
Academic unit: School of Performing Arts College: College of Fine Arts

Date of last review 2016 Date of last accreditation report (if relevant) 2017 (Dance)

List all degrees described in this report (add lines as necessary)

Degree: Bachelor of Fine Arts-Performing Arts CIP* code: 50.0101

Degree: Bachelor of Arts-Performing Arts CIP code: _____

Degree: _____ CIP code: _____

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Certificate (s): Directing, Stage Management

Faculty of the academic unit (add lines as necessary)

NAME

SIGNATURE

Catherine Wieck		T
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Submitted by: _____
(Name and title)

Date _____
(Date)

In yellow highlighted areas,
data will be provided

Part 1: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Recommendation	Activity	Outcome
Develop direct assessment measures that clearly demonstrate that continuous improvement is occurring.	Jury assessments, faculty observation and talks with graduating seniors indicated a need to update curriculum. Theatre and Dance made significant changes by creating new classes and updating others to better serve the students' needs.	Curricular improvements will go into effect in Fall 2019. The Professional Practices class will provide students with better tools as they enter the professional job market. The addition of Certificates in Physical Movement, Commercial Dance and a Music Theatre minor will also be available in the Fall.
Level of Satisfaction of Graduating Seniors	SNAAP alumni exit results were found insufficient from previous years; so University exit interview data was used for this Review.	SPA will incorporate more detailed exit interviews in all programs beginning in 2019.

The School of Performing Arts provides rigorous and intensive training serving the educational needs of students wishing to pursue professional careers in the arts industry as performers, directors, designers, choreographers, technicians, and managers. The faculty and staff are active artists as well as teachers and scholars. Dance, Theatre, Musical Theatre and film productions are designed to provide applied learning experiences for degree-bound students, while enriching the arts education of WSU students in the general education curriculum and providing the Wichita metropolitan area with a full array of cultural offerings. The School of Performing Arts is committed to providing a high quality of applied learning and

- b. Has the mission of the Program (s) changed since last review? Yes No
- i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change? No, the mission of the program

instructors and eight adjuncts. With the development of the Media Arts Program, Bret Jones, who was Program Director of Theatre, was named Interim Director of Media Arts in the Fall 2018 and Danette Baker was moved from a .5 Temporary Visiting Instructor to a full-time position and named Interim Program Director of Theatre. Faculty hold leadership positions in the Kennedy Center American College Theatre Festival Music Theatre and Dance Intensive, Mid-American Arts Alliance, National Dance Education Organization, National Association for Schools of Dance and the Music Theatre Educators Alliance.

Since the last program review, we have added a SPA Production Manager (Unclassified Professional) and will add an additional Tenure Track Assistant Professor in Dance next Fall. Students in the Musical Theatre program rely heavily on the Voice Faculty in the School of Music for their six semesters of vocal training. All faculty are highly trained in their disciplines and several have successfully developed and taught online classes. In addition to the classroom and online teaching, our faculty are heavily involved in the laboratory aspect of our craft that insures applied learning experiences for all our students. Our performances in Theatre, Dance and Musical Theatre are the laboratory whe

skills to articulate the dance experience and convey meaning effectively with an expressive range in writing and speaking	Senior Concert writing component	Knowledge and application, Attack/commitment, Strength/control
Students develop cognitive processes and dispositions necessary to think critically, analyze problems in context, understand how technology can be used in analysis, and make informed decisions	Exit Interview Annual Juries Bi-annual performance audition Bi-annual individual assessment	
Competencies: Students are prepared to enter the profession as performers and choreographers , or entrepreneurs of their own dance careers	Senior Concert, Undergraduate Dance Concert	
Graduates are able to create and produce substantive choreographic works independently and		

collaboratively,
and direct
students in the
performance of
those works

4 = Good

5 = Excellent

Expectations:

