

**COURSE SURVEYS**

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**COURSE SURVEY REPORT**

**TH151 - ACTING I - SECTION 001**

**Instructor:** Noah Racey, Assistant Professor

**College and Department:** Liberal Arts, School Music, Theatre, & Dance

**Term:** Spring 2019

**Course Reference Number:** 14438

**Section Enrollment:** 17

**COLLATED SURVEY ANSWERS FROM 2 RESPONSES**

**Survey Version:** Survey approved in 2019.

**1. Recognizing there may be some overlap, what percentage of time in your course do you feel has been allocated to these formats (some can be 0, but total must =100%)?**

Lecture	Discussion	Online	Project based (not in lab)	Homework based	Activity (lab)
5%	20%	0%	5%	30%	40%

**2. Reflect on the skills or knowledge you learned or improved in this course. What are 2-3 specific topics and/or activities (e.g., discussions, assignments) that impacted your growth the most?**

drop it, using my voice, falling in love with the script, blocking, raising stakes  
 1. Vulnerability 2. Breath

**3. The instructor's expectations for me to learn in this class are...**

Not Stated	Low	Reasonable	High	Unreasonably High
0%	0%	100%	0%	0%

**4. Describe the learning expectations. Please include specifics.**

Don't be afraid to fail

**5. I believe my classmates/peers' expectations for me to contribute in this class are...**

Not Stated	Low	Reasonable	High	Unreasonably High
0%	0%	100%	0%	0%

**6. Describe your classmates/peers' expectations for you to contribute. Please include specifics.**

Everyone is expected to participate and meet outside of class to practice.

**7. The workload in this course is...**

Not Stated	Low	Reasonable	High	Unreasonably High
0%	100%	0%	0%	

**8. Describe the workload; please give specific examples.**

work outside of class mostly  
Working on monologues and scenes

**9. The amount of feedback I am getting to evaluate my learning progress is...**

I haven't received feedback yet	Inconsistent	Not enough	Enough	Overwhelming
0%	0%	50%	50%	0%

**10. How could the amount of feedback be improved? What might that look like? Please provide details.(tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback)**

It can't he will ask the class if someone if having an individual problem talk to him after class for help

The feedback seemed very little at the beginning of the semester but Noah progressed and by the end I felt like we were getting more solid feedback to improve on.

**11. The timing of feedback I receive to evaluate my own learning progress is/has been...**

Too late to be useful	Timely enough to be useful	Inconsistent
0%	100%	0%

**12. How could the timing of the feedback be improved? What might that look like? Please be specific in your comments.**

I think it would just be easier if there was more structure to the orders. There were some people that went everyday and some who never worked on their material and never got feedback.

**13. From the items below, please choose those you believe are strengths of this class. You may pick more than one.**

Inclusive environment	Clarity of expectations and grading	Timing of Feedback	Challenge of the course	Accessibility and usefulness of course materials	Instructor Communication	Support from Instructor
100%	50%	100%	50%	50%	50%	100%

**14. Please explain why you chose the features above and give specific details about why you feel they are strengths.**

he's a great teacher

**15. From the items below, please choose those you believe if improved would make the classroom environment better for you. You may pick more than one.**

Inclusive environment	Clarity of expectations and grading	Timing of Feedback	Challenge of the course	Accessibility and usefulness of course materials	Instructor Communication	Support from Instructor
0%	100%	0%	0%	0%	100%	100%

**16. Please explain why you chose the features above and give specific details about how changing them could improve your experience of the learning environment.**

**17. If you have any other comments about the learning environment or course, please provide them here.**

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## COURSE SURVEY REPORT

### TH250 - VOICE AND MOVEMENT FOR THE STAGE - SECTION 001

**Instructor:** Noah Racey, Assistant Professor

**College and Department:** Liberal Arts, School Music, Theatre, & Dance

**Term:** Spring 2019

**Course Reference Number:** 27235

**Section Enrollment:** 14

### COLLATED SURVEY ANSWERS FROM 1 RESPONSES

**Survey Version:** Survey approved in 2019.

**1. Recognizing there may be some overlap, what percentage of time in your course do you feel has been allocated to these formats (some can be 0, but total must =100%)?**

Lecture	Discussion	Online	Project based (not in lab)	Homework based	Activity (lab)
0%	0%	0%	0%	10%	90%

**2. Reflect on the skills or knowledge you learned or improved in this course. What are 2-3 specific topics and/or activities (e.g., discussions, assignments) that impacted your growth the most?**

The vocal and vowel excersizes The two characters

**3. The instructor's expectations for me to learn in this class are...**

Not Stated	Low	Reasonable	High	Unreasonably High
0%	0%	0%	100%	0%

**4. Describe the learning expectations. Please include specifics.**

Work hard Practice at home

**5. I believe my classmates/peers' expectations for me to contribute in this class are...**

Not Stated	Low	Reasonable	High	Unreasonably High
0%	0%	100%	0%	0%

**6. Describe your classmates/peers' expectations for you to contribute. Please include specifics.**

**7. The workload in this course is...**

Not Stated	Low	Reasonable	High	Unreasonably High
100%	0%	0%	0%	

**8. Describe the workload; please give specific examples.**

I wish weâ€™d done more

**9. The amount of feedback I am getting to evaluate my learning progress is...**

I haven't received feedback yet	Inconsistent	Not enough	Enough	Overwhelming
0%	0%	100%	0%	0%

**10. How could the amount of feedback be improved? What might that look like? Please provide details.(tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback)**

I wish we got feedback on our two characters

**11. The timing of feedback I receive to evaluate my own learning progress is/has been...**

Too late to be useful	Timely enough to be useful	Inconsistent
0%	0%	0%

**12. How could the timing of the feedback be improved? What might that look like? Please be specific in your comments.**

**13. From the items below, please choose those you believe are strengths of this class. You may pick more than one.**

Inclusive environment	Clarity of expectations and grading	Timing of Feedback	Challenge of the course	Accessibility and usefulness of course materials	Instructor Communication	Support from Instructor
0%	0%	0%	0%	0%	0%	0%

**14. Please explain why you chose the features above and give specific details about why you feel they are strengths.**

**15. From the items below, please choose those you believe if improved would make the classroom environment better for you. You may pick more than one.**

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Inclusive environment	Clarity of expectations and grading	Timing of Feedback	Challenge of the course	Accessibility and usefulness of course materials	Instructor Communication	Support from Instructor
0%	0%	0%	0%	0%	0%	0%

**16. Please explain why you chose the features above and give specific details about how changing them could improve your experience of the learning environment.**

**17. If you have any other comments about the learning environment or course, please provide them here.**

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# Colorado State University

## Fall 2019, School Music, Theatre, & Dance 79189 TH 400-Lecture Section 5

Instructor: Racey, Noah (Primary), Team-taught with: Aaron Gandy



There were: 6 possible respondents.

	Question Text	N	None	1-20%	21-40%	41-60%	61-80%	81-100%	
1	Time allocated to discussion	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	
2	Time allocated to online	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	
3	Time allocated to projects	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	
4	Time allocated to homework	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	
5	Time allocated to activities/labs	1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	
6	Time allocated to lectures	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	
			<b>Lectures</b>	<b>Discussions</b>	<b>Assignments</b>	<b>Activities</b>	<b>Labs</b>	<b>Instructor</b>	<b>Classmates</b>
7	Topics/activities impacted growth the most	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	0% (0)
			<b>Not Stated</b>	<b>Low</b>	<b>Reasonable</b>	<b>High</b>	<b>V High</b>		
8	Classmates/peer expectations for student to contribute	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)		
			<b>Not Enough</b>	<b>Reasonable</b>	<b>Challenging</b>	<b>Overwhelming</b>			
10	Course workload	1	0% (0)	100% (1)	0% (0)	0% (0)			
			<b>Environment</b>	<b>Grading</b>	<b>Feedback</b>	<b>Course</b>	<b>Materials</b>	<b>Instructor</b>	<b>Support</b>
12	Class strengths	1	100% (1)	100% (1)	100% (1)	100% (1)	100% (1)	100% (1)	100% (1)
			<b>No</b>	<b>Yes</b>					
15	Student wishes to sign name to comments	1	100% (1)	0% (0)					
			<b>Not Stated</b>	<b>Low</b>	<b>Reasonable</b>	<b>High</b>	<b>V High</b>		
16	Instructor's expectations	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)		
			<b>None</b>	<b>Inconsistent</b>	<b>Not Enough</b>	<b>Enough</b>	<b>Too Much</b>		
18	Instructor feedback	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)		
			<b>Too Late</b>	<b>Timely</b>	<b>Inconsistent</b>				
20	Instructor feedback timely	1	0% (0)	100% (1)	0% (0)				

# Colorado State University

## Fall 2019, School Music, Theatre, & Dance 82184 TH 492-Seminar Section 1

Instructor: Racey, Noah (Primary)



There were: 16 possible respondents.

