

---

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 |
|-----------------|--|---|

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<br><br>Annual Juries<br>Bi-annual performance audition<br>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.<br>Sophomore Review                                                                       | Soph.<br>3.0                      | Soph.<br>3.4                        | Soph.<br>3.5                   | Acting scores again showed needed improvement <sup>2</sup>                                  |
| Demonstrate continued growth in technical skills in singing, acting and dancing. | Sophomore Review | Requirements:<br>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:<br>2 | Advised Into Another degree:<br>e:2 | Advised into another degree: 1 |                                                                                             |

Music Theatre Rubric

|                                                                      |                                                           |                                                                                                                                                                                                                          |                |  |  |                                                                                                                          |
|----------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|--|--------------------------------------------------------------------------------------------------------------------------|
| Demonstrate communication skills                                     | Exit Interview                                            | publicize event.<br>Written Requirements:<br>Rehearsal Journal,<br>Character Analysis, Self-Analysis<br><br>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. |
| <b>Learning Outcomes (most programs will have multiple outcomes)</b> | <b>Assessment Tool (e.g., portfolios, rubrics, exams)</b> | <b>Target/Criteria (desired program level achievement)</b>                                                                                                                                                               | <b>Results</b> |  |  | <b>Analysis</b>                                                                                                          |

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 &amp; presentations. They are more professional, incorporate more technology, &amp; organization.</p> |
|-----------------------------------|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 523.96 612.2

**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 better 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.

|                  |  |
|------------------|--|
| <b>Outcomes:</b> |  |
|------------------|--|

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%) |
|---------|--------|---------------|

|             |        |               |
|-------------|--------|---------------|
| Non-program | Majors | 2,578 (67.4%) |
|-------------|--------|---------------|

**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 |
|--|--------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|

## 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
- Nigel I Nigea« « A B / ú



ADMINISTRATOR

## Table of Contents

|                                 |    |
|---------------------------------|----|
| APPENDIX A - DANCE.....         | 29 |
| DANCE SENIOR PROJECT .....      | 29 |
| DANCE JURY FEEDBACK SHEET ..... | 31 |
| 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

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|

Technical Proficiency



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 |
|----------------------|---|---|---|---|---|---|---|---|---|

COMMENTS:

|                   |   |   |   |   |   |   |   |   |   |
|-------------------|---|---|---|---|---|---|---|---|---|
| PHYSICAL FACILITY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-------------------|---|---|---|---|---|---|---|---|---|

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 |  |
|-----------------|--|

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

---

| <b>Student</b>              | <b>Accomplishment</b>                                                | <b>Date Graduated</b> |
|-----------------------------|----------------------------------------------------------------------|-----------------------|
| 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<br>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<br>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<br>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/<br>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:<br>Dirty Dancing, Chorus Line                 | Spring 2014 |
| Maeva Kurt, BFA                                        | Dance Studio Teacher                                                  | Spring 2013 |
| Katie Anderson, BFA                                    | Owner- Andover Dance Academy,<br>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<br>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

## 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)

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



