

# MUSICAL THEATER

CA-MUST-BFA

ACM:

Faculty:

## Student Learning Outcomes

SLO Count: 5

Name	Content
1. Actor-Singer Proficiency	1. Achievement of the highest possible level of performance as an actor-singer. Studies in acting shall continue throughout the entire degree program.
2. Dance and Movement Proficiency	2. Thorough development of skills in acting and skills in dance as appropriate to musical theatre.
3. Musical Proficiency	Thorough development in basic musical skills including voice performance, musicianship, and music theory. Studies in voice should continue throughout the degree program.
4. Performance Opportunities	4. Opportunities for performance in workshops and full productions of musical theatre in a variety of formal and informal settings. Performance of a significant role in at least one full production during advanced study is regarded as an essential experience.
5. Sight-singing Proficiency	5. Opportunities to develop a high level of skill in sight-singing.

Does this program have specialized accreditation?

Yes

Accreditation Activities

- Self-Study (Academic year: 2019-2020)
- Visit (Academic year: 2019-2020)

## Assessment Activities and Results

Assessment Activity Count: 4

Assessment Activity: Voice Juries

Please provide a brief name for this assessment activity.	Voice Juries
Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.	Voice juries are adjudicated by the voice faculty and assess vocal growth, breath support, intonation and repertoire selection.
What were the findings from this assessment?	We need to standardize specific material requirements and curriculum trajectory guidelines for each semester of vocal study to more specifically evaluate the student's musical proficiency.

<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>The department is in the process of hiring a full-time Director of Vocal Instruction for the musical theater program to oversee all vocal instructors and help to standardize this area of study.</p>
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Assessment Activity: Dance Finals

<p>Please provide a brief name for this assessment activity.</p>	<p>Dance Finals</p>
<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>Dance Finals are adjudicated by Instructor and assess execution/comprehension of skills appropriate to class level of training, alignment, fundamental principles of dance (musicality, mobility/stability, space, dynamics, style, stamina, presentation).</p>
<p>What were the findings from this assessment?</p>	<p>Dance faculty recognized that students entering this new program have a wide range of movement skills, and this disparity needed to be addressed in pedagogical modifications.</p>
<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>This year the dance curriculum in all areas of MT (ballet, jazz, tap, theatre dance repertoire) was organized into two tracks at each level of I, II and III (one for beginners and one for more experienced dancers). A detailed outline was created for each course and level that articulated and standardized: learning goals, expected proficiency of particular skills, styles and emotional range within presentation, technique, musicality, anatomical control, vocabulary, and historical/contextual understanding of the work and how each of these categories should be assessed (studio skills test, presentations, choreography projects, written assignments).</p>

Assessment Activity: Dance Placement Exams

Please provide a brief name for this assessment activity.	Dance Placement Exams
Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.	Each fall semester students are assessed at the beginning in order to be appropriately placed according to their skill.
What were the findings from this assessment?	The placement exam has been effective for better student learning. It is a fairly new process for the department, and the Director of Dance has been pleased with the results.
How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.	The Dance Director would like to be able to implement more skills classes, though the department is currently inhibited by space.

Assessment Activity: Capstone Course

Please provide a brief name for this assessment activity.	Capstone Course
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<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>"Dress Rehearsal" is a capstone course. In this course industry professionals watch Musical Theater Seniors audition. The professor has a rubric for the course that is shared with the students and is filled out by the outside visitors to the course. It is an effort to improve their professionalism and skill sets in their senior year. The visitors also give oral feedback after each audition.</p>
<p>What were the findings from this assessment?</p>	<p>The course is a highly effective tool in order to gain objective feedback from non-Temple instructors. The students also experience a wide range of audition experiences through the course of the semester so they are better prepared for a variety of auditions in the profession.</p>
<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>We brought in more New York voices this year. In previous semesters it was heavily Philadelphia-centric.</p>

## Planned Assessment

## Direct Assessment Activities



3. Musical Proficiency								X										
4. Performance Opportunities	X																	
5. Sight-singing Proficiency	X																	

Indirect Assessment Activities

SLO	None	Current Student Survey	Graduating Student Survey	Alumni Survey	Employer Survey	Focus Groups	SFFs	Other
1. Actor-Singer Proficiency	X							

2. Dance and Movement Proficiency	X							
3. Musical Proficiency	X							
4. Performance Opportunities	X							
5. Sight-singing Proficiency	X							