

AY 2017-2018 Assessment

Program – Theatre and Dance

College: Arts and Sciences

Prepared by: Scott Burrell

Date: 6/15/18

Approved by: Greg Handel

Date: 7.25.2018

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 in Theatre 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;

AY 2017-2018 Assessment

- (3) Results from the assessment will be discussed with the program faculty;
- (4) Individual meetings will be held with faculty if required (show cause);
- (5) The Department Head in consultation with faculty and the Director of the School of creative and Performing Arts, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

Student Learning Outcomes:

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

Measure 1: Course Work - Theatre/Dance coursework maintains criteria focused on student's ability to communicate theatre/dance subject matter.

Direct – Knowledge - Students will be able to describe a basic understanding in Theatre/Dance coursework including, but not limited to, monologue/scene performances within classes, ensemble exercises, public demonstration of class work in showcases, completion of course prerequisites, written reports, oral reports, quizzes and exams, composition performances based on research application. The target is that 75% of students will achieve a rubric score of 8.5 or higher.

Measure 2: Performance/Creative/Practical Application - Theatre/Dance productions maintains criteria focused on student's ability to communicate theatre/dance subject matter.

Direct – Knowledge/Skill/Ability – 90% of enrolled students will be able to communicate learned skills in their performance and creative experiences by receiving either pass/fail in their Applied Theatre course, including, but not limited to, collaborative process, implementation of skills learned in the classroom translated to performance, assignment of production responsibilities based upon portfolio review and/or audition, audience attendance/response.

Measure 1 Findings: Target Met

In AY17-18: 80% of the students achieved a rubric score of 8.5 or higher (advanced level) in classes pertaining to SLO #1.

Measure 2 Findings: Acceptable Target Achievement

90% of enrolled students were able to meet the learning objectives.

AY 2017-2018 Assessment

Analysis:

In AY 2016-2017

SLO #1/Measure 1: Course Work - 75% of the enrolled students were able to describe a basic understanding by scoring 8.5 or higher in Theatre/Dance coursework. Target Met.

SLO #1/Measure 2: Performance/Creative/Practical Application - 90% of enrolled students were able to communicate learned skills in their performance and creative experiences. Target Met.

In the 2016-17 Assessment Year, analysis of the data showed 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; to expand and update class offering to better prepare students in modern design techniques; hands-on learning in the Stagecraft class to increase comfort with hand and power tools; improve/develop skills in wig styling. Students were concerned that production selections were focused primarily on musical theatre and not "straight" productions. Students asked for clearer guidelines as to grading policies, more plays/texts/media for library, play- readings, and dance students requested more dance performance opportunities.

To drive improvement in student learning, the following actions were implemented in the 2017-2018 Assessment Year. The Program improved upon SLO #1 by doing the following –

- The Stage Makeup class research project was changed to an online collaborative format using Office 360 OneNote which allowed the professor to check student progress and give feedback throughout the semester.
- Costume design students were assigned a specific outfit to pattern and construct for whichever show they were not designing. In addition to working on their design portfolios, students enhanced their costume technology skills. Students patterned, cut, and constructed an entire look for a character. They experienced how drapers and designers collaborate in the initial build phases, and through the fitting process. They were able to visually document their construction techniques and create informative portfolio pages that easily communicate their skills to an employer.
- Students were offered an independent study in wig styling. Students with various wig backgrounds and skill levels tailored a series of projects that focused on techniques they wished to acquire. Students focused on different historical time periods and created portfolios containing their research, process shots, and finished wigs.

AY 2017-2018 Assessment

- Students were assigned a project that allowed them to research and present a power point presentation that educated students in a regional theatre of their choosing - somewhere where they could see themselves working - this enabled the other students in the class to learn where and what this theatre was and how to get gainful employment at this theatre.
- Students were able to audition and take masterclasses from Cedar Point Amusement Park representatives that came to our school to audition students.
- Theatre Tech Faculty provided “one on one” instruction on CAD.
- Vocal Juries were held at the end of each semester and adjudicated by voice faculty members. Students were required to prepare, memorize and perform 4 songs spanning classical music to current Broadway shows. Students performed with live accompaniment and received written feedback on their presentation.
- Power point and video footage was incorporated into lecture classes.
- Students worked in groups to present a group project on any aspect of vocal health. Using technology and creativity was required.
- Students presented a project on the International Phonetic Alphabet by applying it to selections from their audition repertoire.

