer Nights Dream Project	In-class discussion Locally developed rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
6	Students will learn to develop cohesive and specific resumes, cover letters, and sample pages	Students will demonstrate ability to create succinct and interesting business paperwork	Business of Theatre project	In-class discussion Locally developed rubrics	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files

PART 225/325 Production Practical

Goal	Objective	Outcome	Assessment Method	Assessment Tool	Success Criteria	Data Location
1	Students will learn to use area specific tools and equipment in lighting, costumes, and shop	Students will demonstrate use of tools show construction	Experimental 1 Mainstage 1 Second Stage	Faculty/student evaluation meeting Locally developed rubric	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
4/5	Students will learn collaborative script analysis methods and etiquette	Students will develop collaborative skills	Experimental 1 Mainstage 1 Second Stage	Faculty/student evaluation meeting Locally developed rubric	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files

					above	
2/3/5	Students will learn research and research presentation in collaborative setting	Students will demonstrate ability to conduct, organize, and review research in production meetings and production book	Experimental 1 Mainstage 1 Second Stage	Faculty/student evaluation meeting Locally developed rubric	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
5	Students will learn the procedure and etiquette for theatrical productions	Students will demonstrate ability to use design methods, collaborate, and continually assess design to completion	Experimental 1 Mainstage 1 Second Stage	Faculty/student evaluation meeting Locally developed rubric	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
6	Students will develop collaborative and leadership skills	Students will demonstrate ability to work independently, to develop reasonable action plans and implement plans	Experimental 1 Mainstage 1 Second Stage	Faculty/student evaluation meeting Locally developed rubric	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files
6	Students will develop collegiate theatrical credits and portfolio materials	Students will work towards professional career through Wells productions	Experimental 1 Mainstage 1 Second Stage	Faculty/student evaluation meeting Locally developed rubric	Students average projects: 100% C or above 75% B or above 50% A or above	Roberta Kolpakas Files

V. SUMMARY OF GROUP DATA

The Performing Arts 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 PART and Capstone Experience is stored in theatre faculty office. Data for Music is stored in the music faculty offices

Music:

Academic Courses (music history and theory)

Student performance in course, based on written and oral exercises graded by the faculty.- GOALS 1, 2, 3, 4, 6

Performance Courses (solo and ensemble)

Faculty judgment of public student musical solo and ensemble performances which have been recorded.- GOALS 1-6

Dance:

Dance Technique

Rubrics assessing movement skills and performance quality- GOAL 1

Written reflections on performance attendance- GOAL 4

Written exams (dance terminology)- GOAL 4

Choreography

Rubrics assessing compositional skills- GOAL 1, 5

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

Movement Analysis

Rubrics assessing movement skill and accuracy in LMA theory Results of 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

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

History/Theory

Rubrics assessing research and presentation- GOAL 2
 Written exams on history/theory- GOALS 2, 3
 Written research papers- GOALS 2, 3, 4

Management

Rubrics assessing personnel issues, advertising and public relations, economics, and ensemble work- GOAL 2
 Written work including press releases and financial statements- GOAL 2, 4, 6
 Faculty assessment of participation in the management of the Theatre/Dance front of house- GOALS 5, 6

PART:

Performance/Production

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

Capstone Experience (thesis, senior seminar, comprehensive exam)

Post-mortem feedback session as appropriate for thesis project- GOALS 4, 5
 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

Summary of Data Analysis

100% of students in Professor Grady's courses earned a C- or above in final grading. For individual courses, the results on individual projects, assessed by rubric, were as follows: PART 100- approximately 75% of students earned a C- or above on written papers, 100% earned a C- or above on group projects; Stage Management- approximately 75% of students earned a C or above on tests, 100% earned a C or above on projects; Improvisational Theatre- 100% of students earned a B or above on exercises; THEA 128- 100% of students earned a C or above on scene work, 75% of students earned a B or above on scene work, 100% of students earned a C or above on written work, 75% of students earned a B or above on written work.

100% of students in Professor Kolpakas' courses earned C or above in final grading. For individual courses, the results on individual projects, assessed by rubric, were as follows: PART 220, Costume Design, 100% of students earned A or above in creative research projects, 60% earned C or above on construction projects, and 70% earned C or above on complete design projects; PART 285, Principles of Design, 70% earned B or above on creative research projects, 85% earned B or above on skill projects, and 75% earned C or

above on complete design projects; PART 225/325, Production Practical, 100% earned C- or above on individual assignments, 90% earned B- or above on individual assignments, and 60% earned A- or above on individual assignments.

93 % of the students in Prof. Thoburn's introductory music course received grades of C- or above. These grades were determined by three quizzes, two hour exams, class participation and a final exam. 100% of his voice students received grades of B or better. These grades were determined through performance in weekly lessons and in periodic public recital. 100 % of the students in the three college choral ensembles received grades of S. These grades were determined through successful completion of required weekly rehearsals and three public performances during the semester

Interpretation of Results

Our interpretation of results indicates that oral feedback is probably most effective tool when assessing the Performing Arts. Narrative written feedback by both the student and the faculty member is also preferred for thorough critique. We understand the need for simple, standard rubrics and are currently being fine-tuning this year's rubrics as well as creating new ones in order to accurately grade artistic performance.