	Question Text	N	None	1-20%	21-40%	41-60%	61-80%	81-100%	
1	Time allocated to discussion	5	0% (0)	60% (3)	40% (2)	0% (0)	0% (0)	0% (0)	
2	Time allocated to online	5	40% (2)	60% (3)	0% (0)	0% (0)	0% (0)	0% (0)	
3	Time allocated to projects	5	20% (1)	60% (3)	0% (0)	0% (0)	20% (1)	0% (0)	
4	Time allocated to homework	5	20% (1)	80% (4)	0% (0)	0% (0)	0% (0)	0% (0)	
5	Time allocated to activities/labs	5	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	
6	Time allocated to lectures	5	20% (1)	60% (3)	20% (1)	0% (0)	0% (0)	0% (0)	
			<b>Lectures</b>	<b>Discussions</b>	<b>Assignments</b>	<b>Activities</b>	<b>Labs</b>	<b>Instructor</b>	<b>Classmates</b>
7	Topics/activities impacted growth the most	5	0% (0)	40% (2)	0% (0)	80% (4)	60% (3)	100% (5)	80% (4)
			<b>Not Stated</b>	<b>Low</b>	<b>Reasonable</b>	<b>High</b>	<b>V High</b>		
8	Classmates/peer expectations for student to contribute	5	0% (0)	0% (0)	40% (2)	60% (3)	0% (0)		
			<b>Not Enough</b>	<b>Reasonable</b>	<b>Challenging</b>	<b>Overwhelming</b>			
10	Course workload	5	0% (0)	80% (4)	20% (1)	0% (0)			
			<b>Environment</b>	<b>Grading</b>	<b>Feedback</b>	<b>Course</b>	<b>Materials</b>	<b>Instructor</b>	<b>Support</b>
12	Class strengths	5	100% (5)	60% (3)	60% (3)	100% (5)	0% (0)	40% (2)	80% (4)
13	Needs improved on in this class	3	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)
			<b>No</b>	<b>Yes</b>					
15	Student wishes to sign name to comments	5	80% (4)	20% (1)					
			<b>Not Stated</b>	<b>Low</b>	<b>Reasonable</b>	<b>High</b>	<b>V High</b>		
16	Instructor's expectations	5	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)		
			<b>None</b>	<b>Inconsistent</b>	<b>Not Enough</b>	<b>Enough</b>	<b>Too Much</b>		
18	Instructor feedback	5	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)		
			<b>Too Late</b>	<b>Timely</b>	<b>Inconsistent</b>				
20	Instructor feedback timely	5	0% (0)	100% (5)	0% (0)				

### Text Responses

Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation



Considering that this is a dance class, it would be really awkward to not participate and not give your best. The point of the class is to work our butts off.

Because it was a dance class, all of us wanted each other to contribute, but it was all in a healthy and positive way.

We all expected each other to do what we could every time we showed up and that was a positively impacting expectation to have.

Everyone is expected to contribute, if you don't you will not feel welcome.

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

Learning numerous choreographed numbers and perfecting techniques. As well as building strength throughout our bodies.

Two papers, engage and participate in class

The workload was mostly based within the class with a couple of papers outside. The workload was challenging, but it was reasonable and easy to do.

I don't think any of us took this class because we thought it would be easy so yeah it was hard as hell and amazing for that reason.

In class work is intense, out of class work is reasonable.

**If you have any other comments about the learning environment or course, please provide them here**

I improved a lot more in dance and learned how to move my body in a healthy and focused way. My strength in my physicality and my memory has improved from taking this class from the combinations. I also know what to look for in the future when it comes to dance and movement.

We needed a bigger studio! But I loved everything about this class!

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

Noah called the class Musical Theatre Bootcamp, it absolutely felt like a bootcamp. I was leaving each class sweating up a storm. But it was for the best.

Expects us to be giving as much as we have. Always pushes us to do more. This was very helpful throughout the course.

Even though he knew our backgrounds in dance and acknowledged them, he encouraged growth and the expectation for us to get better as the semester went on.

You weren't going to let us leave your class without being better than when we came in, in some way. Thank you.

For you to not just do your best, but to push yourself to do better.

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

The majority of feedback was provided during class, and we took some time to fix it if there was something off within movement and if questions were asked.

**If you have any other comments about the Instructor, please provide them here**

I have learned more about how to hold and engage my body with dance, and it has helped tremendously. I also know more about the styles of dance and of certain choreographers that were presented in class through the combinations, and that has helped me a lot more with my knowledge.

Noah is amazing, he pushed me and made me feel comfortable at the same time!

# Colorado State University

Spring 2020, School Music, Theatre, & Dance 12393 TH 151-Lab Section L01

Instructor: Racey, Noah (Primary)



There were: 14 possible respondents.

	Question Text	N	None	1-20%	21-40%	41-60%	61-80%	81-100%	
1	Time allocated to discussion	1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	
2	Time allocated to online	1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	
3	Time allocated to projects	1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	
4	Time allocated to homework	1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	
5	Time allocated to activities/labs	1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	
6	Time allocated to lectures	1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	
			Lectures	Discussions	Assignments	Activities	Labs	Instructor	Classmates
7	Topics/activities impacted growth the most	1	0% (0)	100% (1)	0% (0)	0% (0)	100% (1)	100% (1)	100% (1)
			Not Stated	Low	Reasonable	High	V High		
8	Classmates/peer expectations for student to contribute	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)		
			Not Enough	Reasonable	Challenging	Overwhelming			
10	Course workload	1	0% (0)	100% (1)	0% (0)	0% (0)			
			Environment	Grading	Feedback	Course	Materials	Instructor	Support
12	Class strengths	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)
			No	Yes					
15	Student wishes to sign name to comments	1	100% (1)	0% (0)					
			Not Stated	Low	Reasonable	High	V High		
16	Instructor's expectations	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)		
			None	Inconsistent	Not Enough	Enough	Too Much		
18	Instructor feedback	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)		
			Too Late	Timely	Inconsistent				
20	Instructor feedback timely	1	0% (0)	100% (1)	0% (0)				

## Text Responses

If you have any other comments about the Instructor, please provide them here

Thank you for all of the support that you have provided to me and my fellow classmates. It was really nice to be able to have coaching for our scenes and monologues during this time. I felt like it really helped me grow as an artist. Great job with the transition to online classes!

# Colorado State University

Spring 2020, School Music, Theatre, & Dance 18548 TH 150-Recitation Section R02

Instructor: Racey, Noah (Primary)



There were: 13 possible respondents.

	Question Text	N	None	1-20%	21-40%	41-60%	61-80%	81-100%	
1	Time allocated to discussion	4	0% (0)	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)	
2	Time allocated to online	4	25% (1)	50% (2)	0% (0)	25% (1)	0% (0)	0% (0)	
3	Time allocated to projects	4	0% (0)	0% (0)	25% (1)	25% (1)	25% (1)	25% (1)	
4	Time allocated to homework	4	0% (0)	25% (1)	25% (1)	50% (2)	0% (0)	0% (0)	
5	Time allocated to activities/labs	4	0% (0)	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	
6	Time allocated to lectures	4	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)	0% (0)	
			Lectures	Discussions	Assignments	Activities	Labs	Instructor	Classmates
7	Topics/activities impacted growth the most	4	0% (0)	25% (1)	25% (1)	100% (4)	0% (0)	75% (3)	25% (1)
			Not Stated	Low	Reasonable	High	V High		
8	Classmates/peer expectations for student to contribute	4	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)		
			Not Enough	Reasonable	Challenging	Overwhelming			
10	Course workload	4	0% (0)	75% (3)	25% (1)	0% (0)			
			Environment	Grading	Feedback	Course	Materials	Instructor	Support
12	Class strengths	4	75% (3)	25% (1)	50% (2)	25% (1)	0% (0)	0% (0)	50% (2)
13	Needs improved on in this class	2	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	50% (1)	50% (1)
			No	Yes					
15	Student wishes to sign name to comments	4	100% (4)	0% (0)					
			Not Stated	Low	Reasonable	High	V High		
16	Instructor's expectations	4	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)		
			None	Inconsistent	Not Enough	Enough	Too Much		
18	Instructor feedback	4	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)		
			Too Late	Timely	Inconsistent				
20	Instructor feedback timely	4	0% (0)	75% (3)	25% (1)				

## Text Responses

Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation

Everyone needed to perform in the class and everyone expected it.

I was expected to come to class, on time, and with any memorization material memorized. I was also expected to leave any drama at the door.

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

choosing monologues and scenes to perform as well as memorizing the lines and developing a character.

If we had any memorization work to do, we were expected to have it memorized within the week so we could use the class to do actual acting work instead of going over lines.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

He expects you to be memorized and dedicated to learning the material you choose and becoming the characters you picked.

Noah expected us to be the adults that we are and to come to class prepared and to leave any extra baggage at the door. Class time was for acting and acting only.

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

The feedback was perfect! He'd give suggestions on howto improve your performance and do his best to make sure that you understood what he was looking for.

