

Musical Theatre BFA

Acting Proficiency

Goal Description:

Musical theatre students will acquire the knowledge and skills necessary to demonstrate proficiency in preparation, acting performance, and developing their unique artistry necessary to be successful in professional theatre.

Providing Department: Musical Theatre BFA

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Musical theatre majors will demonstrate proficiency in character development

Learning Objective Description:

Students will demonstrate proficiency in character development including effective preparation, playing action, textual clarity, and vocal energy. Additionally, connection and storytelling will be evaluated as it relates to studied scripts/scores, class participation, and roles performed.

RELATED ITEM LEVEL 2

Acting Jury

Indicator Description:

For the acting jury, students prepare a monologue (1 min in length) and are required to display proficiency in character development including effective preparation, playing action, textual clarity, and vocal energy. Students' acting proficiency is evaluated on a 1 to 5 scale (the score of 5 is high). A panel of Theatre and Musical Theatre Program faculty members receive the monologue and assign scores to each area of assessment. At the conclusion of the jury, the scores are averaged to determine an overall grade. Using this score and the previous semester's jury assessment score, a determination about the students' proficiency and progress is made. Juries are followed by a self assessment interview with the student where they receive feedback on their strengths and where improvement may be needed. To prepare for their acting jury, students answer a series of questions about their monologue selection and preparation.

Attached Files

 [MT Monologue Jury Form.pdf](#)

Criterion Description:

Individual student's jury performance and score is the foundation for continuing in the Musical Theatre Program. For the continuing student, the improvement in score from previous juries guarantees their continued presence in the program. Each of the three elements hold equal weight in the decision to retain a student in the program. However, a student who is particularly strong in one area may be permitted to continue with the understanding that a weak area will need additional attention to raise the student to the appropriate level of expertise. We expect at least 85% of Musical Theatre students will score 3 or higher on their acting jury. As part of their acting jury preparation, students will provide a series of responses regarding their monologue selection.

Attached Files

 [MT Monologue Jury Form.pdf](#)

Findings Description:

Due to a scheduling issue and lack of time on our Jury day, we did not have the student perform their monologues this Spring. We evaluate the character and acting performance of students' vocal jury performance and based on this Spring's jury found the acting portion of their vocal performances to

have significantly improved. According to the acting/character scoring during the vocal jury 88% scored atleast 3 out of 5 points.

RELATED ITEM LEVEL 3

Acting Jury

Action Description:

We intend to have the acting jury going forward in future semesters, and will plan ahead in the scheduling of the vocal juries so that other departmental activities do not infringe on the time element.

RELATED ITEM LEVEL 2

Mid-Term Review

Indicator Description:

Students and faculty will participate in a mid-term review during week seven of the semester. Each faculty member and production team member will have an opportunity to report on the students' progress, work ethic, attitude, proficiency, skill set as it relates to their classroom and production work. Students will have an opportunity to report on their own progress, participation, attitude, growth and experience through a series of reflection questions asked during mid-term review process.

Attached Files

 [mid-term review faculty form.pdf](#)

Criterion Description:

A rating scale of 1-5 will be used to comment on each item in the students' development of proficiency. We expect 90% of all musical theatre majors will pass their mid-term review.

Findings Description:

We found that 90% of students passed their midterm review. Viewing the students midterm review video submissions, we found that they were making stronger choices with their material. (this could be from the Thursday Forum acting coaching of vocal material). The midterm review proved to be a helpful tool for keeping students on a successful path during the semester. It was also found this Spring semester that inviting more faculty to participate in the Midterm Review did not garner more faculty participation.

RELATED ITEM LEVEL 3

Mid-Term Review

Action Description:

We will continue to have the midterm review process as a gauge for student progress. We will continue to offer all faculty participation and access to the midterm review process to garner input about and for the students' continued success during the semester. Though the additional faculty participation in this process was not as positive as we hoped, we acknowledge that our faculty has copious responsibilities of their own.