Evidence of Improvements. Because of these actions in the 2017-2018 Academic Year, results were as follows:

- SLO #1/Measure 1 - 80% of the students achieved a rubric score of 8.5 or higher (advanced level) in classes.
- SLO#1/ Measure 2 - 90% of enrolled students participating in performances and creative experiences were able to demonstrate acuity in collaborative processes, implementation of skills learned in the classroom translated to performances, assignments of production responsibilities based upon portfolio reviews and/or auditions, audience attendance/responses.
- Several technical/design students successfully completed design projects for theatre/dance productions. In turn, these students were able to list these projects as “experience” on their resumes, thereby allowing them to be marketable in the job searches.

AY 2017-2018 Assessment

- Students have increased their knowledge of regional theatres and job opportunities. A greater number of students as in previous years, traveled to a larger number of auditions/job fairs in the 2017-2018 academic year.
- Two entertainment venues (Cedar Point Entertainment and Royal Caribbean Cruise Lines) visited the NSU campus to hold auditions for performers.
- Several students took advantage of the NSU Tutoring Center to improve writing skills.

Decision. Based on the analysis of the 2017-2018 results in 2018-2019 the Theatre/Dance program will make improvements to the student's creative processes in the theatre/dance arts. The program will provide students exceptional learning experiences both in the classroom and in practical experience. The Program is somewhat behind in current trends with technology in both classroom and production. Investigation in securing funds for updating technology will be priority.

Students request opportunities from faculty to enhance their resumes as the job market has become more competitive. Faculty will develop "mentoring" opportunities for students by means of Assistant Designers, Assistant Directors, Assistant Choreographers, etc.

Theatre/Dance faculty will make more concerted efforts to stay current with current trends to better mentor students.
Students remain in need of better writing skills.

Specifically, in the 2018-2019 Academic Year, the Program will invite guest artists who are at the forefront of current trends in theatre and dance. The Program will also develop assignments in which collaboration plays an essential role in the learning process.

Other actions to be implemented in the 2018-2019 Academic Year will be –

- Investigate other professional companies to visit to offer masterclasses and audition students for employment.
- Assign students into "assistant designer" positions on productions.
- The Program will investigate procuring funds to purchase equipment/technology that is current to professional theatre/dance.
- Faculty will assign more writing assignments for classes; journaling; reflection papers; term papers

AY 2017-2018 Assessment

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

Measure 1: Course Work - Theatre/Dance coursework maintains criteria focused on student's ability to exhibit a working knowledge of history in the performing arts, dramatic literature, theatre and dance criticism and collaborative processes.

Direct – Knowledge - Students will be able to describe a basic understanding Theatre/Dance coursework including, but not limited to, in-class performance projects, research papers, portfolio organization/submission, juried presentations, play analysis, class/group discussions, in class post production critiques/evaluations, group led classes, developing lesson plans, showcases/public demonstration of classwork. The target is that 75% of students will achieve a rubric score of 8.5 or higher.

Measure 2: Performance/Creative Application - Theatre/Dance productions allow students to exhibit skills learned in their coursework.

Direct – Knowledge/Skill/Ability – Students will be able to communicate learned skills in their performance and creative experiences including, but not limited to, assigned roles as cast/crew members in productions, correct audition/style techniques, appropriate representation of period styles in performance and design, public demonstration of work, participate in post-show critiques/responses, completing scholarship applications, seeking job employment in the professional theatre/dance market. The target is that 90% of enrolled students will meet objectives.

Measure 1 Findings: Target Met

In AY17-18: 80% of the students achieved a rubric score of 8.5 or higher (advanced level) in classes pertaining to SLO #2.

Measure 2 Findings: Acceptable Target Achievement

90% of enrolled students met the learning objectives.

Analysis:

The NSU Theatre/Dance program presented twelve performances/productions where audiences were present. All the performances/productions were well received, and the work/skills of the students provided a clear understanding of lessons learned in classes.

