

Assessment Cycle 2018-2019

Theatre and Dance

College: Arts and Sciences

Prepared by: Vicki Parrish, Ph. D

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Approved by: Greg Handel

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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 and the BFA in Dance program is as follows:

(1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the department head;

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(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.

Student Learning Outcomes.

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 1.1 (Direct Knowledge). Theatre/Dance coursework maintains criteria focused on student's ability to communicate theatre/dance subject matter.

Seventy-five percent (75%) of enrolled students will be able to describe a basic understanding by scoring 75% or higher 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.

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.

Analysis: In AY 2017-2018, the target was met. Seventy-five percent (75%) of the enrolled students were able to describe a basic understanding by scoring 8.5 or higher in Theatre/Dance coursework. Based on these results, Dance faculty brought in a guest choreographer to create an original work to be performed at the 2018 ACDA South Regional conference. Additionally, interaction between the program with the library and research areas improved. Smart classrooms were used across campus for theatre dance classes. Dance students were allowed to practice their writing skills by completing journal entries.

In AY 2018-2019, Eighty percent (80%) of the students achieved a rubric score of 8.5 or higher (advanced level) in classes. In the Applied Theatre class, students were

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assigned tasks/roles based on their experience so that they could succeed but also be challenged to grow as a theatre artist and collaborators. The program also offered a class in console mixing to keep sound design students current with trends.

Decision: Based on the analysis of the results from AY 2018-2019, and to drive improvement in regard to Measure 1.1, in AY 2019-2020, Theatre History courses will make developing acceptable writing skills a priority for each student's learning objectives. As well, the Program will continue to invite more guest artists who are at the forefront of current trends in theatre and dance, to offer master classes, workshops, presentations, networking and other possibilities for students to work with industry professionals. The Program will also include more assignments in which collaboration between students and faculty, as well as between production members, plays an essential role in the learning process.

Measure 1.2 (Knowledge/Skill/Ability) Theatre/Dance productions maintains criteria focused on student's ability to communicate theatre/dance subject matter.

Ninety percent (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.

Findings: Target met.

Analysis: In AY 2017-2018, the target was met. Ninety percent (90%) of enrolled students were able to communicate learned skills in their performance and creative experiences. Based on these results, Theatre/Dance faculty offered more opportunities for students to take leadership roles and incorporated Student Designers, choreographer/designers for mainstage productions.

In AY 2018-2019, Ninety percent (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.

Decision: Based on the analysis of the results from AY 2018-2019, and to drive improvement in AY 2019-2020, the Program continued to implement the *New Faces Production* with Intro to Theatre and Dance Theatre Technology students, giving each a performance opportunity with both a solo and a large group ensemble work. As well, The Dance Theatre Technology class produced final projects requiring collaboration as both a performer and a choreographer and skills in communicating their vision for the staging and lighting with a lighting designer. In the area of interdepartmental collaboration, the Computer Information Systems Department allowed a student Asst.

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Costume Designer to use their 3D printing and scanning equipment to recreate period chainmail and crowns for our shows.

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

Measure 2.1 (Direct Knowledge) 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.

Seventy-five percent (75%) of enrolled students will be able to describe a basic understanding by scoring 75% or higher in 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.

Findings: Target met.

Analysis: In AY 2017-2018, the target was met. Eighty-three percent (83%) of students achieved a rubric score of 7.5 or higher (advanced level) in theatre/dance coursework. Based on these results, students were given opportunities to research and access digital media databases available to them through the library. Students researched choreographers, presented a lecture on their findings, and kept weekly journals.

In AY 2018-2019, eighty percent (80%) of the enrolled students were able to meet the target standard of knowledge in deciphering different historical periods and their role in formulating the foundations of the Arts. To improve knowledge and understanding, class lectures and discussions with power points and supporting videos were enhanced. Topics covered European and Asian theatre. Faculty implemented voluntary trips to Shreveport for a showing of the National Theatre Live productions of *King Lear* and *Antony and Cleopatra*. Student research into playwrights, and group analytical projects were incorporated in class assignments.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, in AY 2019-2020, the Theatre/Dance Program will investigate securing funds for updating classroom technology and access to online theatre libraries of plays, videos of productions/workshops, masterclasses, etc. Faculty will also implement new teaching methods to better suit the learning styles of today's students, i.e. group projects, student lead classes, social media, etc.