RELATED ITEM LEVEL 2

Sophomore/Transfer Gate Interview

Indicator Description:

Sophomore interviews will take place at the conclusion of the sophomore year or end of first year for transfer students. Musical theatre majors will participate in an assessment interview with musical theatre faculty. Areas of consideration will include the student's career viability, program participation, scholastic success, etc. The goal of the sophomore interview is to determine if it is in the student's best interest to continue the pursuit of the BFA in Musical Theatre. The faculty and/or student may come to the conclusion that continuing in the Musical Theatre Program is no longer possible.

Attached Files

 [Sophomore Interview Form.pdf](#)

Criterion Description:

Students will be asked to reflect on their experience through a series of questions. These questions will guide the interview. Additionally, teachers will be asked to review the student's GPA, progress, attitude, competency, participation and potential to determine the student's success in the program.

Attached Files

 [Gate Interview Student Information.pdf](#)

Findings Description:

It was found that the series of questions asked were instrumental in deciding whether or not the student had the drive and professionalism to remain in the program. Through our conversations, students were able to express their experiences, goals, and struggles. The faculty was then able to respond with plans and ideas to aid in each student's growth.

RELATED ITEM LEVEL 3

Sophomore/Transfer Gate Interview

Action Description:

We plan to continue the Sophomore Transfer Gate Interview process. The participation of additional faculty would be welcome, as we have invited them into this process.

Dance Proficiency

Goal Description:

Musical Theatre students will acquire the knowledge and skills necessary to demonstrate proficiency and artistry in dance, specifically in musical theatre jazz, as well as basic knowledge and skills in the areas of ballet, modern dance and tap.

Providing Department: Musical Theatre BFA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Musical theatre majors will demonstrate proficiency in basic technical dance skills

Learning Objective Description:

Students will develop skills in subsets of techniques from ballet, tap, jazz, modern and lyrical. The student's proficiency will be evaluated on the use of space, energy, expressiveness and stylistic choices while performing.

RELATED ITEM LEVEL 2

Dance Jury

Indicator Description:

For the dance jury, students learn and perform a ballet warm up as well as a musical theatre jazz combination. Students are expected to display proficiency and growth in their dance skills. These skills include subsets of techniques from ballet, tap, jazz, modern and lyrical. The student's proficiency in combination execution will be evaluated. Students are evaluated on use of space, energy, expressiveness and stylistic choices while performing a piece introduced during the jury session. Students' dance proficiency is evaluated on a 1 to 5 scale (the score of 5 is high). A panel of Musical Theatre Program faculty members and dance faculty view the combinations and assign scores to each area of assessment. At the conclusion of the jury, the scores are averaged to determine an overall grade. Using this score and the previous semester's jury assessment score, a determination about the students' proficiency and progress is made. Juries are followed by a self assessment interview with the student where they receive feedback on where improvement may be needed.

Attached Files

 [Dance Jury Form.pdf](#)

Criterion Description:

Individual student's jury performance and score is the foundation for continuing in the Musical Theatre Program. For the continuing student, the improvement in score from previous juries guarantees their continued presence in the program. Each of the three elements hold equal weight in the decision to retain a student in the program. However, a student who is particularly strong in one area may be permitted to continue with the understanding that a weak area will need additional attention to raise the student to the appropriate level of expertise. We expect at least 85% of Musical Theatre students will score 3 or higher on their dance jury. As part of their dance jury preparation, students submit a list of the dance technique courses they've completed along with responses to a series of questions about their dance training experience.

Attached Files

 [Dance Jury Form.pdf](#)

Findings Description:

We found that 85% of students scored 3 or above for their dance jury. The improvement in the students' dance skills was evident from the way they approached the jury material with confidence and skill. I observed the students' approach and overall attitude toward dance in the classroom, and throughout the semester continues to shift for the better. Student's are embracing dance and endeavoring to train, improve, and expand their skill set at whatever level they are. The Spring Dance juries were shifted to happen during the last Musical Theatre Workshop classes which proved positive to the overall load of end of semester juries. The continuity of having a dance class every semester continues to prove positive, starting with a ballet sequence, but always being sensitive to the individual students needs and current level of expertise. More students are seeking to experience upper level dance classes.