Senior: Advanced Level

	Meetings	Provide individual feedback for each student following juries (verbal, written & visual—video)				2nd semester of Freshman year. Scores below 2.5 in dance required additional dance classes.
Demonstrate ability to sing in difference MT styles.	Sophomore Jury	Sophomore: Intermediate Level/student shows growth in all 3 areas and is in good standing. Sophomore Review	Soph. 3.0	Soph. 3.4	Soph. 3.5	Acting scores again showed needed improvement2
Demonstrate continued growth in technical skills in singing, acting and dancing.	Sophomore Review	Requirements: Growth in all 3 performance areas, good academic progress, commitment to professional standards (3.0 minimum). Advised into appropriate degree: BFA, BA, non-major.	Advised into another Degree: 2	Advised Into Anotherdegree e:2	Advised into another degree: 1	

Music Theatre Rubric

Demonstrate communication skills	Exit Interview	publicize event. Written Requirements: Rehearsal Journal, Character Analysis, Self-Analysis Students review their college career, provide feedback about the process and discuss future plans w/ faculty				revealed problems with the rehearsal process. The faculty are reevaluating the process and making changes for next year.
Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results			Analysis

THEATRE

Overall: 2015-16

1)Comprehend and demonstrate in areas of theatrical expertise through creative application in acting, management, directing, or design and technology.

Coursework & application during a theatrical production. Senior jury or portfolio review.

A 5-point scale is used for the numerical assessment.
5= Excellent
4=Advanced
3=Intermediate
2=Beginner
1=Deficient

Coursework. C or better in each course.

2)Demonstrate basic knowledge of theatre history and dramatic literature.

Coursework & application during a theatrical production. Senior jury or portfolio review.

3)Demonstrate the ability to analyze and interpret dramatic

<p>theatre safety guidelines.</p>						<p>are being incorporated into the senior jury.</p> <p>Self-promotion is becoming more of a regular practice for the students.</p> <p>The design/tech students are producing better quality portfolios & presentations. They are more professional, incorporate more technology, & organization.</p>
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Definitions:

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid 523.96 612.22

Provide assessment here:

Student satisfaction from OPA: The 5 year rolling average (2013-2017) shows 80.9% of program undergraduates are satisfied or very satisfied with their education at Wichita State. The SNAAP alumni survey that was used for the last Program Review was not continued because of insufficient data. The School of Performing Arts will be implementing a formalized exit interview beginning in 2019-20 for betterer tracking of graduating students satisfaction with our programs.



If yes, please complete the table below and respond to the narrative prompt. If no, skip to the next.

<p>Outcomes:</p> <ul style="list-style-type: none"> • 	
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performance. Exposure to live performance instills an appreciation of the arts that can connect to lifelong learning and

expose students to global experiences and cultural exchange. Recent trips have included tours of Mexico, Italy and Taiwan.

Learner Outcomes

Our Graduates should be able to:

1. Demonstrate an advanced/pre-professional understanding of and development in performance qualities, technical proficiency, physical facility and choreography
2. Demonstrate a breadth of knowledge encompassing discipline, aesthetics, history, kinesiology, culture, theory and production practice
3. Demonstrate communication skills to articulate the dance experience and convey meaning effectively with an expressive range in writing and speaking
4. Demonstrate cognitive processes and dispositions necessary to think critically, analyze problems in context, understand how technology can be used in analysis and make informed decisions
5. Demonstrate a preparedness to enter the profession as performers and choreographers or entrepreneurs of their own dance careers
6. Create and produce substantive choreographic works independently and collaboratively and direct students in the performance of those works

Assessment Forms: (See Appendix A)

- Dance Senior Project
- Dance Jury Feedback Sheet
- Dance Exit Form
- Dance Audition Form

MUSICAL THEATRE PROGRAM

The Musical Theatre program has grown steadily in both number of majors and quality of recruits since the last Program Review. Since Amy Baker Schwiethale was named Program Director of Musical Theatre, the recruiting efforts have grown significantly (from 12 auditioning in 2014 to 44 in 2018). Musical Theatre Faculty are

program review demonstrated the need to expand into digital and audio media. We are making progress in this area which has been enhanced by the new Media Arts Program at Shocker Studios.

Part 5: Student Need and Employer Demand

Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the [WSU Program Review document for more information on completing this section](#)).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*			
Average Salary	Employment % In state	Employment % in the field	

Part 6: Program and Faculty Service

Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors (using table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day), nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Total UG SCH 2012-2016 = 3,824

Program	Majors	1,246 (32.6%)
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Non-program	Majors	2,578 (67.4%)
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Provide assessment here: Service to the University programs seeking their Fine Arts General Education classes.

Our General Education classes provide significant service to the University with the large percentage (67%) of non-majors who take Art of Theatre, Art of Dance, Music Theatre History and Introduction to the Fine Arts. Tickets to CFA performances are now available to WSU students without charge because of funding from the Student Government Association.

Part 7: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template. The School of Performing Arts does not have a graduate program.

Part 8: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

Provide assessment here:

School of Performing Arts engagement with SEM has included creating new certificates and new degree options with the Media Arts Degree and expanding contacts along I-35 Corridor. Danette Baker also served as CFA Retention Fellow. Interest in auditioning for the Musical Theatre Program has grown steadily however we have become more selective in acceptance to avoid overload in voice enrollment. We expect growth in the Theatre Program for next year

	Capitalize on Innovative Ideas	Need for new degrees resulted in CFA Media Arts degree & new certificates	More opportunities for students interested in Film making, Sound, Animation and Game design
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Part 10: Summary

Provide assessment here:

STRENGTHS:

- Additional Faculty positions: Tenure Track in Dance, Production Manager, 2 Full-time teachers
- Curriculum Changes: Extensive revisions in all three programs to better serve student needs
 - Professional Practices Class for all students
 - Major revision of Dance & Theatre classes
 - More specifically defined BA Capstone Projects
 - Expanded Freshman Seminar and Undergraduate Programs
 - New Certificates: Commercial Dance, Physical Performance Studies
 - New minor: Musical Theatre
- Student Travel Opportunities
 - International—Dancers in Mexico
 - Regional—students attending

- Guest Artists
 - Jammie Walker—Dance
 - Darrell Grand Moultrie--Dance
 - Andrew Dylan Ray Motion Capture Workshop—Theatre
 - Donna Simon Dunn—Casting Agent in Chicago—Theatre & Musical Theatre
 - Stephen Kopel—NYC Casting Director—Musical Theatre
 - Hal Davis—Broadway Performer Musical Theatre
 - Eric Coble—Playwright -Theatre
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ADMINISTRATOR

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DANCE EXIT FORM.....	

Appendix A- Dance

Assessment Grid

1 = Failure; 2 = Poor; 3 = Needs Improvement; 4 = Good; 5 = Excellent

4-5 = A

3-4 = B

2-3 = C

Below 2 = Failing

Criteria for

2

COMMENTS:

MODERN

Beginning

Intermediate

Advanced

PERFORMANCE

1 2 3 4 5 6 7 8 9

QUALITIES

COMMENTS:

TECHNICAL PROFICIENCY

1 2 3 4 5 6 7 8 9

COMMENTS:

LEARNING OF MATERIAL

1 2 3 4 5 6 7 8 9

COMMENTS:

JAZZ

Beginning

Intermediate

Advanced

LEARNING OF MATERIAL	1	2	3	4	5	6	7	8	9
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COMMENTS:

PHYSICAL FACILITY	1	2	3	4	5	6	7	8	9
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COMMENTS:

SUGGESTIONS FOR SUMMER AND NEXT SEMESTER:

The director will schedule a post-concert Oral Defense meeting for the student with the dance faculty. At this meeting, all choreographic works will be evaluated, and feedback will be given on both the concert performance and the written research paper.

Date Completed - _____

Grade Received - _____

Signed By:

DANCE FACULTY Date:

Signed By:

STUDENT:

Understanding of Ballet Concepts
Articulation/Alignment/Use of Body
Performance Quality/Presence

Appendix B- Musical Theatre

Name _____

Date _____

Email _____

Current GPA _____

Phone _____

Standing (circle one):

Advisor _____

Assessment Y/N _____

Date _____

Name _____

Student ID _____

Overall GPA Last Semester _____

Local Address _____

Local Phone _____

Please attach your senior jury program, resume and self-assessment paper.

Areas of Assessment

Dance	1	2	3	4	5
Voice	1	2	3	4	5
Acting	1	2	3	4	5
Synthesis	1	2	3	4	5

Jurors Comments:

Scoring Key:

A score of 1) indicates 1) a poor grasp of skills and commitment to continue in the program.

A score of 5 (indicates a readiness for a professional career.

Grade_____

Comments:

(student signature)

(date)

(faculty signatures)

Jury Assessment

Name

Date

Major BFA Performing Arts Theatre Performance

Selections: 2 one minute monologs; 1 commercial audition; 1 acting side.

Scoring Key: 5-Excellent 4-Advanced 3-Intermediate 2-Beginner 1-Deficient

Criteria	Scoring
Vocal expression	
Diction	
Projection (volume appropriate to performance space)	
Physical expression	
Preparation	
Energy/Focus	
Material appropriate for actor	
Emotional expression	
Clarity of intention, objective	

Notes

Professionalism	
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Scoring Definitions:

Excellent—outstanding quality in work; superior effort; professional ability.

Advanced—progression beyond average expectations; strong quality in work.

Intermediate—

Energy/Focus	
Work with partner	
Listening/Reaction	
Emotional expression	
Professionalism	

Score

Grade

Scoring Definitions:

Excellent—outstanding quality in work; superior effort; professional ability.

Advanced—progression beyond average expectations; strong quality in work.

Intermediate—progression past beginner level; demonstrating average quality in work.

Beginner—basic understanding of skills, techniques; below average work.

Deficient—lacking basic skills, techniques, understanding; poor quality in work.

Professionalism—reliability, integrity, self-

Appendix D- Alums Working Professionally

Student	Accomplishment	Date Graduated
Alyssa Gaede, BFA	Dance Studio Teacher	Spring 2018
Hayli Vogelman, BFA	Dance Studio Teacher	Spring 2018
Max Mayerle, BFA	Regina Klenjoski Dance Company	Spring 2018
Hunter Jones, BFA	City in Motion Dance Company	Spring 2018
Kylee Tucker, BFA	Dance Studio Teacher	Spring 2018
Molly Flavin, BFA	Dance Studio Teacher	Spring 2018
Renee Huber, BFA	Dance Studio Teacher; USD 259 Dance Teacher, Brooks Middle School	Fall 2017-16
Gavin Myers, BFA	Freelance Choreography, NYC	Fall 2017
Makayla Evans, BFA	Dance Studio Teacher	Spring 2017
Cara Wedeking, BFA	Dance Company Member	Spring 2017
Makayla Williams, BFA	Dance Studio Teacher Regina Klenjoski Dance Company, KS	Spring 2017
Hayley Ribordy, BA	Graduate School	Spring 2017
Kelcey Stocklein, BFA	Dance Studio Teacher	Spring 2017
Emily Schultze, BFA	Dance Studio Teacher Regina Klenjoski Dance Company, KS	Spring 2016
Haleigh Kierl, BFA	Cruise Line Performer	Spring 2016
Ann Marie Lyall, BFA	Dance Studio Teacher	Spring 2016
Kaitlin Powers, BFA	Dance Studio Teacher	Spring 2016
Maddie Robison, BFA	Butler Dance Faculty	Spring 2016
Paige Kliewr-McClelland, BA	Bethel Dance faculty	Fall 2017