Measure 2.2 (Knowledge/Skill/Ability) Theatre/Dance productions allow students to exhibit skills learned in their coursework.

Ninety percent (90%) of enrolled students will be able to communicate learned skills in their performance and creative experiences including, but not limited to, assigned roles

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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.

Findings: Target met.

Analysis: In AY 2017-2018, the target was met. Ninety percent (90%) of enrolled students were able to analyze, critique and evaluate the creative process. Based on these results, students were able broadening classroom/production experiences, in turn, providing opportunities for them to demonstrate their knowledge.

In AY 2018-2019, ninety percent (90%) of enrolled students met objectives. Students were assigned various roles where they served as cast as well as crew throughout the academic year. They were able to experience proper formats in auditioning, design creativity, and self-evaluation techniques. Students were informed of different approaches to using their Art skills in various occupational endeavors.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, in AY 2019-2020, the Theatre/Dance Program will improve “Front of House” displays through collaboration with the Fine Arts Department. The Program will continue to explore opportunities for students to attend productions, receive raining from guest artists, and be given more performance opportunities both on the stage and in the classroom.

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

Measure 3.1 (Direct Knowledge) Theatre/Dance coursework maintains criteria focused on student’s ability to develop analytical skills.

Seventy-five percent (75%) of enrolled students will be able to describe a basic understanding by scoring 75% or higher in 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.

Findings: Target met.

Analysis: In AY 2017-2018, the target was met. Eighty-two percent (82%) of enrolled students were able to develop analytical skills. Based on these results, students participated in self-evaluations, journaling and peer reviews, allowing students to make informative decisions based on their performance and classroom work. Faculty continued to develop open-minded experiences for students in the exchange of ideas/thoughts in both the classroom and performance.

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In AY 2018-2019, eighty-two (82%) of enrolled students showed improvements in their abilities to analyze, interpret, create and develop a unique point of view on theatrical and dance topics. A Capstone Course was identified which highlighted the skills/training of upperclassmen showcasing acting, singing, dancing and technical elements. Productions were presented that allowed for post-show talk backs for audience members.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, in AY 2019-2020, the Theatre/Dance Program will continue to provide experiences for students and faculty in the exchange of ideas/thoughts in both the classroom and performance. As well, the Capstone Course will be restructured to provide a more cohesive experience for the students.

Measure 3.2 (Knowledge/Skill/Ability)

Ninety percent (90%) of enrolled students will be able to demonstrate a clear understanding of how to analyze a production, give constructive feedback to their peers, and understand various approaches within the artistic community, as well as self-evaluation on their own work and process.

Findings: Target met.

Analysis: In AY 2017-2018, the target was met. Ninety-one percent (91%) of enrolled students were able to communicate learned skills in their performance and creative experiences. Based on these results, the faculty and student participated in discussions concerning opportunities regarding internships, exchange programs etc. As well, engagement with university and community audiences continued regarding play selection, social change, diversity, etc.

In AY 2018-2019, ninety percent (90%) of enrolled students met their objectives to communicate learned skills in their performance and creative experiences. Theatre/Dance productions were well received in the community. Opportunities for post-show discussions/critiques were increased.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, in AY 2019-2020, the Theatre/Dance Program will continue to improve upon the Capstone Course in regard to peer review and self-evaluation. The Faculty will explore new technology both in the classroom and production shops to provide students training in current trends.

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.

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Measure 4.1 (Knowledge/Skill/Ability) Demonstration of knowledge and skills through practical application.

Ninety percent (90%) of enrolled 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.

Findings: Target met.

Analysis: In AY 2017-2018 the target was met. Based on these results, technicians were given a rubric at the start of the Applied Theatre class to guide them in creating a portfolio, which will be used in the individual reviews at the end of the semester. Additionally, all design students were enlisted in Fall 2018 portfolio reviews. Upper class students were reviewed, while Freshmen and Transfers were invited to observe in order to prepare for the semester. Spring portfolio presentations that simulate a one on one job interview were composed and introduced to students in the spring semester.

