

Theater and Dance

College: Arts and Sciences

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Date: 6-15-17

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Date: June 16, 2017

Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

NSU Theatre and Dance Mission. The NSU Theatre and Dance Program of the Northwestern Dear School of Creative and Performing Arts seeks to assist students with the acquisition of skills and knowledge in theatrical and dance arts necessary to meet their professional, social and personal needs. Through interaction of the arts, Northwestern Theatre and Dance desires to broaden the possibilities of self-development for all students and extend its influence in the region served by the University, thus culturally enriching the area.

Methodology: The assessment process for the BS program is as follows:

- (1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the department head;
- (2) The department head will analyze the data to determine whether students have met measurable outcomes;
- (3) Results from the assessment will be discussed with the faculty;
- (4) The Department Head, in consultation with the Advisory Committee, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

SLO #1: Students will communicate all areas of performing arts through creative application in performance, direction, stage design and technology, musical theatre and dance.

Measure (Direct - knowledge/skill/attitude)

This SLO will be assessed every semester through the following:

- Monologue/scene performance within class
- Ensemble exercises
- Portfolio/resume review
- Public presentations
- Director's prompt script/analysis
- Juried performances
- Written/oral reports
- Dance composition performances based on research application

SLO is assessed through this measure throughout the program.

Success will be measured using rubric score.

The target for this measure is the student maintaining an "Advanced" level (exceeding high expectations). Student work is consistent 85% of the time. Student demonstrates a skill or ability that is understood and can be applied on demand.

Findings:

Target met. 80% students achieved a rubric score of 8.5 or higher.

Analysis:

The above findings show students needing better self-evaluation tools in order to better progress in classroom both verbally and in written format; a need for more master classes; a need for implementation of current technology into classroom; expand and update class offering to better round out students in the modern design techniques; hands-on learning was preferred for Stagecraft class to increase comfort with hand and power tools; a need to improve/develop skills in wig styling.

Action or Decision:

Based on this year's data, the program will make the following adjustments to improve program/student attainment of this learning outcome:

- Dance faculty found students needing better self-evaluation tools in order to better progress in classroom both verbally and in written format.
- Journal assignments will be given asking students to set goals for themselves in the areas of technique, performance and professionalism. This written assignment also will give students the opportunity to write about their learning and training experiences.
- Midterm & Final Assessments will be given to properly evaluate a student's level of ability in a given dance technique. The assessments will be filmed to give students the opportunity to visually see themselves and the corrections given. It is filmed because there are numerous kind of learners and by filming, this gives the visual learner the opportunity to see themselves execute a combination or technical sequences.
- Students will audition and take masterclasses from Cedar Point Amusement Park representatives visiting the school to audition our students; Dr. Bruce Earnest (Dean, University of Mobile & Founder, International Performing Arts Institute of Germany) will conduct a master class and held auditions for I.P.A.I Germany and the first ever New York City Senior Showcase; Dr. Maryann Kyle (Professor, University of Southern Mississippi & Voice Faculty, International Performing Arts Institute of Germany) will present a master class on belting and taught private voice lessons to musical theatre majors; Prof. Shelley Cooper (Professor, LaGrange College) will present lectures on belting and Lessac technique for students, presented a master class and team taught private voice lessons with Dr. Corey Trahan; Prof. Joe Hernandez (Professor, Catawba College) will present a seminar on Branding for the Artist and introduced marketing techniques and digital materials for all creative and performing arts students.
- Students will be assigned a project allowing them to research and present a power point presentation that educates students in a regional theatre of their choosing - somewhere where they could see themselves working - thus enabling the other students in the class to learn where and what this theatre was and how to get

- gainful employment at this theatre; Prof. Joe Hernandez will present a three week short course to introduce students to current methods of branding, marketing and networking in the industry. Students will develop their personal websites, update their resume formats, update their audition books, head shots, biographies and create an artist statement.
- With the addition of new faculty, the program will add several classes to round out our Design/ Tech students; including CAD, props making, advanced design, 3D Drafting.
 - Students will be given detailed instructions with diagrams on the small woodworking project that was to be their first time using the saws. This will act as the skills check where faculty could check that they were knowledgeable about the saw and be a creative end project that the students could keep.
 - Students will be offered an independent study in wig styling. Students with various wig backgrounds and skill levels will tailor a series of projects focused on techniques they wish to acquire. Students will be focused on different historical time periods and created portfolios containing their research, process shots, and finished wigs.

SLO #2: Students will exhibit a working knowledge of history in the performing arts, dramatic literature, theatre and dance criticism and collaborative processes.