In AY2016-2017 –

SLO #2/Measure 1: Course Work - 75% of enrolled students were able to describe a basic understanding by scoring 75% or higher in Theatre/Dance coursework. Target Met.

AY 2017-2018 Assessment

SLO #2/Measure 2: Performance/Creative Application - 90% of enrolled students were able to communicate learned skills in their performance and creative experiences.
Target Met.

In the 2016-17 Assessment Year, analysis of the data showed students needed additional implementation of digital technology into the classroom; a need to have a wider breath of scholastic knowledge to be able to discuss plays from different genres and time periods. Faculty and students expressed need for additional implementation of digital technology into the classroom.

To drive improvement in student learning, the following actions were implemented in the 2017-2018 Assessment Year. The Program improved upon SLO #2 by doing the following –

- Writing assignments were given that blended the students' knowledge of the history of theatre and dance and how this affected their current performance.
- Students were required to prepare repertoire that spanned decades of musical theatre (vaudeville, operetta, golden age, pop, Disney and current shows).
- Students in World Theatre Lit were given opportunities to design course content with an active role in genre selection, group assignments, class discussions/presentations.
- Students and faculty explored exchange programs with other countries.
- Faculty and administration began conversations with programs in other countries to develop opportunities for exchange.
- Faculty began “shopping” for online databases of plays/production videos to enhance classroom learning.
- Students were exposed to the vocal techniques required to perform various styles of singing and acting. Mechanistic and stylistic tools were introduced and applied to repertoire from various genres by the students.

Evidence of Improvements. Based on these actions taken in 2017-2018 Academic Year, the results were as follows –

- SLO #2/Measure 1 - 80% of the students achieved a rubric score of 8.5 or higher (advanced level) in classes.
- SLO#2/ Measure 2 - 90% of enrolled students were able to communicate learned skills in their performance and creative experiences including, but not limited to, assigned roles as cast/crew members in productions, correct

AY 2017-2018 Assessment

audition/style techniques, appropriate representation of period styles in performance and design, public demonstration of work, participate in post-show critiques/responses, completing scholarship applications, seeking job employment in the professional theatre/dance market.

- Some students took advantage of the NSU Tutoring Center to improve writing skills.
- Students pursued/investigated non-traditional theatre plays and performance styles.
- Several students participated in student exchange programs (France, Germany, Canada).
- Several students and faculty traveled to Germany and Columbia to take classes in theatre and dance as well as introduce themselves to the exchange of knowledge of genres, styles, literature, collaborative processes etc.
- Faculty provided students video performances of professional theatre/dance productions.

Decision. Based on the analysis of the results in 2017-18 in 2018-2019 the Theatre/Dance program will make improvements to the student's knowledge of history, dramatic literature, criticism and collaborative processes. Faculty will explore broadening classroom/production experiences for students, in turn, providing opportunities for them to demonstrate their knowledge. The program continues to provide its students exceptional learning experiences both in the classroom and in practical experience. The Program is somewhat behind in current trends with technology in the classroom. Investigation in securing funds for updating technology will be priority.

Theatre/Dance faculty will implement new teaching methods to better suit the learning styles of today's students, i.e. group projects, student lead classes, social media, etc. Students will improve their writing skills to communicate knowledge and ideas.

Other specific actions to be implemented in the 2018-2019 Academic Year will be –

- A professor was hired in the Theatre History/Literature for the 2018-2019 academic Year whose focus is "global theatre". It is hoped student learning experiences will be provided in which an appreciation of non-western theatre history/literature will be broadened, and students will have a more multi-cultural learning experience.
- The Program will investigate procuring funds to access online theatre libraries of plays, videos of productions/workshops, masterclasses, etc.

AY 2017-2018 Assessment

- The Program will “Skype” guest lecturers who will offer greater insight into theatre/dance history, literature, criticism and collaborative processes.
- The Program will investigate new tactics to persuade students to participate in the Writing/Tutoring Center.

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

Measure: Course Work - Theatre/Dance coursework maintains criteria focused on student’s ability to develop analytical skills.

