

# 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 that is shared with the assessing panel of faculty.

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:**

Findings for the acting juries this year met expectations, at least 85% of students received a 3 or better for their acting score. I do find that the students are more prepared for their acting jury and continue to work on the performance aspect.

### RELATED ITEM LEVEL 3

#### **Acting Jury**

##### **Action Description:**

Our students are more prepared for the acting portion of their jury than they have been in past years and we are achieving our goals. Therefore we will continue with our current system of Acting jury evaluation. I would like to work on an electronic system for recording this information that is more efficient than what we have now. That will require access to resources that we may not currently have in our department

### 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:**

Our midterm reviews were as we predicted where 90% of all musical theatre majors passed their midterm reviews. The 10% of students that were in question received interventional meetings to help them get back on track to succeed in their semester.

### RELATED ITEM LEVEL 3

#### **Mid-Term Review**

##### **Action Description:**

Our current mid-term evaluation system is working and we are able to keep students on track to have successful semesters. We will continue with this form of an evaluation/check point.

### 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:**

All of our Sophomore musical theatre majors passed their Sophomore/Transfer Gate Interview. The level of our students at this level is very competent and showing great signs of success.

RELATED ITEM LEVEL 3

**Sophomore/Transfer Gate Interview**

**Action Description:**

Our Sophomore/Transfer Gate Interview system is working. However, I feel we need more defined markers to assess students by at this point. Some of that is about uniformity of department measures which will need to be discuss in faculty meetings. I will explore ideas of GPA, and other measures with my colleagues to have more specifics in place going forward.

**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, timing, form, coordination, 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:**

Dance Jury findings for this year have improved. At least 90% of the students achieved a score of 3 or higher. This is where I see their dance training really taking root in their bodies.

RELATED ITEM LEVEL 3

**Dance Jury****Action Description:**

There is definite overall improvement in the dancing of our musical theatre cohort. Thus, we will continue to evaluate their progress using the systems that we currently have in place.

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:**

Our midterm reviews were as we predicted where 90% of all musical theatre majors passed their midterm reviews. The 10% of students that were in question received interventional meetings to help them get back on track to succeed in their semester.

RELATED ITEM LEVEL 3

**Mid-Term Review****Action Description:**

Our current mid-term evaluation system is working and we are able to keep students on track to have successful semesters. We will continue with this form of an evaluation/check point.

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:

All of our Sophomore musical theatre majors passed their Sophomore/Transfer Gate Interview. The level of our students at this level is very competent and showing great signs of success.

RELATED ITEM LEVEL 3

Sophomore/Transfer Gate Interview

Action Description:

Our Sophomore/Transfer Gate Interview system is working. However, I feel we need more defined markers to assess students by at this point. Some of that is about uniformity of department measures which will need to be discuss in faculty meetings. I will explore ideas of GPA, and other measures with my colleagues to have more specifics in place going forward.

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:

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:

Our midterm reviews were as we predicted where 90% of all musical theatre majors passed their midterm reviews. The 10% of students that were in question received interventional meetings to help them get back on track to succeed in their semester.

## RELATED ITEM LEVEL 3

### Mid-Term Review

#### Action Description:

Our current mid-term evaluation system is working and we are able to keep students on track to have successful semesters. We will continue with this form of an evaluation/check point.

## 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:

All of our Sophomore musical theatre majors passed their Sophomore/Transfer Gate Interview. The level of our students at this level is very competent and showing great signs of success.

### RELATED ITEM LEVEL 3

#### Sophomore/Transfer Gate Interview

##### Action Description:

Our Sophomore/Transfer Gate Interview system is working. However, I feel we need more defined markers to assess students by at this point. Some of that is about uniformity of department measures which will need to be discuss in faculty meetings. I will explore ideas of GPA, and other measures with my colleagues to have more specifics in place going forward.

### 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:

Vocal jury findings were correct and we surpassed our goal. We had over 90% of the musical theatre majors score above 80% on their vocal jury. This was a very successful year.

### RELATED ITEM LEVEL 3

#### Vocal Jury

##### Action Description:

Our Vocal Jury system is working well as we are reaching our goals and the level of student achievement is improving. We will continue with our current system.

## Update to Previous Cycle's Plan for Continuous Improvement Item

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

#### 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 makes 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.

#### **Update of Progress to the Previous Cycle's PCI:**

Our student's growth and success, inside and outside the program, continues to improve which shows that our continual examination and tweaking of the training is working. Our measures for success, midterm reviews, juries, sophomore/transfer gate interviews, and individual feedback sessions are doing their job.