Measure (Direct - knowledge/skill/attitude)

This SLO will be assessed every semester through the following:

- Monologue/scene performance within class
- Script analysis projects
- Portfolio/resume presentations
- Class teaching/lesson plans
- Director's prompt script/analysis
- Research/thesis paper
- Written/oral reports
- Dance composition performances based on research application

SLO is assessed through this measure throughout the program.

Success will be measured using rubric score.

The target for this measure is the student maintaining an "Advanced" level (exceeding high expectations). Student work is consistent 85% of the time. Student demonstrates a skill or ability that is understood and can be applied on demand.

Findings:

Target Met. 80% students achieved a rubric score of 8.5 or higher.

Analysis:

The above findings show student's need for additional implementation of digital technology into the classroom; a need to have a wider breath of scholastic knowledge, able to discuss plays from different genres and time periods.

Action or Decision:

Based on this year's data, the program will make the following adjustments to improve program/student attainment of this learning outcome:

- All theatre History classes will be instructed in using the Moodle program; homework assignments will be posted for each course, with drop boxes added for students to submit their papers; lectures will be adapted to Power Point presentations and added to the online Moodle menu. Internet productions of plays discussed in class will be used for class discussions.
- All classes will be using different plays as examples for projects. The students will receive a larger variety of plays based on the needs of the class. Genres and time periods of plays will be offered to expand student knowledge of different writing styles and how to approach plays through a design perspective.

SLO #3: Students will demonstrate the ability to analyze, interpret, create and develop a unique point of view on theatrical and dance topics.

Measure (Direct - knowledge/skill/attitude)

This SLO will be assessed every semester through the following:

- Observation of presentations and class discussions
- Individual discussion and advising
- Writing assignments
- Creative, Design and/or education projects/presentations
- Oral Analysis
- First draft submission and revision process
- Quizzes and tests

SLO is assessed through this measure throughout the program.

Success will be measured using rubric score.

The target for this measure is the student maintaining an “Advanced” level (exceeding high expectations). Student work is consistent 85% of the time. Student demonstrates a skill or ability that is understood and can be applied on demand.

Findings:

Target met. 80% students achieved a rubric score of 8.5 or higher.

Analysis:

The above findings show students have never witnessed in person a full evening length classical ballet from a professional touring company; faculty found that most students have never witnessed in person a full evening length classical ballet from a professional touring company; students need to be given an opportunity to train as designers and technicians in a simulated environment, actively as the role of designer/ stage manager/ individual with responsibility; students expressed a need to incorporate the Hair Design Research Project into the bulk of the semester instead of leaving to the end of class.

Action or Decision:

Based on this year’s data, the program will make the following adjustments to improve program/student attainment of this learning outcome:

- Faculty will organize a group trip to see the Russian National Ballet Company perform Cinderella at LA Tech.
- 3000 and 4000 level theatre history classes will incorporate more individual research elements and in-class presentations of plays, authors, theatre architecture. Individual Power Point presentations on a variety of Theatre subjects will be required.
- Design/ Technical Students will be put into positions where they will create and make specific design choices based on their interpretation of a play. Covering all of the areas, many students will be allowed a voice that covers more than one design area, finding that each area has a specific language and ideas. With 6 full productions and 4 second seasons in a year, students will be allowed to voice and give feedback on how their ideas are being viewed by both peers and faculty.
- The program will change the Makeup class Research Project to an online collaborative format using Office 360 OneNote which will allow the professor to check student progress and give feedback throughout the semester.

SLO #4: Students will demonstrate their competency by exhibiting productions/performances for evaluation, portfolio reviews, juries, and/or by successful placement in approved internships/employment and/or continued education.

Measure (Direct - knowledge/skill/attitude)

This SLO will be assessed every semester through the following:

- Performance scholarship reapplication
- Completion of class prerequisites
- Certificate of Completion (SAFD combat)
- Programs/Recordings of performances
- Audience receptiveness
- Written evaluations from faculty and peers
- Programs, Recorded performances
- Written evaluations from faculty and peers
- Completed Resume/Portfolio
- Juried performances
- Auditions/casting of Theatre/Dance productions

SLO is assessed through this measure throughout the program.

Success will be measured using rubric score.

The target for this measure is the student maintaining an “Advanced” level (exceeding high expectations). Student work is consistent 85% of the time. Student demonstrates a skill or ability that is understood and can be applied on demand.

Findings:

Target met. 80% students achieved a rubric score of 8.5 or higher.

