A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING
What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? (Refer back to plans indicated in “Response to Assessment Findings” in 2011-2012 Assessment Report.)

As part of the reconstruction of curriculum for semester transition, all faculty members in the Acting/Musical Theatre area reviewed every new course for its currency and value to overall student learning and professional preparation. Some elements of existing coursework were replaced, others revised and many were maintained in a newly structured curricular design. In a number of cases, the sequence of courses and skills was revised to reflect a change in philosophy of instruction. We will assess the effectiveness of these revisions as the first cohorts proceed through training during the coming years.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED
Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013?

All 2012-2013 learning outcomes were reassessed as part of the curricular redesign.

a. Graduates will be able to master professional audition skills.
b. Graduates will be able to perform in a variety of roles in WSU productions.
c. Graduates will be able to master artistic and technical skills necessary to pursue acting as a profession.
d. Graduates will be able to demonstrate knowledge of theatre history, musical theatre history and literature, and/or dramatic literature (depending on degree emphasis).
e. Graduates will be able to demonstrate knowledge of current business aspects of the acting profession.

C. METHODS FOR COLLECTING DATA
Which students were included in the assessment?
All seniors were assessed for their ability to master the Student Learning Outcomes described in area B above.

D. ASSESSMENT MEASURES

- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?
- What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

Measure a: Students were required to audition for visiting professional casting directors, stage directors, choreographers and music directors and receive specific feedback. As well, graduating seniors participate in professional preparation seminars that specifically address their ability to apply this measure. All students are encouraged to audition for ongoing professional theatrical work in summer theatres. Faculty members assist students in preparation for these auditions and monitor the results of those auditions to better prepare the individual student and to address overall program effectiveness.

Measure b: All graduating seniors had successfully rehearsed and performed at least one major role, in most cases more than one. All had participated in several official department productions, as well as numerous student-produced works. Many had also performed in at least one professional theatrical production prior to graduation.

Measure c: All graduating seniors were assessed through formal evaluation in their capstone Acting courses.
**Measure d**: All graduating seniors successfully completed either Theatre History and Literature I and II, or History and Literature of the Musical Theatre I and II.

**Measure e**: All graduating seniors were required to successfully prepare a portfolio of professionally proficient audition monologues and songs, have professional promotional materials and successfully complete a formal professional preparation course designed for either the Acting or Musical Theatre emphasis.

Other measurement instruments:

Faculty members conduct ongoing post-graduation assessment of the effectiveness of our training through informal conversation and interviews with alumni. We also conduct an annual survey of willing alumni participants through internet channels. These findings allow us to maintain contact and conduct effectiveness measurement with alumni from as much as twenty years ago.

Annual alumni gatherings in New York City and Los Angeles allow us to discuss the currency and effectiveness of our training in detail with participating alumni. These comments and suggestions are reported to department administration and appropriate faculty.

**E. SIGNIFICANT FINDINGS**

What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?

Based on the feedback from visiting professional artists and business people, we found that our students are well-prepared to begin their careers in Acting and Musical Theatre. Faculty members continue to closely follow professional feedback for individual students and use this to refine and update curricular expectations to more specifically address current professional show business practices.

Ongoing employment by alumni suggests that WSU’s preparation is effective. Last year’s graduating class of Acting and Musical Theatre students achieved greater than 70% employment in theatre related work within 6 months of graduation (many directly upon graduation). Ongoing rates of theatrical employment remain high within five years of graduation, though specific numbers are difficult to maintain due to the sporadic and short-term nature of most entertainment contracts.

For those alumni who choose to redirect their careers, they report that the training they received at WSU has helped them even in non-theatrical professions.

**F. DISCUSSION OF RESULTS**

How were results shared? With whom were they discussed?

Results of both annual New York City Agents’ Showcase comments and those from visiting professionals are shared at Acting/Musical Theatre faculty retreats. These comments are disseminated in written form to all appropriate faculty members and discussed in both formal and informal gatherings to refine and revise appropriate coursework. All relevant tenure and non-tenure track faculty members are included in this distribution.

**G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING**

Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.

Faculty and department administration determined to take the following actions, based on assessment and professional feedback:

**Required Training in Acting for Camera**: A key element of curricular revision is the inclusion of required Acting for Camera classes, which will begin in 2014/2015 academic year pursuant to the hiring of a new Assistant Professor with a specialization in this area. This training will fill an essential gap in student training and help make WSU a more competitive national
Acting/Musical Theatre program and better prepare our graduates for the full range of employment opportunities available both regionally and in major national markets.

**Revision of Repertoire in Singing Courses:** Singing faculty, in conjunction with the head of Musical Theatre, will place increased focus on more contemporary repertoire (since 1990) and on non-theatrical contemporary material, in addition to the existing requirements from the standard canon of Musical Theatre and classical repertoires.

**H. SUPPORTING DOCUMENTS (recommended)**
Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.

The assessment process was conducted as an ongoing part of regular Acting/Musical Theatre area meetings, as well as the end of year Area Retreat. There is no distributed agenda for that meeting.