



Program Assessment Report (PAR)

Acting (ACT) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

1. Demonstrate integrated technical and artistic skills in acting, voice and speech, movement, singing and dance to meet professional performance competencies. 2. Master current business practices of professional theatre, television, film and new media industries 3. Implement professional processes in auditions, rehearsal and performance. (Selected for evaluation in 21-22) 4. Determine modes of critical/historical inquiry in theatre or musical theatre history and literature, necessary for the realization of character in terms of the production and/or performance, and for a broad understanding of the history and aesthetics of theatre. (Selected for evaluation in 21-22) 5. Demonstrate an understanding of the ways Acting and Musical Theatre performance and production reflects and affects broader views of social, cultural, and ethical issues.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

A. Direct Assessment of (#3) - Measure One: Evaluation of Professional Practice in Rehearsal and Production. For each Theatre Division Production, the production supervisor(s)* completed an individual assessment of each Acting or Musical Theatre student who were cast. They were assessed on four aspects of their work through rehearsal, and into performance. These criteria are: 1.) Preparation: this is work done by the student prior to the first rehearsal. as well as preparedness and professionalism 2.) Practicum: this is the supervise practical application of skills learned in the classroom as it relates to daily rehearsal and incorporates the elements mentioned in (1) 3.) Performance: this is the combination of the elements mentioned in one and two resulting in the student actor's performance before a live audience 4.) Professionalism: this is the student actor's professional comportment during the entire rehearsal and performance process. This assessment is also considered in end of semester jury evaluations sophomores and end of the year evaluations for freshman. In cases

when upperclassmen need correction or adjustment, they are called into an evaluation meeting with faculty. B. Direct Assessment of (#4) · Measure One: Examination to determination of modes of critical/historical inquiry in musical theatre history through their understanding of the history and aesthetics of theatre As part of their required Musical Theatre History and Literature course, all Musical Theatre majors are asked to answer a specific question on their final exam. The assessment question is: IX. Long Essay. Having now completed a semester of musical theatre history and literature, I want you to demonstrate your ability to connect the events of the past with the present. Connecting the significance of musical theatre history and literature to contemporary musical theater is paramount to understanding how the stylistic structure and content ideas of the past impacted the present. Please answer the following questions. Try to have your answer no longer than 300 words and may need to be much less. 9 points. Connecting Past to Present: 1. Select a genre, decade, musical, composer, lyricist, or person from musical theatre history we've studied up to the mid-1930s. The choice is completely yours. 2. Write a minimum of two detailed paragraphs demonstrating how that genre/decade/ musical/ composer/lyricist/person influenced the style and structure of the modern musical theatre as you know it. Draw parallels between the history of musical theatre we've been studying and musical theatre of today. Please take your time and consider this carefully.

B. Scoring of Student Work

· Assessment of #3 - Measures (1) Each student's growth is scored numerically on a 10-point scale, with 10 being the highest rating and 1 being the poorest. The productions artistic team: Directors, Music Directors, and or Choreographers, depending on the make-up of the creative team, individually score each student and then scores for each category are averaged for each individual Actor, each show's cast, and collectively for all Actors in Department shows that term. · Assessment of #4 - Measures (1) Scoring of this examination is outlined in the exam question itself. In this case the question was worth 9 points out of the total number. This represented 9% of the total score. The exam itself represented 20% of the final grade for the course.

C. Indirect Assessment

· Assessment of #2 - Measures (1) Feedback from Professional Casting Directors and Agent who see students at their NY Showcase Unsolicited Feedback from current employers of Actros from Wright State. · Assessment of #4 - Measures (1) Record of students employed in the entertainment industry (theatre, film, television, live entertainment) during the year. Unsolicited Feedback from current employers of Actors from Wright State.

III. ASSESSMENT RESULTS/INFORMATION:

Assessment #3 (Measure 1) – All Theatre Division Productions

Assessment #4

(Measure 1) - TH 3720 – Musical Theatre History and Literature

The results represent all 6 productions, across both terms. Out of 10 points the mean for each criterion are as follows: 1.) Preparation: 9.2 2.) Practicum: 9.14 3.) Performance: 9.48 4.) Professionalism: 9.35

Out of 30 students, scored on a 9 point scale: 57% -scored 9 3% -scored 8 23% -score 7 17% -scored below a 7

1. Acting/Musical Theatre Majors were successful in demonstrating their ability to analyze text, apply imagination, and show expected technical proficiencies in their acting craft and technical skills.

2. Acting/Musical Theatre Majors were successful in demonstrating their ability to analyze text, apply imagination, showed expected technical proficiencies in their acting and/or singing, their ability to craft material for performance, and their technical proficiency. While also demonstrating their professional competency in performance.

3. Musical Theatre Majors were successful in demonstrating their understanding of genre, style, and medium, as well as, demonstrate their ability to analyze text, apply imagination, showed expected technical proficiencies in their acting and/or singing, their ability to craft material for performance, and their technical proficiency. While also demonstrating their professional competency in performance

4. All majors demonstrated expected professional competency and protocols; and improved their confidence in auditioning and improved their ability to prepare materials and themselves for audition.

5. All students exhibited the expected growth and proficiency in the core curriculum.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

I. Improvements Based Upon Assessment Findings (Fall 2021- Spring 2022)
Selection of Mainstage Season · The Main Stage season was intentionally selected as part of our continued desire to represent diversity and identity as part of our educational and cultural mission. Student Production Assessment · We initiated, and have continued re-assess, the Student Rehearsal and Performance Evaluation that Supervisors/ Directors of our Mainstage Production Season submit. II. Acting/ Musical Theatre Retreat #1 (Spring 2022) · On May 5, 2022, Acting & Musical Theatre Area Faculty held an Area Retreat to discuss the

academic year in review, as well as create plans for Fall 2022. · Based on our assessment of our Program, discussions were held to address the following items:

- Intimacy Choreography Guest Artist · In direct response to student feedback requesting more training in Intimacy Choreography for their classes, productions and student film projects, as well as the need for structured guidelines across our Theatre and Motion Pictures Programs, we began a plan to bring in an Intimacy Choreographer for an extended series of workshops in Fall 2022. ·
- Student- Run Directing Lab Organization · In direct response to our evaluation that a growing number of our students were not successfully prioritizing classroom/ production obligations along with extra-curricular student produced projects, we discussed devising a series of guidelines to create a clearer structure for our Directing Lab. ·
- Orientation Week Fall 2022 · In direct response to our evaluation that the two previous years of challenges associated with Covid had affected our students understanding and execution of expectations (both in the classroom and in production), we decided to expand our annual Orientation in the Fall. We began planning an extended series of events that would stretch out over the course of the first week of classes. This would include a social event to begin the week, conversations between a panel of Acting/ Musical Theatre Faculty to address expectations and Program goals with the students, and guest speakers from various campus resources to share information with the students. ·
- Mentoring Freshmen and Sophomore Students · In response to our desire to generally connect with our younger students on all aspects of our assessment goals, we discussed bringing back our previous initiative (pre- Covid) which assigns all Freshman and Sophomores to a Faculty member in Acting/ Musical Theatre as a “mentor”. A decision was made to add this back in starting Fall 2022.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.