Analysis:

The above findings show students needing opportunities to showcase their choreography with full elements of production; Students needing to work in a “real world” atmosphere, getting different techniques other than the ones presented at the school; students requested more plays/texts/media for library; students took upon themselves to organize play readings; students pursued additional training in the field by attending conferences/workshops/presentations; freshman students wanted more feedback on their theatrical resume or did not know where to start to create a resume; students felt that computer drafting skills would make them more versatile and marketable in the Theatre Design and Tech industry, and is a standard part of similar programs.

Action or Decision:

Based on this year's data, the program will make the following adjustments to improve program/student attainment of this learning outcome:

- Senior Dance Concert will allow students to be creative and learn all that goes into producing a full-length dance concert. Students will be responsible for the program, marketing materials, choreography, costume, props and lighting design.
- All design/ Tech students once reaching at least sophomore status will be encouraged to attend SETC and USITT. This past year all of the Design/Tech students that attended SETC found work, students will also find a higher level work job requiring a larger level of skill, dedication, and management than the previous year.
- Students will attend the South Eastern Theatre Conference to audition for summer theatre work as well as to take workshops; students will attend the Pedagogy of Style Conference held at the University of Southern Mississippi; students will attend the National Association of Teachers of Singing's Fall Conference in Arkadelphia, Arkansas and the Spring Conference held in Natchitoches, Louisiana; select students will attend the International Performing Arts Institute's 2017 Summer Intensive in Germany where Dr. Corey Trahan is Coordinator of Musical Theatre; senior student will present a showcase in New York City as well as participate in workshops with industry professionals, audition for casting agents and directors and network with N.S.U. alumni currently working on Broadway.
- In the Intro to Theatre course, freshman will create and revised resumes. Two revisions will be required, and students will also share their resumes with each other to get used to getting and giving peer feedback in a positive manner, which will also allow them to explore what a potential employer may look for when looking at resumes.
- A special problems class in AutoCAD drafting will be added, and show them the basic tools that they will need to know and could build upon. Real life projects and productions will be used in the class.

SLO #5: Students will develop an appreciation and accepting attitude towards social responsibility, respect for the art, artistic standards and judgment, professional discipline and interaction with other communities and cultures.

Measure (Direct - knowledge/skill/attitude)

This SLO will be assessed every semester through the following:

- Completion of class prerequisites
- Correct use of terminology
- Research assignments in cultural diversity formats

- Interactions with other institutions and performing groups
- Ethnic diversity class assignments
- Written evaluations from faculty and peers
- Completed Resume/Portfolio
- Juried performances

SLO is assessed through this measure throughout the program.

Success will be measured using rubric score.

The target for this measure is the student maintaining an “Advanced” level (exceeding high expectations). Student work is consistent 85% of the time. Student demonstrates a skill or ability that is understood and can be applied on demand.

Findings:

Target met. 80% students achieved a rubric score of 8.5 or higher.

Analysis:

The above findings show Faculty and students expressing need for more diverse/social issue driven productions.

Action or Decision:

Based on this year’s data, the program will make the following adjustments to improve program/student attainment of this learning outcome:

- The theatre/dance program will choose productions in the 2016-17 season that will allow for in depth study of social topics including rape, bullying, drug addiction, suicide, dysfunctional families. Talk backs after the production will be presented by both the cast and crew and the NSU Counseling Services.

Dance Rubric

Modeled after Rubric by Julie Hammond White

Technical Skills & Knowledge

Use of plie (depth, resiliency, power)	10	9	8	7	6
Articulation of the feet (brushing, closings, weight)	10	9	8	7	6
Alignment of the spine (plumb line, verticality in action)	10	9	8	7	6
Use of rotation in legs and pelvis (barre, centre, locomotor, non-locomotor)	10	9	8	7	6
Use of port de bras (placement and movement through all positions)	10	9	8	7	6
Coordination & connectivity (upper to lower, front to back, core to limbs)	10	9	8	7	6
Use of weight (ballet aesthetic)	10	9	8	7	6
Degree of athleticism & fitness	10	9	8	7	6

(strength, cardiovascular)

Range of motion & extensions 10 9 8 7 6

(flexibility, 90 degrees in all directions)

Qualitative range of movement 10 9 8 7 6

(dynamics as dictated by ballet steps)

Foot & arm positions; body directions 10 9 8 7 6

Ability to retain & reverse combinations 10 9 8 7 6

Pirouettes 10 9 8 7 6

(all directions and types, doubles)

Jumps and elevations 10 9 8 7 6

(petite, medium & grand allegro)

Spatial awareness 10 9 8 7 6

(general & personal space)

Performance Skills & Knowledge

Use of focus & projection of energy 10 9 8 7 6

Phrasing & use of transitions 10 9 8 7 6

Expressivity	10	9	8	7	6
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Use of breath (to motivate & fulfill movement)	10	9	8	7	6
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Disposition & Professionalism