Direct – Knowledge - Students will be able to describe a basic understanding Theatre/Dance coursework including, but not limited to, reading and analyzing play scripts, studying major periods/styles of play/genres, understanding history of performance styles, in class performance work, writing of plays, interpretation plays into fulfilled design elements. The target is that 75% of students will achieve a rubric score of 8.5 or higher.

Measure Findings: Target Met

In AY17-18: 80% of the students achieved a rubric score of 8.5 or higher (advanced level) in classes pertaining to SLO #3.

Analysis:

In AY16-17 –

SLO #3/ Measure #1: Course Work - 75% of enrolled students were able to describe a basic understanding by scoring 75% or higher in Theatre/Dance coursework. Target Met.

In the 2016-17 Assessment Year, analysis of the data showed students needing opportunities to see live theatre/dance productions as most students have never witnessed in person a full evening length classical ballet from a professional touring company; students needing opportunities to train as designers and technicians in a simulated environment and actively assume roles of designers/stage managers/ individuals with responsibility; students expressed a need to incorporate research projects and the Hair Design Research Project throughout the term instead of waiting until the end of the term. Theatre History faculty expressed need for individual research projects.

To drive improvement in student learning, the following actions were implemented in the 2017-2018 Assessment Year. The Program improved upon SLO #3 by doing the following –

AY 2017-2018 Assessment

- 3000 and 4000 level theatre history classes incorporated more individual research elements and in-class presentations of plays, authors, theatre architecture. Individual Power Point presentations on a variety of Theatre subjects were required.
- Design/Technical Students were assigned positions where they created and made specific design choices based on their interpretation of a play. Covering all the areas, many students were allowed a voice that covers more than one design area, finding that each area has a specific language and ideas. With 6 main stage productions and 4 second seasons in a year, students could voice and give feedback on how their ideas are being viewed by both peers and faculty.
- The program changed the Makeup class Research Project to an online collaborative format using Office 360 OneNote which allowed the professor to check student progress and give feedback throughout the semester.
- Students worked in groups to develop projects that featured their viewpoint on an area of vocal health and pedagogy. The projects were presented in class with invited guests attending.

Evidence of Improvements. As a result of these actions in the 2017-2018 Academic Year, results were as follows:

- 80% of the students achieved a rubric score of 8.5 or higher (advanced level) in classes pertaining to SLO #3.
- Students became more versed in different performance techniques and were able to demonstrate mastery both in classroom work and productions.
- Post show discussions (talk-backs) between faculty, students and audience provided students to voice their positions of view to the processes, viewpoints, etc.

Decision. Based on the analysis of the 2017-2018 results the Theatre/Dance program will make improvements to the student's ability to analyze, interpret, create and develop a unique point of view on theatrical and dance topics. The faculty are excited about the University's "Quality Enhancement Program" and how it will benefit the Theatre/Dance Program. Faculty have been meeting to discuss opportunities for students regarding internships, exchange programs, capstone courses, etc.

Other specific actions to be implemented in the 2018-2019 Academic Year will be –

- Faculty and student engagement of university and community audiences in terms of play selection, social change, diversity, etc.

AY 2017-2018 Assessment

- The Program will continue its development of experiences for students and faculty in the exchange of ideas/thoughts in both the classroom and performance.
- A senior level “capstone course” will be developed to better gauge student’s comprehensive learning through their matriculation of the Theatre/Dance Program.

Student Learning Outcome #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: Performance/Creative Application - Demonstration of knowledge and skills through practical application.

Direct – Performance/Creative Application – Students will be able to demonstrate their competency in performances and creative experiences, including, but not limited to, assigned roles as cast/crew members in productions, correct audition/style techniques, appropriate representation of period styles in performance and design, public demonstration of work, participate in post-show critiques/responses, completing scholarship applications, seeking job employment in the professional theatre/dance market. The target is that 75% of students will achieve a rubric score of 8.5 or higher.

Measure Findings: Target Met

In AY17-18: 90% of enrolled students were able to communicate learned skills in their performance and creative experiences.

Analysis:

In AY16-17 –

SLO #4/Measure 1: Performance/Creative Application - 90% of enrolled students were able to demonstrate their competency in performances and creative experiences.