RELATED ITEM LEVEL 3

Dance Jury

Action Description:

The program will continue to advise students into the sequential series of dance classes and have them enrolled in dance classes every semester to support the progressive training of their dance skills. To align with industry related dance genres, I hope to offer a wider range of dance styles to the musical theatre majors in coming years. We will continue to cultivate a growth mindset for dance and face each student's insecurities.

RELATED ITEM LEVEL 2

Mid-Term Review

Indicator Description:

Students and faculty will participate in a mid-term review during week seven of the semester. Each faculty member and production team member will have an opportunity to report on the students' progress, work ethic, attitude, proficiency, skill set as it relates to their classroom and production work. Students will have an opportunity to report on their own progress, participation, attitude, growth and experience through a series of reflection questions asked during mid-term review process.

Attached Files

 [mid-term review faculty form.pdf](#)

Criterion Description:

A rating scale of 1-5 will be used to comment on each item in the students' development of proficiency. We expect 90% of all musical theatre majors will pass their mid-term review.

Findings Description:

We found that 90% of students passed their midterm review. Viewing the students midterm review video submissions, we found that they were making stronger choices with their material. (this could be from the Thursday Forum acting coaching of vocal material). The midterm review proved to be a helpful tool for keeping students on a successful path during the semester. It was also found this Spring semester that inviting more faculty to participate in the Midterm Review did not garner more faculty participation.

RELATED ITEM LEVEL 3

Mid-Term Review

Action Description:

We will continue to have the midterm review process as a gauge for student progress. We will continue to offer all faculty participation and access to the midterm review process to garner input about and for the students' continued success during the semester. Though the additional faculty participation in this process was not as positive as we hoped, we acknowledge that our faculty has copious responsibilities of their own.

RELATED ITEM LEVEL 2

Sophomore/Transfer Gate Interview

Indicator Description:

Sophomore interviews will take place at the conclusion of the sophomore year or end of first year for transfer students. Musical theatre majors will participate in an assessment interview with musical theatre faculty. Areas of consideration will include the student's career viability, program participation, scholastic success, etc. The goal of the sophomore interview is to determine if it is in the student's best interest to continue the pursuit of the BFA in Musical Theatre. The faculty and/or student may come to the conclusion that continuing in the Musical Theatre Program is no longer possible.

Attached Files

 [Sophomore Interview Form.pdf](#)

Criterion Description:

Students will be asked to reflect on their experience through a series of questions. These questions will guide the interview. Additionally, teachers will be asked to review the student's GPA, progress, attitude, competency, participation and potential to determine the student's success in the program.

Attached Files

 [Gate Interview Student Information.pdf](#)

Findings Description:

It was found that the series of questions asked were instrumental in deciding whether or not the student had the drive and professionalism to remain in the program. Through our conversations, students were able to express their experiences, goals, and struggles. The faculty was then able to respond with plans and ideas to aid in each student's growth.

RELATED ITEM LEVEL 3

Sophomore/Transfer Gate Interview

Action Description:

We plan to continue the Sophomore Transfer Gate Interview process. The participation of additional faculty would be welcome, as we have invited them into this process.

Vocal Proficiency

Goal Description:

Musical theatre students will acquire the knowledge and skills necessary to demonstrate proficiency and artistry in singing and musicianship necessary for success in professional theatre.

Providing Department: Musical Theatre BFA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Musical theatre majors will demonstrate proficiency in artistry, musicianship, vocal technique, and voice characteristics

Learning Objective Description:

The student's success will be evaluated on proficiency in the use of rhythm, tempo, dynamics, musical sensitivity, and appropriate styling choices. The student's vocal technique relative to flexibility, breath support, diction, registration shifts, intonation, and control will also be measured. Voice characteristics including an evaluation of the quality, evenness of registration and belt range are also included. Additionally, musicianship and artistry will be evaluated as it relates to studied repertoire, workshop participation, roles performed, and ensemble.