**If you have any other comments about the Instructor, please provide them here**

Noah is a great teacher.

# Colorado State University

## Fall 2020, School Music, Theatre, & Dance 63216 TH 150-Lecture Section 1

Instructor: Racey, Noah (Additional), Team-taught with: Amy SchollScholl, Amy



There were: 13 possible respondents.

	Question Text	N	None	1-20%	21-40%	41-60%	61-80%	81-100%	
1	Time allocated to discussion	7	0% (0)	0% (0)	43% (3)	14% (1)	14% (1)	29% (2)	
2	Time allocated to online	7	0% (0)	29% (2)	0% (0)	43% (3)	29% (2)	0% (0)	
3	Time allocated to projects	7	0% (0)	0% (0)	0% (0)	14% (1)	71% (5)	14% (1)	
4	Time allocated to homework	7	0% (0)	14% (1)	43% (3)	0% (0)	43% (3)	0% (0)	
5	Time allocated to activities/labs	7	0% (0)	14% (1)	0% (0)	29% (2)	14% (1)	43% (3)	
6	Time allocated to lectures	7	0% (0)	29% (2)	14% (1)	29% (2)	29% (2)	0% (0)	
			Lectures	Discussions	Assignments	Activities	Labs	Instructor	Classmates
7	Topics/activities impacted growth the most	7	14% (1)	71% (5)	71% (5)	71% (5)	14% (1)	100% (7)	86% (6)
			Not Stated	Low	Reasonable	High	V High		
8	Classmates/peer expectations for student to contribute	7	0% (0)	0% (0)	43% (3)	43% (3)	14% (1)		
			Not Enough	Reasonable	Challenging	Overwhelming			
10	Course workload	7	0% (0)	86% (6)	14% (1)	0% (0)			
			Environment	Grading	Feedback	Course	Materials	Instructor	Support
12	Class strengths	7	86% (6)	43% (3)	43% (3)	57% (4)	29% (2)	86% (6)	100% (7)
13	Needs improved on in this class	3	0% (0)	33% (1)	33% (1)	33% (1)	33% (1)	33% (1)	0% (0)
			No	Yes					
15	Student wishes to sign name to comments	7	43% (3)	57% (4)					
			Not Stated	Low	Reasonable	High	V High		
22	Instructor's expectations	7	0% (0)	0% (0)	57% (4)	43% (3)	0% (0)		
			None	Inconsistent	Not Enough	Enough	Too Much		
24	Instructor feedback	7	0% (0)	0% (0)	14% (1)	86% (6)	0% (0)		
			Too Late	Timely	Inconsistent				
26	Instructor feedback timely	7	0% (0)	100% (7)	0% (0)				

### Text Responses

Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation

Give feedback that was helpful for their growth in a particular monologue or scene and provide reason and logic about the feedback given

Very good peers, we always help each other out and push each others to work harder.

I think, as a theater class, it was really great to be able to communicate with peers so closely! They were very knowledgeable and I felt like I was able to learn a lot.

I feel very included in this environment and I think that all my peer's wanted me to grow and learn.

This is a teamwork class since it involves performing with one another, so i think we all depend on one another to put in the work equally.

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

I thought almost everything we were given clear instruction and a reasonable amount of time to do it. I felt like everything we did was very relevant to our performances and actually helped an extreme amount. The only thing that was a personal challenge for me were the acting critics, but that also may be because I have a hard time putting my thoughts onto paper. It was still important to our class, just more challenging for me personally.

Students are assigned enough work to work on and also to work on other classes. And works that are assigned to students really help to develop skills.

I really enjoyed getting to work on scenes and monologues as well as fine tune my knowledge of specific theater terms.

I felt that the work load was great. Everything was very reasonable and I don't think there was any thing that was out of blue

I think the workload isn't heavy and all the assignments are enjoyable. I loved working with other people on scenes and getting feedback.

**If you have any other comments about the learning environment or course, please provide them here**

I think that this class was perfect for the first semester because it helped me grow as a person and as an actor. I learned so much more about acting and what that means.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

Be present in class and be engaged in the activities in class.

They were great! I showed up prepared and got to develop my craft and I knew that was expected.

He also wanted us to grow but he also wanted us to grow as person which was just amazing

He sets expectations at a good level, without being over bearing with them. He wants us to be on time, put in the work, and above all he makes sure that our heart is still in it.

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

Same case here as with Amy, I'm anxious about the quality of my work and whether or not I have the ability to be successful.

I think the feedback is good and well balanced.

The feedback I was getting in class was extremely helpful and it was great learning moment

**If you have any other comments about the Instructor, please provide them here**

I think that everything was graded with enough time.

He is a warm and calm presence to be around, and makes the time to get to know his students. I'm becoming a better performer and student because of him.

# Colorado State University

Fall 2020, School Music, Theatre, & Dance 64563 TH 150-Lecture Section 2

Instructor: Racey, Noah (Primary), Team-taught with: Amy Scholl



There were: 12 possible respondents.

	Question Text	N	None	1-20%	21-40%	41-60%	61-80%	81-100%	
1	Time allocated to discussion	4	0% (0)	0% (0)	50% (2)	25% (1)	0% (0)	25% (1)	
2	Time allocated to online	4	0% (0)	25% (1)	25% (1)	50% (2)	0% (0)	0% (0)	
3	Time allocated to projects	4	0% (0)	0% (0)	25% (1)	0% (0)	50% (2)	25% (1)	
4	Time allocated to homework	4	0% (0)	50% (2)	25% (1)	25% (1)	0% (0)	0% (0)	
5	Time allocated to activities/labs	4	0% (0)	25% (1)	0% (0)	0% (0)	50% (2)	25% (1)	
6	Time allocated to lectures	4	0% (0)	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)	
			Lectures	Discussions	Assignments	Activities	Labs	Instructor	Classmates
7	Topics/activities impacted growth the most	4	25% (1)	50% (2)	50% (2)	100% (4)	0% (0)	50% (2)	100% (4)
			Not Stated	Low	Reasonable	High	V High		
8	Classmates/peer expectations for student to contribute	4	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)		
			Not Enough	Reasonable	Challenging	Overwhelming			
10	Course workload	4	0% (0)	75% (3)	25% (1)	0% (0)			
			Environment	Grading	Feedback	Course	Materials	Instructor	Support
12	Class strengths	4	50% (2)	25% (1)	75% (3)	100% (4)	75% (3)	75% (3)	50% (2)
13	Needs improved on in this class	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
			No	Yes					
15	Student wishes to sign name to comments	4	75% (3)	25% (1)					
			Not Stated	Low	Reasonable	High	V High		
22	Instructor's expectations	4	0% (0)	0% (0)	75% (3)	25% (1)	0% (0)		
			None	Inconsistent	Not Enough	Enough	Too Much		
24	Instructor feedback	4	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)		
			Too Late	Timely	Inconsistent				
26	Instructor feedback timely	4	0% (0)	100% (4)	0% (0)				

## Text Responses

Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation

Everyone in the class participated about the same, with maybe 2 people contributing a little more and 2 people contributing a little less (in discussions). There weren't any unreasonable or differing expectations for me.

Acting within scenes and participating in discussions and feedback.

Show up on time, Communicate with scene partner to rehearse and participate in class.

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

Always working on some kind of project (a performance), and a lot of it has to be done outside of class time (memorizing, rehearsing, reading/analyzing scripts, written analysis, critiques for other works). Given longer amounts of time for bigger projects (action duets, monologues, final scenes). In-class critiques were helpful. Some of the written analysis parts get tedious at times.

Strong workload with lots of time between projects.

vocab Midterm, Individual and partner scenes/ performances, written critiques, and scene analysis.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

Encourages personal growth and in-class growth.

Expected Participation, and being active in class.

show up on time to class, pay attention during lectures, turn in work on time, participate in discussions , participate in activities such as mediation and exercises in class

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

Feedback was really strong and helpful.

feedback was helpful and clear, allowing for growth without being overwhelming

**If you have any other comments about the Instructor, please provide them here**

Almost immediately after every project and always usable.



# Colorado State University

Fall 2020, School Music, Theatre, & Dance 64736 TH 192-Seminar Section 1

Instructor: Racey, Noah (Additional), Team-taught with: Walton JonesJones, Walton



There were: 16 possible respondents.