In the 2016-17 Assessment Year, analysis of the data showed 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.

AY 2017-2018 Assessment

To drive improvement in student learning, the following actions were implemented in the 2017-2018 Assessment Year. The Program improved upon SLO #4 by doing the following:

- Senior Dance Concert allowed students to be creative and learn all that goes into producing a full-length dance concert. Students were responsible for the program, marketing materials, choreography, costume, props and lighting design.
- Sophomore Design/Tech students were encouraged to attend SETC and USITT.
- Many students attended SETC to audition for summer theatre work as well as to take workshops.
- Students attended the Pedagogy of Style Conference held at the University of Southern Mississippi.
- Students attended the National Association of Teachers of Singing's Fall Conference in Arkadelphia, Arkansas and the Spring Conference held in Natchitoches, Louisiana.
- Select students attended the International Performing Arts Institute's 2017 Summer Intensive in Germany where Dr. Corey Trahan is Coordinator of Musical Theatre.
- Select senior students presented a showcase in New York City as well as participated 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 created and revised resumes. Students were required to share their resumes with each other to get used to getting and giving peer feedback in a positive manner, which allowed them to explore what a potential employer may look for when looking at resumes.
- A special problems class in AutoCAD drafting was taught.

Evidence of Improvements. As a result of these actions in the 2017-2018 Academic Year, results were as follows:

- 80% of the students achieved a rubric score of 8.5 or higher (advanced level) in classes pertaining to SLO #4.

AY 2017-2018 Assessment

- Students took upon themselves to organize play readings.
- Students pursued additional training in the field by attending conferences/workshops/presentations.
- Students were asked to teach drama classes at area after school programs.
- All the Design/Tech students who 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.
- Theatre/Dance students continued to be marketable in the theatre/dance profession.

Decision. Based on the analysis of the results from 2017-2018 the Theatre/Dance program will make improvements to the student's competency by exhibiting productions/performances for evaluation, portfolio reviews, juries, and/or by successful placement in approved internships/employment and/or continued education.

Other actions to be implemented in the 2018-2019 Academic Year will be –

- The Theatre/Dance faculty will develop clearer guidelines on juries and portfolio reviews.
- The Faculty/Administration will investigate/develop relationships with graduate programs for those students wishing to move further in their studies.
- Faculty, staff and students will explore other venues across the state and region for additional performance opportunities.
- Faculty, staff and students will develop a format for post-show critiques.

Student Learning Outcome #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 1: Course Work - Theatre/Dance coursework maintains criteria focused on student's growth and appreciation of their art and craft and their place as artist in society.

Direct – Knowledge - Students will be able to develop a basic understanding in Theatre/Dance coursework including, but not limited to, involvement in classroom assignments focused on the development of social/artistic/cultural awareness, presentation of classroom projects to local schools, nursing homes, libraries,

AY 2017-2018 Assessment

presentation of classwork to invited guests, written assignments/articles presented to peers.

Measure 2: Performance/Creative Application - Participation in theatre/dance productions allow students to develop an appreciation of their social responsibilities as artists and crafts-persons.

Direct – Knowledge/Skill/Ability – 90% of enrolled students will be able to demonstrate their competency in performances and creative experiences by receiving either a pass/fail grade in their Applied Theatre course, including, but not limited to, involvement in theatre/dance productions focused on the development of social/artistic/cultural awareness; presentation of productions to local schools, nursing homes, libraries, presentation of classwork to invited guests.

Measure 1 Findings: Target Met

In AY17-18: 80% of the students achieved a rubric score of 8.5 or higher (advanced level) in classes pertaining to SLO #5.

Measure 2 Findings: Acceptable Target Achievement

90% of enrolled students met the learning objectives.

Analysis:

In AY16-17 -

SLO #5/Measure 1: Course Work - 75% of enrolled students were able to describe a basic understanding by scoring 75% or higher in Theatre/Dance coursework. Target Met.

SLO #5/Measure 2: Performance/Creative Application - 90% of enrolled students were able to communicate learned skills in their performance and creative experiences. Target Met.