In AY 2018-2019, ninety-two percent (92%) of enrolled students were able to demonstrate their competency in performances and creative experiences. Eighty percent (80%) of performance students met the standard for auditioning and continued to seek feedback from faculty on their audition. Eighty-five percent (85%) of the technical students met the 8.5 benchmark on resume and portfolio reviews. Ninety-five percent (95%) of the first-year technicians attended and observed the work of their peers so they could begin formulating a plan to create a portfolio. Implementation of Time Management skills helped to improve student tendencies to feel overwhelmed at times with what is required of them. Recognition of the diversity of individual talents and skills challenged individual students to overcome their deficits. Teacher-student interactions were focused upon to increase interest in academic learning and study habits.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, in AY 2019-2020, 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.

Discussions as to how to lengthen dance technique classes to allow students to develop stronger technical skills, will be explored. Opportunities for students to work in groups outside of class in order to practice technique requirements will be encouraged to enable them to work on their problem areas. Continued focus on Technical students creating portfolios of their work and attending conferences where their efforts can be critiqued by outside adjudicators will be a priority. There will be continued focus on

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helping students attend conferences and workshops to formulate opportunities to audition and experience summer theatre work opportunities. Faculty will establish lead mock audition opportunities where students can practice their performances and be critiqued, in order to achieve success at SETC and other hiring opportunity venues.

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 5.1 (Direct Knowledge) Theatre/Dance coursework maintains criteria focused on student's growth and appreciation of their art and craft and their place as artist in society.

Seventy-five percent (75%) of enrolled students will be able to describe a basic understanding by scoring 75% or higher 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, presentation of classwork to invited guests, written assignments/articles presented to peers.

Findings: Target met.

Analysis: In AY 2017-2018, the target was met. Eighty-six percent (86%) of students achieved a rubric score of 8.5 or higher (advanced level) in theatre/dance course work. Based on these results, students were provided more opportunities to share their work while maintaining social/artistic/cultural awareness. As well, faculty provided students more opportunities for reflection in the classroom.

In AY 2018-2019, seventy five percent (75%) of the enrolled students were able to involve themselves in classroom assignments focused on the development of social/artistic/cultural awareness, presentation of classroom projects to local schools, nursing homes, libraries, presentation of classwork to invited guests, written assignments/articles presented to peers. As well, students continued to show appreciation and accepting attitude towards social responsibility, respect for the art, artistic standards and judgment, professional discipline and interaction with other communities and cultures.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, in AY 2019-2020, the Theatre/Dance Program will continue to foster national and international relationships in the theatre/dance community to give our students new opportunities. As well, the program will continue to invite schools in the community to our campus for special socially relevant performances. Students will be presented opportunities for international student exchanges.

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Measure 5.2 (Knowledge/Skill/Ability) Participation in theatre/dance productions allow students to develop an appreciation of their social responsibilities as artists and crafts-persons.

Ninety percent (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.

Findings: Target met.

Analysis: In AY 2017-2018, the target was met. Ninety percent (90%) of enrolled students were able to communicate learned skills in their performance and creative experiences. Based on these results, students were given more opportunities to successfully communicate their needs to the faculty. Students were more apt to explore different learning experiences.

In AY 2018-2019, ninety percent (90%) of the enrolled students were able to communicate learned skills in their performance and creative experiences. Students obtained guidance from the university counseling department concerning matters of safety and good health. Professional companies were invited to visit our campus and audition our students. Students are given the opportunity to study in Germany during the summer months.

Decision: Based on the analysis of the AY 2018-2019 results, and to drive improvement, in AY 2019-2020, 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. More opportunities for international exchanges will be investigated. Production selection will be more specific to works in which there are elements of social/cultural/artistic awareness.

Comprehensive summary of key evidence of improvement based on analysis of results:

In AY 2018-2019, the Theatre/Dance Program made the following improvements based upon the results of the AY 2017-2018.

- Students were assigned tasks/roles based on their experience so that they could succeed but also be challenged to grow as a theatre artist and collaborators.
- The program offered a class in console mixing to keep sound design students current with trends.