	Question Text	N	None	1-20%	21-40%	41-60%	61-80%	81-100%	
1	Time allocated to discussion	2	0% (0)	50% (1)	0% (0)	0% (0)	50% (1)	0% (0)	
2	Time allocated to online	2	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	50% (1)	
3	Time allocated to projects	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	
4	Time allocated to homework	2	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)	
5	Time allocated to activities/labs	2	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	
6	Time allocated to lectures	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	
			Lectures	Discussions	Assignments	Activ-ities	Labs	Instructor	Classmates
7	Topics/activities impacted growth the most	2	50% (1)	100% (2)	50% (1)	50% (1)	0% (0)	50% (1)	0% (0)
			Not Stated	Low	Reasonable	High	V High		
8	Classmates/peer expectations for student to contribute	2	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)		
			Not Enough	Reasonable	Challenging	Overwhelming			
10	Course workload	2	0% (0)	50% (1)	50% (1)	0% (0)			
			Environment	Grading	Feedback	Course	Materials	Instructor	Support
12	Class strengths	2	100% (2)	0% (0)	50% (1)	0% (0)	50% (1)	100% (2)	100% (2)
13	Needs improved on in this class	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
			No	Yes					
15	Student wishes to sign name to comments	2	100% (2)	0% (0)					
			Not Stated	Low	Reasonable	High	V High		
22	Instructor's expectations	2	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)		
			None	Inconsistent	Not Enough	Enough	Too Much		
24	Instructor feedback	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)		
			Too Late	Timely	Inconsistent				
26	Instructor feedback timely	2	0% (0)	100% (2)	0% (0)				

## Text Responses

Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation

to show up and not be late

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

lots of work but manageable

# Colorado State University

Fall 2020, School Music, Theatre, & Dance 65458 TH 192-Seminar Section 2

Instructor: Racey, Noah (Additional), Team-taught with: Walton JonesJones, Walton



There were: 15 possible respondents.

	Question Text	N	None	1-20%	21-40%	41-60%	61-80%	81-100%	
1	Time allocated to discussion	2	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)	
2	Time allocated to online	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	
3	Time allocated to projects	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	
4	Time allocated to homework	2	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	
5	Time allocated to activities/labs	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	
6	Time allocated to lectures	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	
			Lectures	Discussions	Assignments	Activities	Labs	Instructor	Classmates
7	Topics/activities impacted growth the most	2	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)
			Not Stated	Low	Reasonable	High	V High		
8	Classmates/peer expectations for student to contribute	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)		
			Not Enough	Reasonable	Challenging	Overwhelming			
10	Course workload	2	0% (0)	100% (2)	0% (0)	0% (0)			
			Environment	Grading	Feedback	Course	Materials	Instructor	Support
12	Class strengths	2	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
13	Needs improved on in this class	2	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)
			No	Yes					
15	Student wishes to sign name to comments	2	100% (2)	0% (0)					
			Not Stated	Low	Reasonable	High	V High		
22	Instructor's expectations	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)		
			None	Inconsistent	Not Enough	Enough	Too Much		
24	Instructor feedback	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)		
			Too Late	Timely	Inconsistent				
26	Instructor feedback timely	2	0% (0)	100% (2)	0% (0)				

## Text Responses

Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation

This class was very interactive and each classmate is expected to do their part in our discussions.

participate in discussions respectfully

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

Workload was very doable and was easy to get done in a good amount of time.

lots of assignments/ interviews but unclear whether they are graded or what they need to look like

**If you have any other comments about the learning environment or course, please provide them here**

I loved working with this group of students and having thoughtful discussions. I also enjoyed the instructors very much but there seemed to be a lack of organization with the course.

# Colorado State University

Spring 2021, School Music, Theatre, & Dance 12393 TH 151-Lab Section L01

Instructor: Racey, Noah (Additional), Team-taught with: Garrett AyersAyers, Garrett



There were: 13 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	3	100% (3)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	3	0% (0)	0% (0)	33% (1)	0% (0)	67% (2)	0% (0)
3	Time allocated to online	3	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	0% (0)
4	Time allocated to projects	3	0% (0)	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)
5	Time allocated to homework	3	0% (0)	33% (1)	67% (2)	0% (0)	0% (0)	0% (0)
6	Time allocated to activities/labs	3	0% (0)	0% (0)	0% (0)	0% (0)	67% (2)	33% (1)
7	Time allocated to lectures	3	0% (0)	67% (2)	0% (0)	0% (0)	33% (1)	0% (0)
			Impact	No Impact				
8	Lectures	3	67% (2)	33% (1)				
9	Discussions	3	100% (3)	0% (0)				
10	Assignments	3	100% (3)	0% (0)				
11	Activities	3	100% (3)	0% (0)				
12	Labs	3	100% (3)	0% (0)				
13	Instructor	3	100% (3)	0% (0)				
14	Classmates	3	100% (3)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	3	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	3	0% (0)	100% (3)	0% (0)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	3	100% (3)	0% (0)				
20	Clarity of expectations and grading	3	100% (3)	0% (0)				
21	Timing of Feedback	3	100% (3)	0% (0)				
22	Challenge of the course	3	100% (3)	0% (0)				
23	Accessibility and usefulness of materials	3	100% (3)	0% (0)				
24	Instructor Communication	3	100% (3)	0% (0)				
25	Support from Instructor	3	100% (3)	0% (0)				
			Enhance	Do not Enhance				
26	Inclusive environment	3	0% (0)	100% (3)				
27	Clarity of expectations and grading	3	33% (1)	67% (2)				
28	Timing of Feedback	3	33% (1)	67% (2)				

29	Challenge of the course	3	0% (0)	100% (3)				
30	Accessibility and usefulness of materials	3	0% (0)	100% (3)				
31	Instructor Communication	3	0% (0)	100% (3)				
32	Support from Instructor	3	0% (0)	100% (3)				
			No	Yes				
34	Student wishes to sign name to comments	3	100% (3)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
42	Instructor's expectations	3	0% (0)	0% (0)	67% (2)	33% (1)	0% (0)	
			None	Inconsistent	Not Enough	Enough	Too Much	
44	Instructor feedback	3	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	
			Too Late	Timely	Inconsistent			
46	Instructor feedback timely	3	0% (0)	100% (3)	0% (0)			

**Text Responses**

**Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation**

Come to class prepared and ready to work

We are all working on scenes and as they grow, they expect me to grow.

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

Homework for big project

The workload was doable, less homework towards the end so long as we rehearsed our scenes.

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

Every once in a while i would send in a question that would be answered a little too late to be helpful, but that was few and far between.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

Noah made sure that we were acting as well as we could be, pointing out really important things we could improve on.

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

I think consolodating his notes into an email like he did a couple of times really helped.

**If you have any other comments about the Instructor, please provide them here**

Noah was amazing. I loved being in his classes this year.

# Colorado State University

Spring 2021, School Music, Theatre, & Dance 20944 TH 151-Lecture Section 2

Instructor: Racey, Noah (Additional), Team-taught with: Garrett AyersAyers, Garrett



There were: 11 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	4	100% (4)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	4	0% (0)	25% (1)	25% (1)	50% (2)	0% (0)	0% (0)
3	Time allocated to online	4	0% (0)	50% (2)	25% (1)	25% (1)	0% (0)	0% (0)
4	Time allocated to projects	4	0% (0)	0% (0)	25% (1)	25% (1)	25% (1)	25% (1)
5	Time allocated to homework	4	0% (0)	25% (1)	50% (2)	25% (1)	0% (0)	0% (0)
6	Time allocated to activities/labs	4	0% (0)	25% (1)	0% (0)	25% (1)	25% (1)	25% (1)
7	Time allocated to lectures	4	25% (1)	25% (1)	25% (1)	25% (1)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	4	75% (3)	25% (1)				
9	Discussions	4	100% (4)	0% (0)				
10	Assignments	4	75% (3)	25% (1)				
11	Activities	4	100% (4)	0% (0)				
12	Labs	4	100% (4)	0% (0)				
13	Instructor	4	100% (4)	0% (0)				
14	Classmates	4	100% (4)	0% (0)				
			Not Stated	Low	Reason-able	High	V High	
15	Classmates/peer expectations for student to contribute	4	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	
			Not Enough	Reason-able	Chall-enging	Over-whelming		
17	Course workload	4	0% (0)	75% (3)	25% (1)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	4	75% (3)	25% (1)				
20	Clarity of expectations and grading	4	100% (4)	0% (0)				
21	Timing of Feedback	4	100% (4)	0% (0)				
22	Challenge of the course	4	100% (4)	0% (0)				
23	Accessibility and usefulness of materials	4	100% (4)	0% (0)				
24	Instructor Communication	4	100% (4)	0% (0)				
25	Support from Instructor	4	100% (4)	0% (0)				
			Enhance	Do not Enhance				
26	Inclusive environment	4	25% (1)	75% (3)				
27	Clarity of expectations and grading	4	0% (0)	100% (4)				
28	Timing of Feedback	4	0% (0)	100% (4)				

29	Challenge of the course	4	0% (0)	100% (4)				
30	Accessibility and usefulness of materials	4	0% (0)	100% (4)				
31	Instructor Communication	4	0% (0)	100% (4)				
32	Support from Instructor	4	0% (0)	100% (4)				
			No	Yes				
34	Student wishes to sign name to comments	4	50% (2)	50% (2)				
			Not Stated	Low	Reasonable	High	V High	
42	Instructor's expectations	4	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	
			None	Inconsistent	Not Enough	Enough	Too Much	
44	Instructor feedback	4	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	
			Too Late	Timely	Inconsistent			
46	Instructor feedback timely	4	0% (0)	100% (4)	0% (0)			

**Text Responses**

**Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation**

I mean, it's an acting class. You can't perform/ give feedback to other performers if you're not participating in the class.