In the 2016-17 Assessment Year, analysis of the data showed the Theatre/Dance Program needed to provide students more opportunities to develop a more encompassing “social awareness” regarding their art and studies. It was apparent the theatre/dance program choose productions in future production seasons that would allow for in depth study of social topics including rape, bullying, drug addiction, suicide, dysfunctional families.

To drive improvement in student learning, the following actions were implemented in the 2017-2018 Assessment Year. The Program improved upon SLO #5 by doing the following:

- An “intimacy coach” was brought in to discuss current procedures when scenes of intimacy are required in a performance.

AY 2017-2018 Assessment

- The Program collaborated with the University Counseling Services in talk backs after productions that contained content focusing on social issues.
- The World Theatre Lit class broadened its genres by including LGBT plays/topics.
- Students were given opportunities to participate in relevant social activities -
 - o The Program's Improv Troupe performed for the Natchitoches Library's Summer Reading Program.
 - o Drama classes for the Boy's and Girl's Club
 - o Performances for Seniors at Home for the Elderly
 - o "flash mob" style performances were performed in the Student Union

Evidence of Improvement. Because of these actions in the 2017-2018 Academic Year, results were as follows:

- 80% of the students achieved a rubric score of 8.5 or higher (advanced level) in classes pertaining to SLO #5.
- Faculty scrutinized season selection for the 2018-2019 season to present productions that were socially relevant (*Spring Awakening* will be produced in the Fall of 2018).
- Students took upon themselves to become more engaged in socially relevant agendas.

Decision. Based on the analysis of the results from 2017-2018 the Theatre/Dance program will make improvements to the student's appreciation and accepting attitude towards social responsibility, respect for the art, artistic standards and judgment, professional discipline and interaction with other communities and cultures. The Theatre/Dance Program has embraced the University's QEP and is excited to find more avenues for faculty and students to broaden their social perspective. It is hoped that the Program will become more "socially and culturally aware with the addition of a new faculty member, whose focus is "global theatre".

Other actions to be implemented in the 2018-2019 Academic Year will be –

- The Theatre/Dance faculty will develop classroom learning methods that take into consideration social and cultural topics/studies.
- The Faculty/Administration will investigate/develop relationships with graduate programs for those students wishing to move further in their studies.

AY 2017-2018 Assessment

- Faculty, staff and students will explore avenues for faculty/student exchanges with other schools both nationally and internationally.

Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results

Based on an analysis of the AY16-17 data, the following changes were implemented in AY17-18:

- The Stage Makeup class research project was changed to an online collaborative format using Office 360 OneNote which allowed the professor to check student progress and give feedback throughout the semester.
- Costume design students were assigned a specific outfit to pattern and construct for whichever show they were not designing. In addition to working on their design portfolios, students enhanced their costume technology skills. Students patterned, cut, and constructed an entire look for a character. They experienced how drapers and designers collaborate in the initial build phases, and through the fitting process. They were able to visually document their construction techniques and create informative portfolio pages that easily communicate their skills to an employer.
- Students were offered an independent study in wig styling. Students with various wig backgrounds and skill levels tailored a series of projects that focused on techniques they wished to acquire. Students focused on different historical time periods and created portfolios containing their research, process shots, and finished wigs.
- Students were assigned a project that allowed them to research and present a power point presentation that educated students in a regional theatre of their choosing - somewhere where they could see themselves working - this enabled the other students in the class to learn where and what this theatre was and how to get gainful employment at this theatre.
- Students were able to audition and take masterclasses from Cedar Point Amusement Park representatives that came to our school to audition students.
- Theatre Tech Faculty provided "one on one" instruction on CAD.
- Vocal Juries were held at the end of each semester and adjudicated by voice faculty members. Students were required to prepare, memorize and perform 4 songs spanning classical music to current Broadway shows. Students performed with live accompaniment and received written feedback on their presentation.

