Theatre BFA - Assessment Plan Summary

Theatre BFA

Acting Proficiency

Goal Description:

Each theatre student in this emphasis will acquire the acting techniques necessary to demonstrate proficiency and artistry to assure success in the academic and the professional worlds.

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Acting/Directing Majors Will Demonstrate Proficiency In Acting/Directing Artistry

Learning Objective Description:

The proficiencies demonstrated will include knowledge of character development, use of body and voice, knowledge of script analysis, period and modern acting techniques, and auditioning techniques.

RELATED ITEM LEVEL 2

End of the Semester Acting Asessment

Indicator Description:

Each Acting/Directing student is required to complete a juried acting audition. The juries consist of SHSU Theatre faculty that teach in the acting area. At least two faculty will sit in on each jury. During the juried performance the student will demonstrate a proficiency in character development including effective movement, playing objectives, textual clarity, and vocal energy. The jury will also include an interview with faculty in which the student will provide a self assessment of their progress in the department, academically, and in performance production.

Attached Files

📄 acting jury rubric

Criterion Description:

At present there is not a written guideline for the students to work from as to the levels of expertise needed to enter the acting/directing program. Entrance into the program is based on a combination of details written by the jurors during the student's evaluation. A number of the upper level classes such as Stage Combat and Directing II were created to train those students whose abilities, during their time spent at SHSU, were geared specifically to performance or directing. In the ideal situation, those students entering this program with move through their Sophomore to Senior years as a group. To manage this, a cap of 15 students was projected for each year. Most of the students entering the Theatre program believe that acting is their main or only focus thus most students audition for this track.

If a student does not meet the requirements for this track of study or for the design/tech, or teacher education, there is nowhere in the program for them to fit. At present all students are required to jury, not all do. The student has been allowed to remain in an area even if they are not successful in the juries. If a student does not jury at the end of the semester, there are at present no consequences.

Findings Description:

In fall'16 75 students attended the juries in acting and in the spring 85 attended. At the end of Fall'16 auditions there were 25 students in the program. At the end of Spring '17 38 students were in the program. 45% of the students wanting to enter or continue in the acting/directing emphasis were placed into the program. 55% were encouraged to find different areas of interest in theatre.

At present there is no place for those students to explore a systematic line of study within the theatre department if they do not meet the criterion of one of the three areas: acting/directing, design/tech, or teacher certification that are presently juried. The students are guided by their adviser to create a study plan under the disguise of one of the juried emphasis. Most often it follows the old BFA in Theatre that disappeared from the catalog in 2003. In addition, there is no consequences if a student simply does not jury.

RELATED ITEM LEVEL 3

Acting/Directing assessment solutions

Action Description:

The acting faculty will produce a document that clearly defines the expectations that a student must meet at each level of their study in order to be accepted into and remain in the emphasis. This will be distributed to the students at the beginning of every semester.

RELATED ITEM LEVEL 3

Placement of students that are not in a specific emphasis

Action Description:

A BFA in Theatre should be developed for those students that do not gain entrance into the acting/directing, design/tech/ or teacher certification program or for those students that have interests in more than one area of theatre. The student will explore theatre history, design, technology, management and acting in a well rounded academically sound selection of courses that will allow the student to develop skills without forcing a conservatory approach to only one area of study. The BFA in theatre will be juried in a similar format as the other areas of study in theatre. The jury will consist of the student demonstrating performance skills, technical or design skills, knowledge of theatre history and front and back of house/stage management. The jurors will consist of at least one acting faculty member, one design/tech faculty member and one theatre history generalist faculty member. This major should include, as the old BFA in Theatre did, 9-12 hours of approved courses outside of the immediate department that relate and augment the students areas of interest. The major will have 66-69 hours of Theatre course required.

Consequences of a student not attending at least one jury each semester will be developed and implemented.

BFA in Theater with Teaching Certification

Goal Description:

The department has a BFA in Theatre dedicated to the training of teachers for grades 4-12. The department is striving for the success of all in the program to not only pass but do well on the theatre certification exams as well as to be placed in public school programs upon completion of their degree and certification.

RELATED ITEMS/ELEMENTS –

RELATED ITEM LEVEL 1

Preparing students for Public school teaching

Learning Objective Description:

The department will provide a thorough and well rounded background joined with practical experience in theatre before the student begins the methods blocks for their education minor.

RELATED ITEM LEVEL 2

Preparing theatre students to teach levels 4-12

Indicator Description:

The student in this area is expected to complete courses that cover theatre history, acting, design, directing. They are expected to be active in back stage or on stage production work and to work as at least assistant directors or assistant stage managers in order to prepare themselves for middle or high school teaching. All majors within this category must have a GPA of 2.75 in theatre to be accepted into the teacher education program. At the end of every semester the student creates a self assessment document and meets in an interview setting with either one or two faculty members that involves a formal evaluation of classroom and production work. The student is also required to provide a teaching resume. Most students also attend one of the juries in either Acting or Design/Tech to gain feedback in the area they are most interested in.