Come to class prepared to work. Be responsive during discussions and be a responsible audience member.

We all pushed each other be better in this class and strive for growth

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

I think the performance part of the class is doable and there's an expectation to do a lot of base work to expand on that, which is necessary for your growth as an actor; I do think the Adler reflections, while valuable, are a little too extensive. the ideas discussed in the book I think are great for the fundamentals of acting but I don't know that a full page, single-spaced reflection is necessary for them. They're also a sizable portion of the overall grade and I don't think you should be able to flunk an \*acting class for missing reflection papers. I could just be salty though

workload was reasonable. Meeting for a few hours each week outside of class to do scene work, individual time to work on scene paperwork and reading the play. Additionally, there was weekly readings at the start of the semester with a reflection on each chapter.

workloads are enough, challenging but enjoyable

There is a lot of outside for this class but they is theatre. You have to do the homework and come into class prepared for work.

**If you have any other comments about the learning environment or course, please provide them here**

I don't think the lack of inclusivity is the fault of the instructor; it seems like, in the performance track especially, there's an attitude of "I'm better than you" that a lot of people seem to have. I bring this up in the course survey because I think these instructors could be fundamental in making sure everyone is on the same peg, given that this is one of the freshman courses.

Garrett was very responsive. Feedback was immediate for scene work, and for papers it was quick as well. In either case, there was ample time between feedback and the next assignment.

I loved this class!! I grew so much as performer!

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

N/A

N/A



**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

Same as Garrett; I think Noah places a greater emphasis on playing and Garrett places a greater emphasis on ground work.

gives honest feedbacks along with tips to work on

All ready said

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

Same as Garrett; I think a basis for the scores would be helpful

I thought the feedback was great!!

**If you have any other comments about the Instructor, please provide them here**

I

Responded good!!

# Colorado State University

Spring 2021, School Music, Theatre, & Dance 20945 TH 151-Lab Section L02

Instructor: Racey, Noah (Additional), Team-taught with: Garrett AyersAyers, Garrett



There were: 11 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	1	100% (1)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)
3	Time allocated to online	1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)
4	Time allocated to projects	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)
5	Time allocated to homework	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)
6	Time allocated to activities/labs	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)
7	Time allocated to lectures	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	1	0% (0)	100% (1)				
9	Discussions	1	100% (1)	0% (0)				
10	Assignments	1	100% (1)	0% (0)				
11	Activities	1	100% (1)	0% (0)				
13	Instructor	1	100% (1)	0% (0)				
14	Classmates	1	100% (1)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	1	0% (0)	100% (1)	0% (0)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	1	100% (1)	0% (0)				
20	Clarity of expectations and grading	1	100% (1)	0% (0)				
21	Timing of Feedback	1	100% (1)	0% (0)				
22	Challenge of the course	1	100% (1)	0% (0)				
23	Accessibility and usefulness of materials	1	100% (1)	0% (0)				
24	Instructor Communication	1	100% (1)	0% (0)				
25	Support from Instructor	1	100% (1)	0% (0)				
			Enhance	Do not Enhance				
26	Inclusive environment	1	0% (0)	100% (1)				
27	Clarity of expectations and grading	1	0% (0)	100% (1)				
28	Timing of Feedback	1	0% (0)	100% (1)				

29	Challenge of the course	1	0% (0)	100% (1)				
30	Accessibility and usefulness of materials	1	0% (0)	100% (1)				
31	Instructor Communication	1	0% (0)	100% (1)				
32	Support from Instructor	1	0% (0)	100% (1)				
			No	Yes				
34	Student wishes to sign name to comments	1	0% (0)	100% (1)				
			Not Stated	Low	Reason-able	High	V High	
42	Instructor's expectations	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	
			None	Incon-sistent	Not Enough	Enough	Too Much	
44	Instructor feedback	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	
			Too Late	Timely	Incon-sistent			
46	Instructor feedback timely	1	0% (0)	100% (1)	0% (0)			

**Text Responses**

**Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation**

Come to class prepared to work. Be responsive during discussions and be a responsible audience member.

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

workload was reasonable. Meeting for a few hours each week outside of class to do scene work, individual time to work on scene paperwork and reading the play.

**If you have any other comments about the learning environment or course, please provide them here**

Noah was a fantastic instructor. Feedback was clear and immediate, so there were many opportunities to improve. He was also responsive to students' feedback and willing to hear us out.

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

Timing of feedback doesn't need to be improved. It was always immediate and valuable. Feedback was thorough and gave many opportunities for improvement.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

Expectations were to come to class ready to act. To leave the outside world at the door. We were expected to be respectful of others' time and energy and to always bring our best.

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

N/A- the feedback was always specific and measurable. Feedback was provided for immediate issues and to suggest the formation of healthy habits moving forward.

# Colorado State University

Fall 2021, School Music, Theatre, & Dance 71561 TH 392-Seminar Section 1  
 Instructor: Racey, Noah (Primary)



There were: 12 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	11	100% (11)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	11	0% (0)	0% (0)	9% (1)	0% (0)	45% (5)	45% (5)
3	Time allocated to online	11	18% (2)	45% (5)	27% (3)	9% (1)	0% (0)	0% (0)
4	Time allocated to projects	11	91% (10)	0% (0)	9% (1)	0% (0)	0% (0)	0% (0)
5	Time allocated to homework	11	0% (0)	45% (5)	9% (1)	18% (2)	9% (1)	18% (2)
6	Time allocated to activities/labs	11	73% (8)	18% (2)	9% (1)	0% (0)	0% (0)	0% (0)
7	Time allocated to lectures	11	18% (2)	27% (3)	27% (3)	18% (2)	0% (0)	9% (1)
			Impact	No Impact				
8	Lectures	11	27% (3)	73% (8)				
9	Discussions	11	91% (10)	9% (1)				
10	Assignments	11	18% (2)	82% (9)				
11	Activities	11	18% (2)	82% (9)				
12	Labs	11	9% (1)	91% (10)				
13	Instructor	11	100% (11)	0% (0)				
14	Classmates	11	91% (10)	9% (1)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	11	0% (0)	0% (0)	100% (11)	0% (0)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	11	18% (2)	55% (6)	18% (2)	9% (1)		
			Strength	Not Strength				
19	Inclusive environment	11	100% (11)	0% (0)				
20	Clarity of expectations and grading	11	9% (1)	91% (10)				
21	Timing of Feedback	11	36% (4)	64% (7)				
22	Challenge of the course	11	27% (3)	73% (8)				
23	Accessibility and usefulness of materials	11	45% (5)	55% (6)				
24	Instructor Communication	11	36% (4)	64% (7)				
25	Support from Instructor	11	55% (6)	45% (5)				
			Enhance	Do not Enhance				
26	Inclusive environment	11	18% (2)	82% (9)				
27	Clarity of expectations and grading	11	82% (9)	18% (2)				
28	Timing of Feedback	11	27% (3)	73% (8)				

29	Challenge of the course	11	64% (7)	36% (4)				
30	Accessibility and usefulness of materials	11	55% (6)	45% (5)				
31	Instructor Communication	11	73% (8)	27% (3)				
32	Support from Instructor	11	64% (7)	36% (4)				
			No	Yes				
34	Student wishes to sign name to comments	10	70% (7)	30% (3)				
			Not Stated	Low	Reasonable	High	V High	
36	Instructor's expectations	11	9% (1)	0% (0)	27% (3)	45% (5)	18% (2)	
			None	Inconsistent	Not Enough	Enough	Too Much	
38	Instructor feedback	11	18% (2)	36% (4)	0% (0)	45% (5)	0% (0)	
			Too Late	Timely	Inconsistent			
40	Instructor feedback timely	10	0% (0)	80% (8)	20% (2)			

### Text Responses

#### Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation

It's a heavily discussion based class where much of the contribution comes from student discussion

My peers and I were all holding each other accountable to be able to participate in the discussions every class. If you didn't have anything to say, it was hard to keep the discussion going when only one person was talking.

Group discussions and meeting up before quizzes and tests to study as a group.

No issues.

we all contribute to discussions but any expectations or peer aid is left to the students.

I think all of the students in the class communicated well and we encouraged one another to contribute.

Classmates expect you to carry your weight in the class as much as it is their responsibility to do the same.

My classmates and peers contribute to classes with knowledge and thoughtful answers.

We bounce ideas off of each other.

Participate in class discussions. Be on the same page regarding readings and assignments and help to present a united front when students share concerns and have conflicts with the instructor's expectations

#### Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment

It's really only like 7pg chapters. The textbook is just atrocious

The workload was doable in my opinion, but not engaging. It was very difficult to read the textbook every night and retain any of the information. As well as from the videos. They were interesting, but it was hard to retain any of the information from homework to bring into class for a discussion

Very light with nothing except readings. No homework or any assignments to pad out the grade, just massively weighted tests and quizzes.