AY 2017-2018 Assessment

- Power point and video footage was incorporated into lecture classes.
- Students worked in groups to present a group project on any aspect of vocal health. Using technology and creativity was required.
- Students presented a project on the International Phonetic Alphabet by applying it to selections from their audition repertoire.
- Writing assignments were given that blended the students' knowledge of the history of theatre and dance and how this affected their current performance.
- Students were required to prepare repertoire that spanned decades of musical theatre (vaudeville, operetta, golden age, pop, Disney and current shows).
- Students in World Theatre Lit were given opportunities to design course content with an active role in genre selection, group assignments, class discussions/presentations.
- Students and faculty explored exchange programs with other countries.
- Faculty and administration began conversations with programs in other countries to develop opportunities for exchange.
- Faculty began “shopping” for online databases of plays/production videos to enhance classroom learning.
- Students were exposed to the vocal techniques required to perform various styles of singing and acting. Mechanistic and stylistic tools were introduced and applied to repertoire from various genres by the students.
- 3000 and 4000 level theatre history classes incorporated more individual research elements and in-class presentations of plays, authors, theatre architecture. Individual Power Point presentations on a variety of Theatre subjects were required.
- Design/Technical Students were assigned positions where they created and made specific design choices based on their interpretation of a play. Covering all the areas, many students were allowed a voice that covers more than one design area, finding that each area has a specific language and ideas. With 6 main stage productions and 4 second seasons in a year, students could voice and give feedback on how their ideas are being viewed by both peers and faculty.

AY 2017-2018 Assessment

- The program changed the Makeup class Research Project to an online collaborative format using Office 360 OneNote which allowed the professor to check student progress and give feedback throughout the semester.
- Students worked in groups to develop projects that featured their viewpoint on an area of vocal health and pedagogy. The projects were presented in class with invited guests attending.
- Senior Dance Concert allowed students to be creative and learn all that goes into producing a full-length dance concert. Students were responsible for the program, marketing materials, choreography, costume, props and lighting design.
- Sophomore Design/Tech students were encouraged to attend SETC and USITT.
- Many students attended SETC to audition for summer theatre work as well as to take workshops.
- Students attended the Pedagogy of Style Conference held at the University of Southern Mississippi.
- Students attended the National Association of Teachers of Singing's Fall Conference in Arkadelphia, Arkansas and the Spring Conference held in Natchitoches, Louisiana.
- Select students attended the International Performing Arts Institute's 2017 Summer Intensive in Germany where Dr. Corey Trahan is Coordinator of Musical Theatre.
- Select senior students presented a showcase in New York City as well as participated 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 created and revised resumes. Students were required to share their resumes with each other to get used to getting and giving peer feedback in a positive manner, which allowed them to explore what a potential employer may look for when looking at resumes.
- A special problems class in AutoCAD drafting was taught.
- An "intimacy coach" was brought in to discuss current procedures when scenes of intimacy are required in a performance.

AY 2017-2018 Assessment

- The Program collaborated with the University Counseling Services in talk backs after productions that contained content focusing on social issues.
- The World Theatre Lit class broadened its genres by including LGBT plays/topics.
- Students were given opportunities to participate in relevant social activities

Plan of Action Moving Forward

Based on the AY 2017-2018 assessment report, to drive student improvement, many changes will be made to the program and in the classroom for AY18-19 include. Faculty will explore broadening classroom/production experiences for students and implement new teaching methods to better suit the learning styles of today's students, i.e. group projects, student lead classes, social media, etc.

The Theatre/Dance program will make improvements to the student's ability to analyze, interpret, create and develop a unique point of view on theatrical and dance topics. Next year will additionally see the implementation of the "Quality Enhance Program" to the Theatre/Dance Program. Faculty have been meeting to discuss opportunities for students regarding internships, exchange programs, capstone courses, etc.

The Theatre/Dance program will make improvements to the student's competency by exhibiting productions/performances for evaluation, portfolio reviews, juries, and/or by successful placement in approved internships/employment and/or continued education. The Program will invite guest artists who are at the forefront of current trends in theatre and dance, develop assignments in which collaboration plays an essential role in the learning process, make improvements to the student's knowledge of history, dramatic literature, criticism and collaborative processes.

The Theatre/Dance program will make improvements to the student's appreciation and accepting attitude towards social responsibility, respect for the art, artistic standards and judgment, professional discipline and interaction with other communities and cultures. It is hoped that the Program will become more "socially and culturally aware with the addition of a new faculty member, whose focus is "global theatre".