

Assurance of Student Learning 2020-2021		
Potter College		Theatre & Dance
BFA Performing Arts #588		

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1:** Students will demonstrate a high level of the technical skills requisite for artistic self-expression in at least one major area of production (for example, acting, design/technology, playwriting, directing).

<b>Instrument 1</b>	At their 7 <sup>th</sup> semester Professional Readiness Jury students will present a Portfolio or Performance. Faculty will assess the student's overall technical proficiency in their area(s) via a rubric that considers multiple specific skills.
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 2:** Students will demonstrate evidence of the knowledge, skills, and experience to work in both collaborative and individual roles in matters of theatre interpretation

<b>Instrument 1</b>	Faculty review of anonymized Student Production Resumes, which will include Mainstage, Next Stage, Rising Artist, and end of semester showcase projects.
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 3:** Students will demonstrate a high level of readiness to apply for work in their area of specialization.

<b>Instrument 1</b>	Professional Readiness Juries (7th semester). The juries will be scored on the overall quality of the work in relation to industry standards
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<b>Met</b>	<b>Not Met</b>
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Overall, our results do not indicate a need for significant action at this time. In order to more effectively conduct our assessment in the future, however, we are making some adjustments to our data collection process and implementing an additional instrument for Learning Outcome 3.

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	Students will demonstrate a high level of the technical skills requisite for artistic self-expression in at least one major area of production (for example, acting, design/technology, playwriting, directing).		
<b>Measurement Instrument 1</b>	<p>Students in the BFA in Performing Arts major present a “professional readiness” jury in their seventh semester. The specific requirements of the jury depend on the student’s concentration within the major, but in all cases they are designed to assess whether the student is prepared to enter the industry in their chosen area(s).</p> <p>This year we chose to focus our assessment on the students concentrating in musical theatre, who perform a package of 2 monologues and 5 songs submitted via video. Their performance of the songs was used to assess their level of the technical skills required to audition for and perform in a piece of musical theatre or related work.</p>		
<b>Criteria for Student Success</b>	A successful student will achieve a score of 15+ points based on the attached rubric.		
<b>Program Success Target for this Measurement</b>	75%	<b>Percent of Program Achieving Target</b>	78%
<b>Methods</b>	<p>Nine students completed a professional readiness jury for the musical theatre program in 2020-2021. Each submitted video of 32 bar cuts of five different songs. Given the relatively small number of students, all of them were included in our sample (except one, whose videos became unavailable because of issues with technology).</p> <p>Because the skills being assessed are specialized, only one faculty member had the necessary expertise to evaluate the work. That faculty member reviewed each set of videos. They then scored them via the attached rubric, which is designed to assess students’ level of proficiency in the various technical skills required for vocal performance in musical theatre.</p>		
<b>Measurement Instrument 2</b>	N/A		
<b>Measurement Instrument 3</b>	N/A		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Based on these results, the musical theatre program seems to be effective in preparing students to achieve this outcome. As of now, therefore, we don’t plan on taking any significant action in this area.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
None at this time.			

## Student Learning Outcome 2

<b>Student Learning Outcome</b>	Students will demonstrate evidence of the knowledge, skills, and experience to work in both collaborative and individual roles in matters of theatre interpretation		
<b>Measurement Instrument 1</b>	As a part of our departmental jury process, students in the BFA in Performing Arts major submit a Student Production Resume that reflects their participation in production work at WKU, including Mainstage, Next Stage, Rising Artist, and end of semester showcase projects. These will be anonymized and reviewed by a faculty member in order to assess each student's participation in various areas.		
<b>Criteria for Student Success</b>	In order to demonstrate success in this outcome, a student's resume should indicate that they have achieved a substantial level of experience in production work, as measured via the attached rubric. This could be demonstrated either by acquiring significant experience in multiple areas or by achieving extensive experience in one.		
<b>Program Success Target for this Measurement</b>	At least 75% of students' resumes should be scored as "successful."	<b>Percent of Program Achieving Target</b>	80%
<b>Methods</b>	<p>Student production resumes were submitted electronically as part of the jury process. In order to acquire consistent data, we only drew on the resumes submitted as part of the "professional readiness" juries students complete in their 7<sup>th</sup> semester. Unfortunately, because this was the first year of collecting materials in this way, some technical issues prevented us from acquiring more than five resumes for review. Given this, all were included in our sample.</p> <p>Many of our students, regardless of specialization, work across multiple collaborative and individual roles as theatre artists. Since our program sees this as an asset, the rubric we developed considered four main areas of work. Students were scored based on the number of productions they had been part of in each area.</p> <p>While this measurement is most effectively designed to assess a student's level of experience, a student who continues to receive opportunities to a sufficient degree to meet the criteria for success has almost certainly also demonstrated the requisite knowledge and skills to do so.</p> <p>Because this is a quantitative measurement, only one faculty member reviewed the resumes.</p>		
<b>Measurement Instrument 2</b>	N/A		
<b>Measurement Instrument 3</b>	N/A		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
We have identified the issues with our collection process and adjusted accordingly, which should allow us to obtain a more representative and substantial sample. We are also in the process of seeking additional measurement instruments for this learning outcome in order to gain a more nuanced and useful understanding of how and how well students are achieving this outcome.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
None at this time.			