All based on outside reading

The textbook is genuinely one of the worst I've read and studied from during my time at college. It is not helpful at all to give me dozens of pages of reading, then quiz us on topics that come up once throughout the entire text. This does not help me grow my knowledge of musical theatre at all. I'm not learning anything - most of my time outside of class is spent deciphering which information you consider important in the reading, of which my guesses are usually wrong.

The work load is not too much, there is just not any workload that isnt reliant on reading the textbook that is so hard to comprehend.

The workload was mainly focused in textbook reading

The workload is reasonable, and honestly not much. The textbook that we have is useless - it is hard to understand and filled with so many random facts. I wish that we had more schoolwork to engage to both help us understand the material more and to provide more opportunities for grade.

The book is horrible because it talks about unnecessary things that we eventually don't get quizzed on.

The workload was not very heavy in regards to readings assigned, but the variety of work was extremely limited which made it hard to accomplish. There was a weekly reading or viewing, followed by an in-class discussion on that topic or other topics that may/may not have been in the reading. There were a few quizzes that I did not feel well-prepared for, even after doing the readings I was instructed to do in preparation for the quiz.

**If you have any other comments about the learning environment or course, please provide them here**

It's a great environment, but I think overall the course could do with a lot more structure. The material is important and exciting, but we could do with a new textbook or just pdf selections from several books. Some of the talks we had were fantastic, but others were repetitive and kind of just filled time. This is a vital course and topic but I am eager for it to gain a full detailed lesson plan with proper testing material. The quizzes were often over miniscule details within the book as opposed to over the discussions we had in class that seemed to be the core of the class as a whole. I think weekly reading quizzes over the general ideas of the chapters, or short essays over shows/topics would benefit everyone much more.

The environment of the classroom was great due to the fact that we all knew each other and we know the professor very well. However, the course wasn't what I wanted it to be. The information never stuck as everything was discussion based. It was either you already knew the information before you took the class and had something to say about it, or you knew nothing and were stuck with nothing to say for the entire class. It was very all over the place and felt very awkward and unrewarding. I would've appreciated lectures to watch or study on or any kind of study guide or expectations of what you should learn for the quizzes or tests. Also having Aaron Gandy possibly co-teach would be very beneficial. I had an idea where Noah and Aaron could record some kind of podcast as the lecture and have the students listen to it and then discuss it in class. It would be very nice to hear the two of you discuss at a more knowledged and professional manner, then have the students discuss the information later.

The instructor does not provide clear expectations for what we need to know for assessments. I have never been properly prepared for an assessment (save for the midterm where the information was very clearly outlined). I have very few grades above a 7/10, which is very low for my average (as a student on the Dean's List with a 4.0 multiple semesters in a row). The class had no assignments other than quizzes and tests, meaning the students had no opportunity to get points besides the assessments. The quizzes and tests also were laid out clearly on canvas to be certain dates and times, and those were followed 50% of the time. The general expectation from a student is adequate communication about the expectations and timing of an assessment, which was not provided. Not being able to properly a). prepare for a quiz and b). know when it will be essentially voids the student's ability to get a grade they deserve. The textbook has a dense load of information provided and without study guides, reading guides, homework assignments, or anything of the sort, it makes it very difficult to know what the expectation is for comprehension.

Open environment but gets off track easily

I'm not happy with the learning environment in this course. Nothing feels connected at all - it doesn't make sense to devote almost all our time to discussions then have our only grades be related to outside of class reading that often don't match up with what we're discussing. That doesn't incentivize me to pay attention and contribute to discussions at all, and as such I feel like I barely get anything out of them.

There is so hard to understand what we are expected to know and what is not important. it is almost impossible to know what is going on in the class, quiz dates change or are forgotten what day they are assigned, and the class is dependent on the discussions that rarely show relevance in our quizzes. we are also entirely graded on quizzes, which creates no other learning opportunities through assignments, and tank our grade when no one in the class knows what material we are being tested on.

I feel that everyone in the class felt comfortable speaking up about the topics we were learning about, even when the topics were difficult. Overall, I thought it was a very inclusive environment.

Class discussions were very useful and engaging. There were several times in class where the entire class would analyze what we were learning about and relating it to what we know today.

Inclusive Environment - This is the best part of the class. The group of the students as well as the instructor are welcoming and receptive to feedback to create a more inclusive space. Clarity of Expectations and Grading - I've been uncertain of what Noah was expected from us the entire semester. It's not clear what knowledge from the reading and lectures we're supposed to know for quizzes. The original syllabus stated that there would be projects but instead we only have had quizzes. I have rarely done much better than a 6/10 on the quizzes, and I'm an A/B student. I have looked at quizzes and thought "we never talked about this" after reading the chapter and attending every class. Challenge of the Course - This class is both really easy and extremely challenging. I wish that there was more homework and engagement that allowed us to learn more about the material that we're supposed to be learning. The class discussions are easy when they're led by our own opinions, but the quizzes are insanely hard. We rarely are tested (therefore graded) on what we talk about in class, and we rarely talk in depth about what is in the book. I would have loved to have a lecture that helped outline who people were, their importance, what they did, shows, their importance, etc. Usefulness of Materials - The textbook is honestly useless. I don't retain any information when reading and it feels like a huge list of random facts. I wish that we actually read the plays and listened to the soundtracks, and had more concrete facts to work with. Instructor Communication - Communication is not the instructor's strong suit. Frequently there is miscommunication about readings, dates of quizzes, what to expect on quizzes, and even when we have class.

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

We didn't have any projects or assignments to receive feedback on, so it wasn't necessary.

Feedback does not apply due to the nature of the course.

Clearer schedule

No issues.

okay as is

We don't really get one.

I am unsure of how feedback timing would help, it just feels as though feedback is telling us that we are always in the wrong, rather than taking into consideration that every student is struggling.

Timing of feedback could be improved by providing feedback and by giving assignments that allow for feedback to be given. This would look like giving different types of assignments other than just quizzes, or providing feedback on written responses to quizzes detailing what could be improved on.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

The professor's expectations were very very high for us. We were unable to retain what was needed from the textbook and homework, so it also felt like disappointment was thrown at us every class

The expectations for comprehension are not stated and we have no idea what we will need to know for assessments.

Based mostly in outside work and disconnected while in class resulting in two separate learning spaces that don't support each other.

As stated, your expectations for us to remember every detail of the reading are either too much or don't make sense. You cannot expect us to retain every single detail after you give us so much reading.

we are expected to read the material, and show up for the classes.

Expectations were high, but sometimes unclear - there were points in the class where I was unclear what was going to be on the quiz or what chapter we were supposed to read.

Just showing up ready to work and engage in meaningful conversations. Applying what we learn with Theatre history to the modern theatre world today.

Do the reading. Come to class ready to talk about the reading. However, that is difficult because an assignment, i.e a quiz, will be communicated that is due on a certain day. But when that day comes, we do not do the assignment because he pushes it up.

Expectations were to read or watch assigned chapters or viewings and come into class prepared to discuss them. On occasion, the expectations were too high given that a large number of students had little to no understanding of anything that was said in the textbook and were therefore unprepared to discuss the assigned topics. Expectations were also hard to achieve due to occasional lapses in communication between instructor and students, resulting in differences in assignments/expectations of readings vs what was actually read.

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

Again, we didn't really have anything that required feedback

We do not have assignments where we would receive feedback.

More direct feedback about timing of test and expectations

Discussing aspects of the quizzes after we take them would probably help (answers, over-arching topics, etc), instead of just reading the right answer and moving on. Again, since we don't talk about that kind of stuff I don't learn anything. I don't recognize where I need to improve.

I feel as though feedback has not really been recieved.

I think it would have been helpful to have more canvas assignments beyond just quizzes - if we had projects, essays, graded group discussions, or other assignments it could improve the feedback and more accurately reflect what we are learning in class. I did appreciate that Noah would often check in with the class to see how we were doing.

Amount of feedback was good, I think just discussing after quizzes and exams the questions missed as a class would help in the future.

okay as is.

Could be improved by giving different types of assignments like papers, projects, or presentations, then tailoring feedback to the work presented. Giving feedback more often and in a consistent format.

**If you have any other comments about the Instructor, please provide them here**

I appreciated the idea of this class, but I'm so sorry it didn't work out for me. I would've loved organized and structured lectures to listen to instead of 100% discussion. It felt like everything was opinionated based and I had no idea what to remember and pay attention to. Unless this class gets restructured I personally wouldn't advice people to take it, unless they already have a very good background in musical theatre history. It's very difficult to learn if you have no background of information

Overall it was a fun class with interesting conversations, however mostly disconnected from the primary source of learning material which is the textbook. More learning and development regarding the topics at hand should take place in class with assignments and work days that support learning of hard to remember subjects and is less based in book reading and memorizing fun facts.