At present the student is not required to enroll in any specific courses offered in the department to determine their aptitude or desire to teach 4-12. Elective courses specific to young audiences or training are within the degree program but have not been identified as required.

Attached Files

📄 Teacher Certification form

Criterion Description:

Before the student is approved by the Department to enter the final semester of the Methods block, he/she must take a sample accreditation exam. They must pass this test with a 70% for the department to approve the student's applying to take the state's accreditation test.

26 students are following the teacher certification BFA, only 2 entered the final year of their schooling.

The goal is for all students to pass the sample test.

Attached Files

📄 Theatre Practice Test

Findings Description:

Only two students took the practice exam and both passed. Both students also passed the state accreditation exam.

RELATED ITEM LEVEL 3

Placement of students that are not in a specific emphasis

Action Description:

A BFA in Theatre should be developed for those students that do not gain entrance into the acting/directing, design/tech/ or teacher certification program or for those students that have interests in more than one area of theatre. The student will explore theatre history, design, technology, management and acting in a well rounded academically sound selection of courses that will allow the student to develop skills without forcing a conservatory approach to only one area of study. The BFA in theatre will be juried in a similar format as the other areas of study in theatre. The jury will consist of the student demonstrating performance skills, technical or design skills, knowledge of theatre history and front and back of house/stage management. The jurors will consist of at least one

acting faculty member, one design/tech faculty member and one theatre history generalist faculty member.   This major should include, as the old BFA in Theatre did, 9-12 hours of approved courses outside of the immediate department that relate and augment the students areas of interest. The major will have 66-69 hours of Theatre course required.

Consequences of a student not attending at least one jury each semester will be developed and implemented.

Teacher certification degree
Action Description:

Both Creative Dramatics and a new course, Theatre for Young Audiences should be formally added to the curriculum. At present they are electives within the degree. The later was an ACE class that created a devised script that traveled to local schools. Part of the production process included an interactive teaching section with the students after the performance. Both of these courses help the college student to determine if they a proclivity for this profession.

Design Proficiency

Goal Description:

Upon graduation from the program, the theatre student will have mastered design techniques to be accepted into a MFA program in their major area of design and/or the technology techniques connected to their area necessary to succeed in the professional world.

RELATED ITEMS/ELEMENTS ---

Design/Tech Majors Will Demonstrate Proficiency In Design/Tech Areas
Learning Objective Description:

During a portfolio review Theatre students with a design/tech emphasis will demonstrate proficiency in at least two of the following areas: costume design, lighting design, scenic design, sound design, costume technology, electric technology, scenic technology, technical direction, or stage management.   The students are assessed based on their academic classification. Juries are held at the end of every long semester for all design/tech theatre majors. This allows the progress of each student to be assessed continuously and adjustments made to their production assignments to make sure the student will be successful upon completion of the program.

Design/Tech Annual Review
Indicator Description:

Through annual portfolio review, Design/Tech students must demonstrate a degree of design/tech proficiency in a minimum of two areas specified in the learning objective. For the area of design: examples of period research, drawing and/or drafting skills, character development, mood, style, and for the more advanced student, evidence of collaboration among different artists on a single project should be represented. For the technology student: evidence of drafting, drawing, and at least one of the following areas: carpentry, electric plots, sewing must be included. The 3 design/tech faculty assess portfolios and/or stage management books and provide feedback in one-on-one meetings with each design/tech student. The student will provide a self assessment as part of the jury process.

On the freshman level, the student is expected to have a resume that includes design and or technical work from high school and college semester(s) that they are in or have completed. The portfolio includes labelled process photos as well as final result photos. Each subsequent semester, the student is expected to add and sort through their projects creating a visual documentation of skills related to their chosen specialties. By the end of their Junior year, high school work is dropped from the portfolio as the goal is that the student has participated in a wide range of types and numbers of both University and outside productions as to provide sufficient proof of at least basic skills. In their Junior or Senior year, the student will take THEA4365, Portfolio where they spend a semester fine tuning their theatrical resume and portfolio. At the end of their Senior year, during their final "jury", they present their specialized portfolio and resume to the faculty. This final presentation should have a clean "full" resume with a portfolio that represents employment readiness.

Attached Files
📄 design tech jury rubric
Criterion Description:

All design/tech emphasis majors must have a minimum of a 2.5 to enter the emphasis. If a student drops below a 2.5 after entering the emphasis, they are encouraged to focus on class work rather than production work. To succeed in the program, a student has to have a GPA of 2.5 or show signs of continued improvement from a poor GPA in order to assistant design, stage manage, design or have a lead position in one of the tech areas. If a student fails a theatre class, he/she is ineligible for a position of leadership including design, assisting design, stage management, assistant stage management and most upper levels of responsibility in both shops and they are put on probation for the program.

