I. Mission
The Missouri Valley College Performance BFA program is committed to providing experiential opportunities and personal instruction while encouraging intellectual inquiry which will allow students to become enhanced learners, citizens, and performers.

II. Goals
Ensure that students have a solid grounding in theatre history and literature
Ensure that students have a solid grounding in dramatic theory
Ensure that students have an understanding of script and performance analysis
Ensure that students have an understanding of the collaborative process
Ensure that students have an understanding of the role of theatre within society
Ensure that students develop solid vocal techniques
Ensure that students develop solid movement techniques
Ensure that students develop a solid process for character development

III. Student learning outcomes
SLO #1 Students will have a solid grounding in theatre history and literature.
SLO #2 Students will have a solid understanding of script and performance analysis.
SLO #3 Students will have a solid understanding of the collaborative process.
SLO #4 Students will develop process and performance techniques.
SLO #5 Students will develop an understanding of aesthetic qualities.
SLO #6 Students will develop advanced acting skills.

IV. Course map

V. Assessment tools
SLO 1-6 are assessed as part of TH 450 Portfolio Review and Student Juries.
VI. Summary of findings
13 students participated in the student juries this year. They presented 2 monologues, or a monologue and 16 bars from a song, or a portfolio for the design/technical theatre.

VII. Level of achievement of student learning outcomes
The student juries continued in growth towards becoming more professional. Some students stepped outside of their comfort zones, and most of the actors had a classical piece in addition to a contemporary piece. We still have a number of students who are avoiding singing. While the professionalism was better, it is felt that they still have a long way to go in terms of professional preparedness. There seems to be a prevailing attitude of “just getting by”. The students seem to be strongest in the performance and collaborative process areas. They need development in analysis, literature/history, and aesthetic qualities. In design and technical theatre the students are mastering the basics, but need more development in advanced skills.

VIII. Faculty/Course/Student information

Table 1. Program faculty and loads
Program faculty are those who taught at least one course in the program in the past year.

FULL-TIME*
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wade Hughes</td>
<td>Fine Arts</td>
<td>28</td>
<td>6</td>
<td>8</td>
<td>24 MFA</td>
</tr>
<tr>
<td>Harold Hynick</td>
<td>Fine Arts</td>
<td>21</td>
<td>5</td>
<td>3</td>
<td>24 MFA</td>
</tr>
<tr>
<td>Jay Rozema</td>
<td>Fine Arts</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>28 MFA</td>
</tr>
<tr>
<td>Susan Dittmer</td>
<td>Comm</td>
<td>6</td>
<td>15</td>
<td>20</td>
<td>27 MA</td>
</tr>
</tbody>
</table>

Total credit hours: 71

ADJUNCT
Include all adjunct faculty who taught at least one course in the program in the past year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
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</thead>
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<th>Name</th>
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<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
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</table>
Table 2. Course offerings

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Inter- sessions</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100-200 level</td>
<td>300-400 level</td>
<td>100-200 level</td>
<td>300-400 level</td>
</tr>
<tr>
<td>Face-to-face sections</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Studio sections*</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Internships/practicums</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab (face-to-face) sections</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Online sections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged classes</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes total</td>
<td>10</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>General education classes offered**</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* A studio class is defined as one that emphasizes skills and practical application, not lecture/discussion. Examples include studio art, performance theatre, and dance.

** Include all general education classes offered in your program area even if they are not part of the major requirements.

Table 3. Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Majors</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Minors</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

IX. Analysis/Interpretation

We still need to work on strengthening the assessment so that we can get a more accurate picture of how we are doing with our students. One area of concern was the level of preparedness our students have when they arrive on campus. We need to make sure that we address these issues early on in order to help them overcome preparedness gaps. We also need to work on pushing our students harder to be more professionally prepared for auditions and juries. We need to work on strengthening the analytical skills of our students. We also need to ensure that students understand how to apply coursework to practical situations and be able to justify choices based on aesthetic principles and
standard practices. We need to increase the exposure of all our students to technical theatre. And we need to upgrade our technical and design equipment so that our design and tech students can work on advanced skills with the latest technology available.

X. Action plan/Closing the loop

We are going to develop an exam that students can take to help us assess their level of preparedness upon entering the program, and to assess their progress as they leave. We are also going to look at ways to incorporate the SLO’s into the jury process. We are going to continue to work on recruiting more high quality students, to create more of an environment of collegial artistic and academic competition. We are also going to continue to push our students to excel. We are working at increasing the level of technical experience all our students receive through placing limits on practicum assignments. We are also going to try to find ways to increase our technical capabilities so that our technical students can gain experience with the most current technology.