I like Noah as an acting teacher, but I haven't been happy with this class at all. My knowledge of musical theatre has barely improved, there is too much material to cover, and the only thing I've gotten out of it are Youtube videos and tiny factoids that hardly matter. While there have been a few engaging discussions I've enjoyed, this class has been too stressful and inconsistent in its methods and materials

I understand that there are many factors that are in play, as this is a new class that has not been fully established. But as the students we deserve a clear, fully developed syllabus, clearer course materials and expectations, and improved communication. It is difficult to judge a class that is still in the works, however the required reading and the in class discussions simply dont go hand in hand. Quizzes are never predictable, and no matter what you study or how many notes you've taken, it feels impossible to succeed as a student.

Noah did an excellent job with navigating through the very new rendition of this class. Trying to capture every important thing in history in one semester is impossible and we took the time to focus on what we could with applying it to modern times.



# Colorado State University

Fall 2021, School Music, Theatre, & Dance 71563 TH 450-Lab Section L01

Instructor: Racey, Noah (Primary)



There were: 8 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	6	100% (6)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	6	0% (0)	17% (1)	33% (2)	0% (0)	33% (2)	17% (1)
3	Time allocated to online	6	0% (0)	50% (3)	17% (1)	17% (1)	0% (0)	17% (1)
4	Time allocated to projects	6	17% (1)	50% (3)	0% (0)	17% (1)	17% (1)	0% (0)
5	Time allocated to homework	6	33% (2)	0% (0)	17% (1)	33% (2)	0% (0)	17% (1)
6	Time allocated to activities/labs	6	0% (0)	0% (0)	17% (1)	50% (3)	17% (1)	17% (1)
7	Time allocated to lectures	6	0% (0)	83% (5)	0% (0)	17% (1)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	6	50% (3)	50% (3)				
9	Discussions	6	100% (6)	0% (0)				
10	Assignments	6	83% (5)	17% (1)				
11	Activities	6	100% (6)	0% (0)				
12	Labs	6	100% (6)	0% (0)				
13	Instructor	6	100% (6)	0% (0)				
14	Classmates	6	100% (6)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	6	0% (0)	0% (0)	83% (5)	17% (1)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	6	0% (0)	50% (3)	50% (3)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	6	100% (6)	0% (0)				
20	Clarity of expectations and grading	6	50% (3)	50% (3)				
21	Timing of Feedback	6	83% (5)	17% (1)				
22	Challenge of the course	6	100% (6)	0% (0)				
23	Accessibility and usefulness of materials	6	67% (4)	33% (2)				
24	Instructor Communication	6	100% (6)	0% (0)				
25	Support from Instructor	6	83% (5)	17% (1)				
			Enhance	Do not Enhance				
26	Inclusive environment	6	0% (0)	100% (6)				
27	Clarity of expectations and grading	6	67% (4)	33% (2)				
28	Timing of Feedback	6	17% (1)	83% (5)				

29	Challenge of the course	6	0% (0)	100% (6)			
30	Accessibility and usefulness of materials	6	17% (1)	83% (5)			
31	Instructor Communication	6	33% (2)	67% (4)			
32	Support from Instructor	6	17% (1)	83% (5)			
			No	Yes			
34	Student wishes to sign name to comments	6	50% (3)	50% (3)			
			Not Stated	Low	Reasonable	High	V High
36	Instructor's expectations	6	0% (0)	0% (0)	33% (2)	67% (4)	0% (0)
			None	Inconsistent	Not Enough	Enough	Too Much
38	Instructor feedback	6	0% (0)	0% (0)	17% (1)	83% (5)	0% (0)
			Too Late	Timely	Inconsistent		
40	Instructor feedback timely	6	0% (0)	83% (5)	17% (1)		

**Text Responses**

**Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation**

We are all expected to bring our work into class for performance as well as be active in listening to give critiques

Everyone gave valuable feedback and took the time to truly analyze each other.

To be ready to help one another

This class was very collaborative and everyone in the class had high expectations for each other to succeed. It definitely kept me motivated in the class!

We often would read scenes for each other. We also brought in information that usually helped/applied to others in the class.

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

We had a lot of work outside of class in research and construction of informational hubs for ourselves. Within our bullseye as well as where we are going to continue our work

The work load is a lot of individual research, but it's necessary and gave me the motivation to get on it.

The workload was mainly based on in class work and discussions, which was doable but still challenging enough to keep us engaged.

Our homework consisted of developing the following three main focus areas: 1. Bullseye - Your character type, expanding your art, writing, practicing scenes, etc. 2. Landing Pad - The places you are going to become an actor (grad school, another city, etc.) 3. Book - a.k.a your show bible, a binder full of things you would need as an actor on the go (resume, contacts, headshots, scenes, sheet music, etc.)

**If you have any other comments about the learning environment or course, please provide them here**

This was an incredible course in my opinion, I have learned so much and have found so much security in where I am going after I graduate. I think it's definitely a challenging course in all of the research and preparation we do but far from impossible. The only thing I would ask for is a more structured syllabus/outline of what we're going to do day-to-day.

I think it would be great to have the class plan more thoroughly laid out so that we always knew what days we were filming or know for certain we would have time for voice over. I think having more guest speakers would also be really helpful so that everyone got a chance to hear something that directly informs their path.

I really enjoyed this course! It was very personal and I was able to be a part of all of my classmates' acting journeys, while also getting focus on my own from both Noah and my peers.

Come prepared to work! At the end of the day, this class prepares you for what you will be doing as a career one day. Therefore, it needs to be taken with a sense of urgency and seriousness.

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

okay as is.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

Noah has a specific relationship with each person in the class, and we all had different goals for acting and our careers that he helped us pinpoint and discuss. I thought the expectations were high in a good way.

We are expected to come to class with our homework updated and ready to discuss. Since a lot of the work is done outside of class, showing up empty handed is unbeneficial and unproductive for the student because the in-class work cannot be done without the homework.

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

I loved hearing Noah's feedback and how thoroughly he analyzed our work to help us improve. I always felt like I was getting the direct attention I needed to grow as a performer.

Though this class was not very traditional in terms of feedback, I still felt like the comments in class and daily check-ins helped a lot with knowing how I was doing in the course.

okay as is.

**If you have any other comments about the Instructor, please provide them here**

I loved this class! I loved the small class size, inclusive learning environment, focus on each individual, attention to detail, and Noah's knowledge of the theatre industry.

# Colorado State University

Spring 2022, School Music, Theatre, & Dance 13051 TH 400-Lecture Section 2  
 Instructor: Racey, Noah (Primary)



There were: 20 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	2	100% (2)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	2	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)
3	Time allocated to online	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)
5	Time allocated to homework	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)
6	Time allocated to activities/labs	2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)
7	Time allocated to lectures	2	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	2	100% (2)	0% (0)				
9	Discussions	2	100% (2)	0% (0)				
10	Assignments	2	100% (2)	0% (0)				
11	Activities	2	100% (2)	0% (0)				
12	Labs	2	100% (2)	0% (0)				
13	Instructor	2	100% (2)	0% (0)				
14	Classmates	2	100% (2)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	2	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	2	0% (0)	0% (0)	100% (2)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	2	50% (1)	50% (1)				
20	Clarity of expectations and grading	2	50% (1)	50% (1)				
21	Timing of Feedback	2	100% (2)	0% (0)				
22	Challenge of the course	2	100% (2)	0% (0)				
23	Accessibility and usefulness of materials	2	100% (2)	0% (0)				
24	Instructor Communication	2	100% (2)	0% (0)				
25	Support from Instructor	2	50% (1)	50% (1)				
			Enhance	Do not Enhance				
26	Inclusive environment	2	50% (1)	50% (1)				
27	Clarity of expectations and grading	2	0% (0)	100% (2)				

28	Timing of Feedback	2	0% (0)	100% (2)				
29	Challenge of the course	2	50% (1)	50% (1)				
30	Accessibility and usefulness of materials	2	0% (0)	100% (2)				
31	Instructor Communication	2	50% (1)	50% (1)				
32	Support from Instructor	2	50% (1)	50% (1)				
			No	Yes				
34	Student wishes to sign name to comments	2	0% (0)	100% (2)				
			Not Stated	Low	Reasonable	High	V High	
36	Instructor's expectations	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	
			None	Inconsistent	Not Enough	Enough	Too Much	
38	Instructor feedback	2	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	
			Too Late	Timely	Inconsistent			
40	Instructor feedback timely	2	0% (0)	100% (2)	0% (0)			

### Text Responses

#### Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation

Classmate were very supportive and I had a blast

#### Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment

The workload was mainly practicing the moves and I just needed that extra practice so in class I could still learn and be productive.

#### If you have any other comments about the learning environment or course, please provide them here

Learning environment was good I do wish that some of the dance moves were vocally explained. Instead of just hearing a sound and trying to simulate. There are some moved that we can hear and I can now do. But since I was coming into with no tap experience with some of the more complex moves. But overall I thought that it was super good.

#### How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment

timing on feedback was great!

#### Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment

Expectations were clear but the way the feedback was presented was harsh. It was embarrassing to be called out in front of my peers. There was no kindness shown or helpful support.