At the end of the freshman year, the student should have demonstrated basic technical skills related to at least two areas of design. By the end of the Sophomore year, the student should have demonstrated basic skills in all three areas related to the specific areas of design and have held a position of responsibility for at least one production in the areas of costume, lights, sets or stage management.. At the end of the Junior year the student should have well developed skills in one of the above areas, held a place of responsibility on one show each semester, and if design or stage management is the ultimate goal, to have assisted designed or stage managed at least one show during the

year. At the end of the Senior year, the student should have designed, stage managed, technical directed or lead draped a show as well as worked in lesser roles for at least one show each semester. The student is also expected to have worked in a professional theatre setting as either an assistant, an intern or other employment that fits their particular area of interest during their studies at SHSU.

Detailed specifics are attached.

Attached Files
📄 specific jury requirements

Findings Description:

In fall'16, 31 students participated in juries. 1 was admitted into the program that did not have the minimum GPA for admittance in previous semesters. 4 students graduated. Those students had a final review of their documents, and 1 was leaving for an internship at Disneyworld so would not be present in the spring semester. 5 students were new to the program and chose not to jury for acceptance, but used the opportunity to get feed back on their materials and semester growth in preparation for their Spring juries.

26 students juried in the Spring. 2 students graduated, 2 students were refused because of GPA issues and class attendance. Of the 24 students accepted or already in the program, 2 additional students continued to have issues with their portfolios and resumes. 83% of the students that were in the program were rated as appropriately prepared to their grade level.

The 6 students that graduated between the fall and spring all were employed in a theatre job within 3 weeks of graduation.   Because our goal is to ready the student to join the professional theatrical world or graduate school, this year's graduating class had a 100% success rate.

RELATED ITEM LEVEL 3

Design/tech jury assessment system

Action Description:

The jury system as it is presently set up is working. We plan to continue the system as it is presently set up. Those students that do not fit into the program because of grades or commitment to the production schedule and the practical applications in the field still have no home. A plan of study for the students that do not meet the criterion of this particular emphasis, but wish to remain in theatre at SHSU needs to be explored .

RELATED ITEM LEVEL 3

Placement of students that are not in a specific emphasis

Action Description:

A BFA in Theatre should be developed for those students that do not gain entrance into the acting/directing, design/tech/ or teacher certification program or for those students that have interests in more than one area of theatre. The student will explore theatre history, design, technology, management and acting in a well rounded academically sound selection of courses that will allow the student to develop skills without forcing a conservatory approach to only one area of study. The BFA in theatre will be juried in a similar format as the other areas of study in theatre. The jury will consist of the student demonstrating performance skills, technical or design skills, knowledge of theatre history and front and back of house/stage management. The jurors will consist of at least one acting faculty member, one design/tech faculty member and one theatre history generalist faculty member.   This major should include, as the old BFA in Theatre did, 9-12 hours of approved courses outside of the immediate department that relate and augment the students areas of interest. The major will have 66-69 hours of Theatre course required.

Consequences of a student not attending at least one jury each semester will be developed and implemented.

Update to Previous Cycle's Plan for Continuous Improvement

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

The department continued to discuss the need for the return of a BFA in Theatre without specific emphasis in acting/directing, design/tech, or teacher certification. No one can find the reason that the BFA in Theatre was removed from the catalog and as the department continued to advise students into a version of this BFA for years through substitutions, it is not apparent why the degree was dropped. After discussions with the college's Associate Dean, it has become clear that the department must submit for a new degree.

The design/tech faculty did meet and created a document to clarify the academic and production requirements that will be the standard for entrance and retention in the Design/Tech emphasis. It was distributed to those in the emphasis and those interest at the beginning of the school year.

The department brought in guest artists in the areas of acting and musical theatre this year but the design/tech area was lacking.

Update of Progress to the Previous Cycle's PCI:

The department has not completed the BFA in Theatre. It is on high priority for the first part of fall 2017. Visiting guest artists were not as prevalent as in past years. Documenting department policies continues in all areas.

Plan for Continuous Improvement

Closing Summary:

The department will prepare and submit for approval, a BFA in Theatre early in the fall semester to the University Curriculum committee. The goal is to have the degree in place by the 2017-2018 catalog. The department will also work with Campus Labs to include Theatre for Young AUdiences and Creative Dramatics as required courses for the Teacher Certification track. We will also adjust listings in Campus Labs to reflect needed flexibility in the other two areas that have caused past substitutions. The department is aware that students who are entering SHSU from Jr. Colleges may continue to pose special needs.

The department will continue to create written documentation and policies that will be available to students concerning the evaluation systems used in all juries. Upon acceptance of the BFA in Theatre, the department will create a series of requirements for students entering this program.

The department will discuss and implement a policy concerning the student(s) that fail to attend a jury at the end of the semester.

The department will continue to explore and plan for the implementation of a BFA in Theatre that allows the student, whom does not fit into any of the areas presently in the catalog, to grow within the Department of Theatre.