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	Students will demonstrate a high level of readiness to apply for work in their area of specialization.		
<b>Measurement Instrument 1</b>	This outcome will also be measured via the 7 <sup>th</sup> semester Professional Readiness juries. In this case they will be reviewed holistically as an interview or audition package. This year we chose to review the musical theatre juries, which was the largest group of students.		
<b>Criteria for Student Success</b>	A successful student's video package will achieve a rating of either high or highest level of readiness based on the attached rubric.		
<b>Program Success Target for this Measurement</b>	75%	<b>Percent of Program Achieving Target</b>	87.5%
<b>Methods</b>	<p>Nine students submitted a professional readiness jury for the musical theatre program in 2020-2021. Given the relatively small number of students, all of them were included in our sample (except one, whose videos became unavailable because of issues with technology).</p> <p>Two faculty members with experience in casting and directing individually reviewed each student's video package and scored it on the attached rubric. Preparation, Self-Presentation, and Material Selection were each rated on a scale of 0 – 4, while overall quality was rated from 0 – 8. The last category was weighted more heavily since the overall impression and quality is most significant in terms of actually gaining employment.</p> <p>Once each faculty member completed their scoring, each student's total was averaged. That number was used to determine their overall rating.</p>		
<b>Measurement Instrument 2</b>	N/A		
<b>Measurement Instrument 3</b>	N/A		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
These results indicate that the musical theatre program is currently doing well ensuring students are well-prepared to audition for employment in our field. Moving forward we plan to include an additional measurement instrument that would help us assess student preparation in terms of written materials (resumes, etc.) as well.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
None at this time.			

# Learning Outcome 1

## Measurement Instrument 1

### Overall Ratings:

Successful: 7

Unsuccessful: 2

### SAMPLE RUBRIC

	<b>Superior 5</b>	<b>Excellent 4</b>	<b>Good 3</b>	<b>Average 2</b>	<b>Poor 1</b>
Tone Quality	Even tone quality throughout the vocal range, well-supported, resonant, focused, vibrant, projecting	Some inconsistency in the vocal range, mostly supported, mostly consistent breath support, beginning to be resonant	Much inconsistency between the vocal registers, but beginning to be focused and clear; more breath support needed	Breathy, unsupported tone in some sections, lacks focus	Weak, poor tone production
Intonation / Pitch Accuracy	Always on pitch with correct notes	Always on pitch with a few incorrect notes	Somewhat on pitch with a few incorrect notes, or on pitch with several wrong notes	Recognizable but rarely on pitch with many incorrect notes	Never on pitch
Diction / Articulation	Articulates clearly and the text of the music is always understandable; shows excellent command of language	Articulates words somewhat clearly and text can be understood most of the time, has a few pronunciation issues or dialect slips	Sometimes articulates the words but the text is often not discernable, several problems with pronunciation or dialect	Rarely articulates the words and the text is not discernable, very little command of language	Never clear with no command of language
Musicianship (phrasing, dynamics, rhythmic accuracy, musical style)	Dynamic levels are obvious, consistent, and phrasing is always consistent and sensitive to the style of music being sung. Performs with a creative nuance and style in response to the score and limited coaching	Dynamic levels and phrasing is usually consistent and sensitive to the style of music being sung. Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or coach.	Dynamic levels fluctuate but can be discerned. Phrasing is usually consistent and occasionally sensitive to the style of music being sung. Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or coach	Attention to dynamic levels is not obvious. Phrasing is rarely consistent and/or rarely sensitive to musical style. Rarely demonstrates expression and style. Just sings the notes	No sense of dynamics or phrasing and a low degree of independent musicianship, severe technical flaws overshadow expression
Performance (stage presence, commitment to text / character, etiquette)	Shows an excellent command of the stage in all styles and literature, completely committed to text/character, exhibits superb etiquette skills	Shows great potential on stage with an occasional lapse in commitment to text/character, room for improvement, minor slips of etiquette	Has potential on stage but lacks consistency in commitment to text/character in some styles, could use more work on interpretation, stage deportment and/or etiquette	Shows a lack of comfort on stage, rarely demonstrated an understanding of text, lacks etiquette	No connection to text/character, no stage presence, no etiquette