RELATED ITEM LEVEL 2

Mid-Term Review

Indicator Description:

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Attached Files

 [mid-term review faculty form.pdf](#)

Criterion Description:

A rating scale of 1-5 will be used to comment on each item in the students' development of proficiency. We expect 90% of all musical theatre majors will pass their mid-term review.

Findings Description:

We found that 90% of students passed their midterm review. Viewing the students midterm review video submissions, we found that they were making stronger choices with their material. (this could be from the Thursday Forum acting coaching of vocal material). The midterm review proved to be a helpful tool for keeping students on a successful path during the semester. It was also found this Spring semester that inviting more faculty to participate in the Midterm Review did not garner more faculty participation.

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 [Gate Interview Student Information.pdf](#)

Findings Description:

It was found that the series of questions asked were instrumental in deciding whether or not the student had the drive and professionalism to remain in the program. Through our conversations, students were able to express their experiences, goals, and struggles. The faculty was then able to respond with plans and ideas to aid in each student's growth.

RELATED ITEM LEVEL 3

Sophomore/Transfer Gate Interview

Action Description:

We plan to continue the Sophomore Transfer Gate Interview process. The participation of additional faculty would be welcome, as we have invited them into this process.

RELATED ITEM LEVEL 2

Vocal Jury

Indicator Description:

For the vocal jury, students prepare four contrasting songs and are required to display proficiency in in use of rhythm, tempo, dynamics, musical sensitivity and appropriate styling choices. The student's vocal technique relative to flexibility, breath support, diction, registration shifts, intonation, and control will also be measured. Voice characteristics including an evaluation on the quality, evenness of registration and belt range are also included in the jury process. Students' vocal proficiency is evaluated using a 100 point rubric (attached). A panel of Musical Theatre Program applied voice faculty members and other musical theatre faculty members assess the performance and assign scores to each area of assessment. At the conclusion of the jury, the scores are averaged to determine an overall grade. Using this score and the previous semester's jury assessment score, a determination about the students' proficiency and progress is made. Juries are followed by a self assessment interview with the student where they receive feedback on where improvement may be needed.

Attached Files

 [MT vocal jury form.pdf](#)

Criterion Description:

Individual student's jury performance and score is the foundation for continuing in the Musical Theatre Program. For the continuing student, the improvement in score from previous juries guarantees their continued presence in the program. Each of the three elements hold equal weight in the decision to retain a student in the program. However, a student who is particularly strong in one

area may be permitted to continue with the understanding that a weak area will need additional attention to raise the student to the appropriate level of expertise. We expect at least 85% of Musical Theatre students will score 80% or better on their vocal jury.

Findings Description:

We found at least 88% of Musical Theatre students will score 80% or better on their vocal jury which was better than estimated. We found substantial growth throughout the cohort on every level of our criteria: student's vocal technique relative to flexibility, breath support, diction, registration shifts, intonation, and control will also be measured. Voice characteristics including an evaluation on the quality, evenness of registration and belt range are also included in the jury process, as well as characterization, acting, and story telling through song.

RELATED ITEM LEVEL 3

Vocal Jury

Action Description:

We will continue our vocal jury process with this years shift to online grading from paper methods which proved very successful in streamlining the ease of process. We will continue to allow song cuts as well as full songs to be listed on their jury selection forms, since song cuts are part of required industry standards.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

As we have stated before, we are constantly examining and tweaking how we train and what we train. We will continue to track and assess our students' learning outcomes through skills testing in the form of juries, midterm reviews, and feedback meetings. We value seeing and understanding each students' unique experience, identity, skill set, beliefs, and practices and want to consider how those dynamics impact learning outcomes. We were able to renew are relationship with theatres. We had several students involved in A-1 auditions and cast in productions downtown at Stages Theatre.

We are beginning to realize how the pandemic changed and continues to alter the landscape of the theatre industry. It is our hope to provide students a strong artistic foundation to meet the needs of the industry now and adapt as it changes. So many students believe they must be “perfect” to be successful and it is stunting their growth. We hope to foster a growth mindset culture by meeting the students where they are and giving them opportunities to take risks in classes, performances, and workshops. We also want to be sure that we are listening to their needs by continuing our feedback sessions, midterm reviews, and juries, but also giving them tools to grow through challenges.