The online vocal jury note taking process streamlines our work and gets the feedback to the students much quicker. The song cuts as well as full songs prepares them for all performance and audition situations. The students are singing very well with the training provided by the new Voice Lecturer faculty that started this year. Additionally, our utilization of the Thursday Forum hour as a studio class which we have done for the last two years has been instrumental for the students growth. The focus on song 'total' performance in front of their cohort, with live feedback from all voice faculty and musical theatre faculty, benefits them all.

There has been a real shift in the level of dance in the whole cohort. Much of it due to a change in the student's mental perspective about it. There is less worry about how they look and more full out participation, which leads to more success. Grad students were utilized as guest artists in the Musical Theatre Workshop that focuses on Dance during the Fall semester. The grad students shared their specialty style of dance. Since the musical theatre students experienced these grad students as guest teachers, it helped encourage them to register for other classes that they were teaching in the Spring.

Planning and scheduling of the juries in advance gave the students more lead time to be prepared, though there was procrastination submitting their materials. My worry is that the notice is so early, they think they can do it later and then forget to do it at all.



We had great participation from faculty and voice lecturers at midterms, juries, sophomore/transfer gate interviews. Additionally, all the voice lecturers were invited to join our program auditions which was a great benefit to our selection process for next year's musical theatre cohort.

We did have many students participate virtually in the All in One (A1) auditions, some being invited to be part of the convention in January, and a good amount of student success from those who traveled to the convention. Sadly, for the first time, the A1 organization did not visit our campus for the initial round of auditions due to other area schools needing to cancel their visits. Thus, it became not fiscally sound for them to travel to us. A1's business focus has changed, so I am unsure if we will see the in-person audition option available to us moving forward.

NY Senior Showcase, facilitated by The Growing Studios, was an amazing success this year! Out of the 13 students who traveled to NYC and performed for the agents, 7 of them (over 50%) got some kind of interest. To break that down further, 30% received agents wanting immediate interviews, and the other 20+% received please contact me when you move to NYC. Hands down, this experience truly helps expose the students to the rigors of NY, and for some, immediately helps launch their career.

Our improvement in the culture of the program, by being honest, equitable, and transparent, continues to provide the atmosphere for the students to succeed in their pursuits. The nurturing environment is benefiting all of us.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

Moving forward, I plan to continue with our current forms of evaluation: midterm feedback, Juries, Sophomore/Transfer Gate, and general feedback. These are the following actions for this portion:

- Since the level of talent and expectation are increasing within our program, I want to create clearer expectations for the Sophomore/Transfer Gate Interviews, so for those who are not doing well, we can point to specifics of why they cannot continue in our program. This will be discussed cross departmentally, as some guidelines need to be established for all students within the Theatre and Musical Theatre Department. These new guidelines will greatly influence the new expectations that we will create.
- For the Dance and Acting Juries, I will create a more efficient digital form for the students use.

Additionally:

- We will continue the Thursday Forum studio voice class, given it's great success. And to build on it's worth, I will invite other department faculty to join for a wider variety of feedback.
- As part of an effort to reduce the overall number of credits needed for the Musical Theatre Degree, I will be adjusting the Musical Theatre Workshop Curriculum and removing the Platform Performance and Stage Makeup classes from the degree plan. This will mean a reduction from 138 credits to 134. For the Musical Theatre Workshop classes, the format of holding class once a week was not fully serving the needs of material delivery or the student's reception of the material. In place of the 8 credits of Musical Theatre Workshop, 1 credit for every semester through 4 years of study, the students will have 3 (3 credit) classes spaced throughout schedule. Each class will meet either 2 or 3 times a week so that the work is more concentrated. The first two classes will be focused on the dance curriculum from the previous workshop classes which covers the following: dissecting, comprehending, and physically dance movement quickly / partnering / musical theatre dance history and musical theatre dance repertoire. The third will focus on professional development to help lead into their Senior Showcase class. I will be facilitating these classes. The purpose of the Platform Performance class has been subsumed by student produced performances

which also has provided leadership, directorial, choreographic, and music direction opportunities for the students. With faculty guidance, the students will continue these activities as they are thriving in this space. Stage Makeup will become an elective for the musical theatre majors for those who have particular interest in the subject, which leads me to the next action. To allow students to pursue their individual interests, we will be changing the area of emphasis, theatre or dance, to simply electives (9 credits). Electives will include all courses that were permissible previously in both electives. This will allow students more flexibility in what they can add to their studies.

- To help facilitate this curriculum change and to have any possibility of growing our numbers in the musical theatre cohort, we will need more faculty that have professional musical theatre experience. Though I can teach the 3 new classes, the students need input from other voices. The possible areas of coverage include the new "workshop" replacement classes, voice instructors, music direction, acting the song focus. auditioning, music theory, and keyboard instruction. Though we have coverage in some of these areas, we have no room for expansion, or for current instructors to develop and teach special topics classes that enrich the students and are essential to our offerings.