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- Students demonstrated 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.
- Class lectures and discussions with power points and supporting videos were enhanced. Topics covered European and Asian theatre.
- Faculty implemented voluntary trips to Shreveport for a showing of the National Theatre Live productions of *King Lear* and *Antony and Cleopatra*.
- Student research into playwrights, and group analytical projects were incorporated in class assignments.
- Students were assigned various roles where they served as cast as well as crew throughout the academic year. They were able to experience proper formats in auditioning, design creativity, and self-evaluation techniques.
- Students were informed of different approaches to using their skills in various occupational endeavors.
- A Capstone Course was identified which highlighted the skills/training of upperclassmen showcasing acting, singing, dancing and technical elements.
- Productions were presented that allowed for post-show talk backs for audience members.
- Opportunities for post-show discussions/critiques were increased.
- Implementation of Time Management skills helped to improve student tendencies to feel overwhelmed at times with what is required of them.
- Recognition of the diversity of individual talents and skills challenged individual students to overcome their deficits.
- Teacher-student interactions were focused upon to increase interest in academic learning and study habits.
- Students continued to show appreciation and accepting attitude towards social responsibility, respect for the art, artistic standards and judgment, professional discipline and interaction with other communities and cultures.
- Students obtained guidance from the university counseling department concerning matters of safety and good health.
- Professional companies were invited to visit our campus and audition our students.
- Students were given the opportunity to study in Germany during the summer months.

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Plan of Action moving forward:

The Theatre/Dance Program plans to implement the following in the AY 2019-2020.

- Theatre History courses will make developing acceptable writing skills a priority for each student's learning objectives.
- The Program will continue to invite more guest artists who are at the forefront of current trends in theatre and dance, to offer master classes, workshops, presentations, networking and other possibilities for students to work with industry professionals.
- The Program will include more assignments in which collaboration between students and faculty, as well as between production members, plays an essential role in the learning process.
- The Program will implement the *New Faces Production* with Intro to Theatre and Dance Theatre Technology students, giving each a performance opportunity with both a solo and a large group ensemble work.
- The Dance Theatre Technology class will produce final projects requiring collaboration as both a performer and a choreographer and skills in communicating their vision for the staging and lighting with a lighting designer. I
- The Program will investigate continued interdepartmental collaboration.
- The Theatre/Dance Program will investigate securing funds for updating classroom technology and access to online theatre libraries of plays, videos of productions/workshops, masterclasses, etc.
- 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.
- The Theatre/Dance Program will improve "Front of House" displays through collaboration with the Fine Arts Department.
- The Program will continue to explore opportunities for students to attend productions, receive training from guest artists, and be given more performance opportunities both on the stage and in the classroom.
- The Theatre/Dance Program will continue to provide experiences for students and faculty in the exchange of ideas/thoughts in both the classroom and performance. As
- The Capstone Course will be restructured to provide a more cohesive experience for the students.
- The Theatre/Dance Program will continue to improve upon the Capstone Course in regard to peer review and self-evaluation.
- Faculty will explore new technology both in the classroom and production

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shops to provide students training in current trends.

- 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.
- Discussions as to how to lengthen dance technique classes to allow students to develop stronger technical skills, will be explored.
- Opportunities for students to work in groups outside of class in order to practice technique requirements will be encouraged to enable them to work on their problem areas.
- Continued focus on Technical students creating portfolios of their work and attending conferences where their efforts can be critiqued by outside adjudicators will be a priority.
- There will be continued focus on helping students attend conferences and workshops to formulate opportunities to audition and experience summer theatre work opportunities.
- Faculty will establish lead mock audition opportunities where students can practice their performances and be critiqued, in order to achieve success at SETC and other hiring opportunity venues.
- The Theatre/Dance Program will continue to foster national and international relationships in the theatre/dance community to give our students new opportunities.
- The program will continue to invite schools in the community to our campus for special socially relevant performances.
- Students will be presented opportunities for international student exchanges.
- 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.
- More opportunities for international exchanges will be investigated.
- Production selection will be more specific to works in which there are elements of social/cultural/artistic awareness.