

Bergen Community College
Assessment Report for 2008-2010

Department/Program: Performing Arts

Department Leader: Linda Marcel

Liaison: Andrew Krikun

Assessment Project Coordinator (if not the Department Leader):

Date Submitted: 6/1/10

Program(s), if applicable (AAS, Interdepartmental, etc.):

AA, Theatre Arts

Mission/Goal statement of the department or program:

In development

SEMESTER 1: Create the Assessment Plan

Goal or learning objective being assessed:

Demonstrate critical understanding of the important dramatic elements when attending a performing arts event

Relevant Core Competencies: (check as many as apply)

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Quantitative Reasoning | <input checked="" type="checkbox"/> Critical Thinking |
| <input type="checkbox"/> Civic Responsibility | <input type="checkbox"/> Technological and Information Fluency | <input type="checkbox"/> Personal Skills |
| <input type="checkbox"/> Interpersonal Skills | <input checked="" type="checkbox"/> Creativity and Aesthetic Appreciation | <input checked="" type="checkbox"/> Applied Knowledge |

Means of Assessment:

An essay in which the student formulates a critical response to a performing arts event

SEMESTER 2: Develop an Assessment Strategy

Criterion for success:

Theatre faculty will develop rubrics specific to each course that will delineate the important elements to be considered when attending a performing arts event. Each essay will be assessed for excellent, satisfactory, and unsatisfactory explanations for each category in the rubric. 75% of the student essays will contain no unsatisfactory marks in any of the categories.

Dean's Comments: With the new academic structure, having a Performing Arts Department will provide excellent opportunities for collaboration and growth. I am pleased to see that efforts

are being made to develop a Mission/Goal statement for the Theater Ars degree program. As I read the Assessment report for Semester 1 and Semester 2, I formulate the following questions:

Is the learning objective being assessed part of the learning objectives in all theater courses master syllabi?

Which are the "important dramatic elements" that the students should understand? Can they be identified? Are these elements different for all theater courses or are there common ones.

What is the best way to demonstrate "knowledge" or "critical understanding"?

The essay is based on a performing arts event. Is the performing arts event mandatory? Is it part of the course requirement? Does it matter if it is a student production or a professional performance? Does it matter if it is on-campus or off-campus?

Is it necessary to develop multiple rubrics? Can one common rubric be developed to assess the essay and its content? If you have multiple rubrics, you may not get consistent results.

Will the students know how their essay will be assessed?

VP's Comments: Please make certain the rubric will help you assess if they learned, what you say they should learned

SEMESTER 3: Implement Assessment Plan & Strategy

Summary and analysis of data collected:

Prior to the Spring 2010 semester, I worked with Prof. Bumgardner (Theatre) to assemble the rubric necessary to evaluate theatre reports submitted for Intro to Theatre class requirements after the students attended "War In Paramus," a student production staged in the Ciccone Theatre. The rubric covers analysis of a theatrical event using Aristotle's Six Elements of Drama from his book, Poetics. The rubric was distributed to full-time and part-time theatre faculty teaching sections of the Intro to Theatre.

(The Summary should appear here. Use attachments only to provide information to support the summary.)

SEMESTER 4: Reporting and Revising

Use of results:

Assessment Data: Introduction to Theatre, Spring 2010

Prior to the Spring semester, a rubric was put together by Jim Bumgardner and Andy Krikun to assess the learning objective of analyzing a live theatre event using Aristotle's six criteria. Papers were assessed for addressing the criteria in manner considered 1) Excellent; 2) Satisfactory; or 3) Unsatisfactory. 49 papers were received from the following Intro to Theatre faculty (total class size in parentheses): Mary Clifford:6 (35); Kaye DeMetz: 7 (35); Okey Chenoweth:15 (35) Jim Bumgardner: 33 (73); Steven Insolera: 28 (48). The papers were reviewed by full-time faculty members: Jim Bumgardner, Andy Krikun, Dan Sheehan, Kate DeMetz, and Jared Saltzman.

DATA:

18 of the 49 papers evaluated contained one or more unsatisfactory marks (36.7%) This exceeds the target percentage of 25%. The following table contains the data for each specific criteria.

Criteria	Excellent	Satisfactory	Unsatisfactory
1) Plot	29 (59.2%)	17 (34.7%)	3 (6.1%)
2) Character	29 (59.2 %)	19 (38.8%)	1 (2.0%)
3) Thought/Meaning	21 (42.9%)	18 (36.8%)	10 (20.4%)
4) Language	19 (38.8%)	21 (42.9%)	9 (18.4%)
5) Music	13 (26.5%)	33 (67.3%)	3 (6.1%)
6) Spectacle	24 (49.0%)	23 (46.9%)	2 (4.1%)

The department chair and theatre faculty will review the data to discuss strategies to improve results in future semesters.

Dean's Comments: I am giving the same suggestion given to the Music department, which had a similar assesment plan. Perhaps the departmental course syllabus has to be revised to include a performance attendance and writing report as course requirements. In order for students to submit better essays, they need to receive clear and consice instructions as to what is expected of them. Do they know what each of the six criteria mean? Is this something they learn in the course of the

semester? Or is this something that is presented to them before the performance? In addition, instructors need to be aware of the importance of this assessment tool and how it fits into the course requirement. If they understand its importance, they they will make sure it is incorporated into the curriculum. Otherwise, it is seen as an add-on, not an important component of the course, and as a result, it does not receive the attention it merits. (Comments added on 7/21/2010)

VP's Comments: