Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Program Information:

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<th>Program Assessed</th>
<th>MFA in Performance</th>
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<tr>
<td>Department</td>
<td>Theatre</td>
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<td>College</td>
<td>Fine Arts</td>
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<td>Department Chair</td>
<td>Brackley Frayer</td>
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<td>Phil Hubbard</td>
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<td>Date Submitted</td>
<td>9/9/16</td>
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Contact Person for This Report

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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
Student Learning Outcomes for the Program

**Outcome #1 – Advanced Acting Technique.** The MFA performance student will learn Stanislavsky based acting technique. The student will be able to analyze, stage, and perform in scenes selected from the modern American theatre movement of the 20th century.

**Outcome #2 – Acting Styles.** The MFA performance student will be able to act in, and understand the historical context and relevance of a variety of styles & genres of plays including Shakespeare, Comedy of Manners (Moliere, Restoration Comedy, Wilde, Coward) and Modern Styles (Chekhov, Ibsen, Shaw, Strindberg, etc.), Musical Theatre and Acting for the Camera.

**Outcome #3 – Advanced Voice, Movement & Speech Technique.** The MFA performance student will learn and be able to apply advanced technical skills of voice, movement and speech for the stage that will enhance characterization skills necessary for work on a variety styles and genres of plays.

**Outcome #4 – Musical Theatre Skills.** The MFA performance student will learn singing technique for the musical theatre and dance technique in a variety of disciplines including Ballet, Jazz, Modern and Ballroom dancing.

**Outcome #5 – Professional Preparation.** The MFA performance student will learn to audition and market his/her skills at a level appropriate to entering the acting profession.

**Outcome #6 – Principles of dramatic structure and script analysis.** The MFA performance student will be able to analyze a script from any period and style and discern its structure, form, and theme.

**Outcome #7 – Theatre History and Dramatic Literature.** The MFA performance student will be able to draw upon knowledge of theatre history when creating a theatrical performance.
1) Learning Outcome Assessed in this report:

**Outcome #5 - Professional Preparation.** The MFA performance student will learn to audition and market his/her skills at a level appropriate to entering the acting profession.

*This outcome addresses student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.*

2) How were the outcomes assessed?

a. What were the measurable post-graduate employment offers to students?

b. Was there placement of students in formal academic or other instructor opportunities in the field?

c. Is the *Industry Showcase* effective in its current and revised format?
   - the number of attendees.
   - the number of “callbacks” and/or requests for interviews.
   - the general sense of the attending industry professionals post showcase.

d. Were students able to obtain representation (agents, managers) in the showcase venue (New York City) or Los Angeles?

e. Did students obtain membership in professional unions (Actor’s Equity Association, Screen Actors Guild)?

3) What was learned from the assessment results?

a. 40% of the outgoing class of 11 received immediate post-graduate employment. This is a significant amount in our field, as one position in a reputable theatre usually leads to continued interest from the theatre company, either directly at the company in which the actor is employed, or through networking opportunities established at the hiring theatre.

The 40% figure is greater than in previous outgoing groups. The additional audition, musical theatre, and acting for the camera training this group received
(we made significant modification to the curriculum in these areas), enhanced the students presentation in the showcase and led to more immediate opportunities. Also, we used a reputable outside “showcase producing company” with deep network connections in NYC. The whole process of the showcase was simplified and improved due to this approach. Consequently, 50% of the class has relocated to New York because of their sense of confidence in “breaking into" the market there.

b. In addition to the Industry Showcase, the student actors were presented with networking opportunities due the continued ascension of the Nevada Conservatory Theatre to a more prominent national status. Guest directors from major theatres worked with the group regularly. The “spreading of the word" about NCT/UNLV through such encounters cannot be understated. Already three of the actors in the group have been hired in a show directed by a guest who directed our spring musical.

c. Students were presented with more one on one contact with industry professionals in the acting for the camera (AFC) area, from the Los Angeles market, than in previous cohorts and received more AFC coursework in general. Improvisation training specific to the AFC process was added to the curriculum, as well as stand-up comedy technique. This resulted in a more extensive skill set adopted by each student in the group.

2) How did the program respond to what was learned?

The MFA Industry Showcase only occurs every three years–we accept an MFA Performance Cohort every three years.

The next event will occur in Spring 2019. In the meantime, we will continue with the curricular revisions we made in this cycle, which yielded very good results for the 2016 group, and we are adding even more acting for the camera, audition technique, and musical theatre coursework. A key goal in the professional preparation “piece" of the program will be to increase faculty involvement in the process so as to utilize all possible avenues for networking. We have a working professional faculty–All of us together can make for an even better “launch” of our outgoing students into the profession.