We are proud of the program we have created, but also aware that we need to be sure that our offerings provide students with the opportunities to grow in each of the areas of musical theatre. We hope to alter workshops and classes to provide students with an opportunity to integrate music, acting, and dance into one synergistic performance (ie. Acting through song).

Update of Progress to the Previous Cycle's PCI:

Our continual focus toward improving adjustments on how and what we train/educate students continues to pay off as we have seen a marked overall improvement in our students’ skills and demeanor. We will continue to examine our methods and progress along with being in tune to the individuals that we are nurturing in musical theatre. Our attention to understanding each students' unique experience, identity, skill set, beliefs, and practices and how to support the individual artist in their training was noticed this Spring in NYC at our Senior Showcase by director, Joe Barros. He commented on the unique individuality of each of the students and the testament to us and how we have trained them to be themselves and not a "cookie

cutter" version of what a musical theatre performer should be. Our connections to the Houston theatre scene continue to be renewed. We had students involved in productions downtown at Stages, The Alley, and Mainstreet Theatre. We had several students involved in A-1 auditions and cast in theatre regionally for the summer. Also, our participation in the MTI program through KCACTF found several of our students in the Region VI finals. And we had the winner of the Region VI finals, and that winner went on to the National level to win first place in the country. These are signs that what we are doing is working.

We continue to inform students that they are on their own individual journey of learning and growth with their artistry and that it is fruitless to compare themselves to others. We want them to recognize and celebrate the small steps in their growth process instead of thinking they must be “perfect” and I am starting to see the fruits of our labor in this direction. Creating a positive culture within the department, students and faculty, is key and an ongoing endeavor. Major strides were made this year and I hope that this will continue in the right direction.

The overall growth in the program is evident in many areas at the end of AY22-23 and we strive to continue this upward surge. We are proud of the program we have created, and with the anticipated shift in faculty I hope to continue the positive work we have done this year. I hope to continue Thursday Forum to continue to provide the students the opportunity to integrate their music, acting and dance/movement into a whole performance, and develop alternate topics for Musical Workshop that further student development for the current industry. I also hope to re-examine the curriculum and make proposals to reflect and target these specific needs.

New Plan for Continuous Improvement Item

Closing Summary:

Our continual examination and adjusting of our training will be ongoing to meet the needs of our student cohort as individual artists balanced with the demands of the industry that they are pursuing. We will continue to track and assess our students' learning outcomes through skills testing in the form of midterm reviews, sophomore transfer gate interviews, juries, and feedback meetings.

We will continue our vocal jury process with this year's shift to online grading from paper methods which proved very successful in streamlining the ease of process. We will continue to allow song cuts as well as full songs to be listed on their jury selection forms, since song cuts are part of required industry standards.

Dance advising with sequential guidance continues to be helpful to improving the overall level of dance in the musical theatre majors. To align with industry related dance genres, I hope to offer a wider range of dance styles to the musical theatre majors in coming years through potentially more involvement with the grad students from the dance department but also outside guest artists. We will continue to cultivate a growth mindset for dance and face each student's insecurities.

We will plan ahead with the jury scheduling to make sure we have the appropriate time to view all the skills required: singing, acting and dancing.

We will continue to offer all faculty participation and access to the midterm review, sophomore transfer gate interview, and juries to garner additional input about and for the students' continued success during the semester.

We will continue to have students participate in A1 auditions as this connection to regional performance opportunities and gives them a broader theatrical learning experience. Also, the NY Senior Showcase experience which was facilitated by the Growing Studios in NYC was a super successful experience for everyone involved, from the Zoom to the in person workshops. Their performance for NY talent agents was well received and 30% of our students received agent interest. This exposure to NYC and the industry is invaluable and continues to make us competitive with other programs.

We have improved the culture in the department this year which is essential for the students to thrive and grow to their full potential. We have done this by being transparent, honest, equitable with all students and listen to their wants and needs. Continuing to nurture and improve upon this positive environment will be imperative for the musical theatre program going forward.