<b>STUDENT:</b>	<b>Superior 5</b>	<b>Excellent 4</b>	<b>Good 3</b>	<b>Average 2</b>	<b>Poor 1</b>
<b>Tone Quality</b>					
<b>Intonation/Pitch Accuracy</b>					
<b>Diction/Articulation</b>					
<b>Musicianship (phrasing, dynamics, rhythmic accuracy, musical style)</b>					
<b>Performance (stage presence, commitment to text/character, etiquette)</b>					

<b>TOTAL:</b>
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**Overall Rating:**

Successful: 15+ points

Unsuccessful: 0 – 14 points

# Learning Outcome 2

## Measurement Instrument 1

### Overall Ratings:

Successful: 4

Unsuccessful: 1

## SAMPLE STUDENT PRODUCTION RESUME

WKU Department of Theatre & Dance <b>STUDENT PRODUCTION RESUME</b>		
[Insert name here]		
First semester at WKU: _____		Current <u>OVERALL</u> GPA: _____
Planned Graduation semester: _____		Current <u>PROGRAM</u> GPA: _____
Number of semesters enrolled as a WKU student: _____		
<div style="border: 1px solid black; padding: 2px; display: inline-block;">BA Theatre _____</div>	⇔ CHOOSE 1 ⇔	<b>BFA Performing Arts:</b> Acting ____ Theatre ____ Musical Theatre ____ Design & Technology ____
<div style="border: 1px solid black; padding: 2px; display: inline-block;">BA Dance _____</div>		
<b>First Semester:</b> <i>(insert semester date here, e.g. <u>Fall 2020</u>)</i>		
<b>Production/Project Title</b>	<b>Your role in the project</b>	<b>Date</b>
<i>(Insert <u>ALL</u> WKU performance, design, and production support activities here. Italicize play titles.)</i>		
<b>Second Semester:</b> <i>(insert semester date here, e.g. <u>Spring 2021</u>)</i>		
<b>Production/Project Title</b>	<b>Your role in the project</b>	<b>Date</b>
<i>(Insert <u>ALL</u> WKU performance, design and production support activities here. Italicize play titles.)</i>		
<b>Third Semester:</b> <i>(insert semester date here, e.g. <u>Fall 2021</u>)</i>		
<b>Production/Project Title</b>	<b>Your role in the project</b>	<b>Date</b>
<i>(Insert <u>ALL</u> WKU performance, design and production support activities here. Italicize play titles.)</i>		
<i>...And so on, listing all WKU performance, design, and production support activities by semester.</i>		

## SAMPLE RUBRIC

**Resume ID:**

**Area:**

	<b>CREDITS</b>	<b>POINTS</b>
PERFORMANCE		
DESIGN AND TECHNOLOGY		
PLAYWRITING, DRAMATURGY, DIRECTING, & DEVSING		
STAGE MANAGEMENT & CREW		
<b>TOTAL:</b>		

### **Scoring:**

<b>CREDITS</b>	<b>LEVEL</b>	<b>POINTS</b>
7+ credits	Extensive	5
4 – 6 credits		4
3 credits		3
2 credits		2
1 credit	Minimal	1
0 credits	None	0

### **Overall Rating:**

Successful	Total Score of 8 or higher <i>OR</i> At Least One Category Reaches “Extensive”
Unsuccessful	



# Learning Outcome 3

## Measurement Instrument 1

### **Overall Ratings:**

**Highest Level: 4**

**High Level: 3**

**Acceptable: 1**

**Not Ready: 0**

### **SAMPLE RUBRIC**

Jury ID:

Reviewer:

	Exceptional	Impresses	Meets Expectations	Needs Improvement	Poor
Professionalism: Preparation	4	3	2	1	0
Professionalism: Self-Presentation	4	3	2	1	0
Material Selection	4	3	2	1	0
Quality of Performance	8	6	4	2	0

**TOTAL:**

### **Overall Rating**

<i>Highest Level of Readiness:</i>	<i>18+</i>
<i>High Level of Readiness:</i>	<i>13 – 17</i>
<i>Acceptable:</i>	<i>10 – 12</i>
<i>Not Ready:</i>	<i>0 – 9</i>

**REVIEWER 1**

<b>JURY ID</b>	<b>SCORE</b>
1	16
2	19
3	20
4	19
5	19
6	20
7	19
8	12

**REVIEWER 2**

<b>JURY ID</b>	<b>SCORE</b>
1	12
2	16
3	16
4	14
5	18
6	19
7	19
8	8

**AVERAGED SCORES**

<b>JURY ID</b>	<b>SCORE</b>	<b>LEVEL</b>
1	14	High
2	17.5	High
3	18	Highest
4	16.5	High
5	18.5	Highest
6	19.5	Highest
7	19	Highest
8	10	Acceptable