Ashley Justice, BFA	Freelance Dancer, NYC	Spring 2015
Angelica Griggs, BFA	Sacramento Kings Dancer	Spring 2015
Ashley Binder, BFA	Graduate School/ Sports Management	Spring 2015
Casey Bagnell, BFA	Freelance Dancer, NYC	Spring 2015
Derek Mathews, BFA	Airline Pilot	Spring 2015
Rita Aronson, BFA	Freelance Dancer, NYC	Spring 2014
Reesa Marie Cotton, BFA	Elementary School teacher	Spring 2014
Donny Chauncey, BFA	Freelance Dancer, NYC	Spring 2014
	Megan Bryant Owner- Set Free Dance, Mulvane	Spring 2014
Heather Eilert MFA	Dance, UC Irvine	Spring 2014
Aaron Craven,	BFA Broadway Performer: Dirty Dancing, Chorus Line	Spring 2014
Maeva Kurt, BFA	Dance Studio Teacher	Spring 2013
Katie Anderson, BFA	Owner- Andover Dance Academy, USD 259 Dance – Brooks Middle School	Spring 2013
Kelcy Hobbs, BFA	Universal Studios Entertainer/Busch Gardens	Spring 2013
Haley Heatwole, BFA	Director of Dance/Bethel Academy of Performing Arts	Spring 2013
Kalina Bartlett, BFA	MADCO Dance Company/member	Spring 2013
Jason Lukacs, BFA	Dance Camp Organizer, CA	Spring 2012
Ivey Allen Beck, BFA	Dance Studio Teacher	Spring 2012
AJ Pflumm, BFA	Artistic Director/ Captive Flow Dance	Fall 2012
Rebecca Younger, BFA	Cruise Line Performer	Fall 2012
Stephanie Cunningham, BFA MA Arts Management/Columbia/	Photographer	Fall 2010

Amy Pollard, BFA	WSU Dance Faculty	Fall 2010-17
	Dance Studio Teacher	
Amy Simonson, BFA	MFA Dance/Visiting Professor	Spring 2009
	U of Iowa	
Katie Kaufman, BFA	Studio Dance Teacher	Spring 2009
Jordan Ryan, BFA		

New York City/San Francisco

- K...u... "7" 'U u' ... V... 'u' ... = ... ' ... = ... " ... " ... , ... , ...
WSU Alumni Young Alumnus Award (2014)
- Daxton Bloomquist (BFA MT 2010) ... (Broadway and National Tour)

- Koko Blanton Forum Theatre
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Employment in the Arts & Entertainment Industry and Allied Fields

BA Theatre, BFA Design & Technical Theatre (BFA DT), BFA Theatre Performance (BFA TP)

- Madison Bishop (BA Theatre, Certificate in Stage Management 2017): Stage Manager for Theatre Tulsa in Tulsa, OK
 - Shelby Clemens (BFA Theatre DT 2014): Costume Shop Manager at Jefferson Performing Arts Society in Metairie, LA
 - Trevor Comstock (BFA TP 2015): Actor/Director with Brownville Village Regional Theatre in Brownville, NE
 - Jessica Curtiss (BFA TP, Spring 2018): Actor: Brownville Theatre in Brownville NE & Prairie Pines Theatre, KS
 - Chelsey Erskin (BFA DT 2015): Scenic Artist at Huntington Theatre Company in Boston, MA
 - Marlo Griffith: (BFA DT 2016): Audio Technician at Arts Center of Coastal Carolina, Hilton Head Island, SC
 - Megan Hanson (BFA DT & Certificate in Stage Management 2015): Event Coordinator for Exile Brewing Company in Des Moines, IA.
 - Rian Helgason (BFA TP 2016): Texas Actress: Commercial for Lone Star Park at Grand Prairie in Texas, Independent films
 - Melissa Nicole Hudson (BFA TP 2014): MFA in Performance & Pedagogy from Texas Tech Univ School of Theatre & Dance, actor with Minnesota Crisis Intervention Teams helping to train cops in mental health first response, Instructor at River Valley Dance Academy in Minnesota
 - James Laning (BFA DT 2017): Technical Director for Homegrown Theatre Company; Kansas City, MO
 - Remy Lierz (BA Theatre, Certificate in Stage Management, Spring 2018): Production Stage Manager for (outdoor drama) in Cherokee, NC
 - Jonathan Paxson (BFA DT 2014): Carpenter at Kansas City Repertory Theatre in Kansas City, MO
 - Allison Claye Williams (BFA TP 2016): Los Angeles, CA Actor. (TV series), (movie)
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- Esme Carlos Banuelos (BFA TP 2015): Actor; Commercial for Kansas Health Foundation
 - Amber Creasser (BFA DT 2014): Freelance Costume Designer Wichita, KS
 - Caitlin Geer (BFA TP 2014): On air radio personality with KWME 92.7 The Blast; KS
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