Dedication to training & the learning process (apparent work outside of class, finding connections between written, technical & performance work)	10	9	8	7	6
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Positive and open attitude; collaborative spirit	10	9	8	7	6
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Willingness & ability to risk	10	9	8	7	6
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Ability to set, pursue & achieve appropriate personal goals (self-motivation & assessment)	10	9	8	7	6
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Ability to appropriately receive, apply & retain corrections (personal & general)	10	9	8	7	6
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Dedication to class community (investment in & encouragement of others, reliable presence & valuable contributor)	10	9	8	7	6
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Prepared to begin class on time	10	9	8	7	6
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Appropriate dress code

10

9

8

7

6

Rubric Scale

10: Exemplary. Significantly Exceeding High Expectations. This is consistent 95% of the time. You have an “off day” very occasionally, but in general this skill or ability is an established part of your dancing.

9: Advanced. Exceeding High Expectations. This is consistent 85% of the time. This is a skill or ability that you understand and can apply on demand.

8: The Standard. Meeting High Expectations. This is consistent 75% of the time. It is understood and is applied most of the time.

7. Developing. Meeting Expectations. This is consistent 60% of the time. You are not “falling short” because effort and a commitment to learning is clear, but the body and the mind need more practice to find consistency.

6: Remedial. Falling Short of Meeting Expectations. This is occurring less than 50% of the time. You need to invest more time, energy, and effort into your work inside and outside of class in order to meet expectations.

STUDENT NAME _____

TERM OF COMPLETION _____

	10 (Exemplary/ Significantly Exceeding High Expectations)	9 (Advanced/ Exceeding High Expectations)	8 (Standard/ Meeting High Expectations)	7 (Developing/ Meeting Expectations)	6 (Remedial/ Falling Short of Meeting Expectations)
Participation / Group Work	The student asks truly interesting, thought provoking questions, helps others to understand by offering explanation, maintains personal interest in the subject matter and contributes information and opinions beyond the readily available information.	The student asks questions related to understanding the details of the subject matter, helps others to understand, maintains personal interest in the subject matter and contributes information that is basic to the course work.	The student maintains a personal interest in the subject matter, asks relevant questions which clarify facts or issues and helps others to understand.	The student does not ask questions or offer information or assistance to others but responds when asked of information or assistance.	The student opts out of involvement in class activities offering little or fails to respond to questions, or the student is absent.
Writing	The student's written work demonstrates clear organization, thinking beyond the recitation of facts,	The written work is organized and demonstrates accurate thinking about the subject matter, ideas are	Written work is organized and clear, but the main ideas are not well supported. The writing expresses	The written work lacks a sense of organization and a clear presentation of ideas. Little or no evidence is used in	No written work is presented for consideration or the written work is disorganized and obscure. Clear and

	supports points with relevant evidence in a coherent paragraph structure and includes a minimal number of mechanical errors.	supported by some relevant material. The writing is sometimes awkward in its expression of complex ideas. Mechanical errors are readily evident.	ideas in an awkward fashion and mechanical errors are clearly evident and repeated.	supporting the ideas. Awkward construction and word choices make the writing difficult to read. Mechanical errors are significant to warrant special attention.	coherent languages structure is not present through most of the work.
Reading	The student clearly articulates the information presented in the reading and can amplify the reading from personal reflection. The student asks clear and thought-provoking questions about the reading material.	The student can articulate the content of the reading and ask pertinent questions concerning the material.	The student can articulate the major ideas in the text and ask questions concerning the material.	The student cannot articulate the major ideas of the book but can ask questions concerning the material.	The student demonstrates no command of the material.
Performance	The performance clearly demonstrates proficiency in terms of the techniques involved,	The performance shows some lack of technical facility and is inconsistent in terms of specific emotional content	Technique errors are evident, emotional content is generalized and the creative potential is not fully explored.	The performance indicates little application of the techniques studied. Emotional involvement is	The technique taught is lacking. Emotional commitment and creativity are lacking and no

	demonstrates creativity and specific emotional sensitivity to the subject matter and improvement over the previous efforts throughout the performance.	and creativity but demonstrates significant improvement over previous performances.	Improvement is marginal.	lacking or generalized and little creative or intellectual understanding is manifest in the performance. No improvement is demonstrated.	improvement has occurred, or the student is absent.
Objective Review	90% of the review information is correct.	80% of the review information is correct.	70% of review information is correct.	60% of the review information is correct.	Less than 60% of the review information is correct.