Expectation was perfect I felt challenge and we communicated early on with what we need to be successful

#### How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment

There was only demand and belittling. Was made to feel like I wasn't welcome there. I hadn't had experience in dance before but only negative feedback was given.

I really liked how we tried each move by selfs to actually hear if we got the move and then got feedback on how we could make it more clear.

#### If you have any other comments about the Instructor, please provide them here

Helpful ideas were given to improve the show by myself and others but were declined by the instructor because it was only his ideas that were viable for the show. Was not an inclusive environment.

All emailing feedback was great and useful

# Colorado State University

Spring 2022, School Music, Theatre, & Dance 20162 TH 192-Seminar Section 1  
Instructor: Racey, Noah (Primary)



There were: 13 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	3	100% (3)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	3	0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	67% (2)
3	Time allocated to online	3	0% (0)	33% (1)	0% (0)	0% (0)	33% (1)	33% (1)
4	Time allocated to projects	3	0% (0)	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)
5	Time allocated to homework	3	33% (1)	0% (0)	67% (2)	0% (0)	0% (0)	0% (0)
6	Time allocated to activities/labs	3	67% (2)	0% (0)	0% (0)	0% (0)	33% (1)	0% (0)
7	Time allocated to lectures	3	33% (1)	0% (0)	33% (1)	33% (1)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	3	33% (1)	67% (2)				
9	Discussions	3	67% (2)	33% (1)				
10	Assignments	3	33% (1)	67% (2)				
11	Activities	3	67% (2)	33% (1)				
12	Labs	3	33% (1)	67% (2)				
13	Instructor	3	33% (1)	67% (2)				
14	Classmates	3	67% (2)	33% (1)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	3	0% (0)	0% (0)	33% (1)	67% (2)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	3	33% (1)	33% (1)	33% (1)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	3	100% (3)	0% (0)				
20	Clarity of expectations and grading	3	0% (0)	100% (3)				
21	Timing of Feedback	3	33% (1)	67% (2)				
22	Challenge of the course	3	67% (2)	33% (1)				
23	Accessibility and usefulness of materials	3	33% (1)	67% (2)				
24	Instructor Communication	3	0% (0)	100% (3)				
25	Support from Instructor	3	33% (1)	67% (2)				
			Enhance	Do not Enhance				
26	Inclusive environment	3	33% (1)	67% (2)				
27	Clarity of expectations and grading	3	100% (3)	0% (0)				
28	Timing of Feedback	3	33% (1)	67% (2)				

29	Challenge of the course	3	33% (1)	67% (2)				
30	Accessibility and usefulness of materials	3	33% (1)	67% (2)				
31	Instructor Communication	3	100% (3)	0% (0)				
32	Support from Instructor	3	67% (2)	33% (1)				
			No	Yes				
34	Student wishes to sign name to comments	3	100% (3)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
36	Instructor's expectations	3	0% (0)	33% (1)	0% (0)	67% (2)	0% (0)	
			None	Inconsistent	Not Enough	Enough	Too Much	
38	Instructor feedback	3	33% (1)	0% (0)	0% (0)	67% (2)	0% (0)	
			Too Late	Timely	Inconsistent			
40	Instructor feedback timely	3	33% (1)	67% (2)	0% (0)			

**Text Responses**

**Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation**

My classmates and I had to really do the most comminating with each other because our ideas and voices where pushed aside in class.

I am one of the people who will always contribute during discussions so I feel as if I am the fallback for many.

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

We just talked and when it was time for the work we weren't given enough time because all we where allowed to do was talk and not work.

Not much work assigned but all homework is assigned rather close to the due date and we are required to work with partners, which can be challenging.

**If you have any other comments about the learning environment or course, please provide them here**

At times we felt as though there was no instruction for the instructor. There was little communication and understanding as well.

Instructor would tell us we are running out of time although he is the one leading each class. Ideas get shut down by instructor rather than discussed. Feels like a hostile environment when discussing. Homework is not posted so students forget what is assigned and instructor gets frustrated when students are confused.

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

Give us feedback! Don't criticize us but gives us useful feedback.

Timing of feedback is alright.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

He doesn't really state them well.

Expectations are to get everything done out of class in the span of 2 days, which is difficult as we all already have a schedule to maintain and when not told about assignments earlier it is difficult.

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

Feedback is given during discussions. Fine as is.



**If you have any other comments about the Instructor, please provide them here**

I feel very belittled in class and my ideas and comments feel unrespected. We are not professionals, we are students learning. That also means we can't abide by your schedule, life happens and we need time.

# Colorado State University

Spring 2022, School Music, Theatre, & Dance 20174 D 160-Lab Section L01

Instructor: Racey, Noah (Primary)



There were: 10 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	3	100% (3)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	3	33% (1)	33% (1)	0% (0)	33% (1)	0% (0)	0% (0)
3	Time allocated to online	3	100% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)
5	Time allocated to homework	3	0% (0)	33% (1)	33% (1)	0% (0)	33% (1)	0% (0)
6	Time allocated to activities/labs	2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)
7	Time allocated to lectures	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	2	0% (0)	100% (2)				
9	Discussions	2	50% (1)	50% (1)				
10	Assignments	2	50% (1)	50% (1)				
11	Activities	2	100% (2)	0% (0)				
12	Labs	2	100% (2)	0% (0)				
13	Instructor	2	100% (2)	0% (0)				
14	Classmates	2	100% (2)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	2	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	2	0% (0)	100% (2)	0% (0)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	2	100% (2)	0% (0)				
20	Clarity of expectations and grading	2	100% (2)	0% (0)				
21	Timing of Feedback	2	100% (2)	0% (0)				
22	Challenge of the course	2	100% (2)	0% (0)				
23	Accessibility and usefulness of materials	2	100% (2)	0% (0)				
24	Instructor Communication	2	50% (1)	50% (1)				
25	Support from Instructor	2	100% (2)	0% (0)				
			Enhance	Do not Enhance				
26	Inclusive environment	2	0% (0)	100% (2)				
27	Clarity of expectations and grading	2	50% (1)	50% (1)				

28	Timing of Feedback	2	0% (0)	100% (2)				
29	Challenge of the course	2	0% (0)	100% (2)				
30	Accessibility and usefulness of materials	2	50% (1)	50% (1)				
31	Instructor Communication	2	50% (1)	50% (1)				
32	Support from Instructor	2	0% (0)	100% (2)				
			No	Yes				
34	Student wishes to sign name to comments	2	100% (2)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
36	Instructor's expectations	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	
			None	Inconsistent	Not Enough	Enough	Too Much	
38	Instructor feedback	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)	
			Too Late	Timely	Inconsistent			
40	Instructor feedback timely	2	0% (0)	100% (2)	0% (0)			

### Text Responses

#### Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment

I found the workload to be reasonable, however the content was worked through quite quickly and seemed to negatively impact class morale and motivation at the beginning.

#### If you have any other comments about the learning environment or course, please provide them here

I found communication at times could be mildly confusing and overwhelming. However I think this semester overall fell into that category and I know it has been a second since you have taught a tap class, so I do not think this was anything intentional and I do feel it improved over time, possibly because we were all getting into the swing of things.

#### Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment

I found a lot was expected of me and my classmates. While it was very nice and pushed me to improve, I also found it very frustrating for myself and others. But I think this comes from you caring about your students, so I do not feel like this is a bad thing at all.

# Colorado State University

Fall 2022, School Music, Theatre, & Dance 69679 TH 192-Seminar Section 1  
 Instructor: Racey, Noah (Primary)



There were: 14 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	2	100% (2)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	2	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)
3	Time allocated to online	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	2	0% (0)	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)
5	Time allocated to homework	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)
6	Time allocated to activities/labs	2	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)
7	Time allocated to lectures	2	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	2	50% (1)	50% (1)				
9	Discussions	2	50% (1)	50% (1)				
10	Assignments	2	50% (1)	50% (1)				
11	Activities	2	50% (1)	50% (1)				
12	Labs	2	50% (1)	50% (1)				
13	Instructor	2	50% (1)	50% (1)				
14	Classmates	2	100% (2)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	2	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	2	50% (1)	50% (1)	0% (0)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	2	50% (1)	50% (1)				
20	Clarity of expectations and grading	2	0% (0)	100% (2)				
21	Timing of Feedback	2	0% (0)	100% (2)				
22	Challenge of the course	2	50% (1)	50% (1)				
23	Accessibility and usefulness of materials	2	50% (1)	50% (1)				
24	Instructor Communication	2	50% (1)	50% (1)				
25	Support from Instructor	2	50% (1)	50% (1)				
			Enhance	Do not Enhance				
26	Inclusive environment	2	50% (1)	50% (1)				
27	Clarity of expectations and grading	2	100% (2)	0% (0)				
28	Timing of Feedback	2	100% (2)	0% (0)				

29	Challenge of the course	2	50% (1)	50% (1)			
30	Accessibility and usefulness of materials	2	50% (1)	50% (1)			
31	Instructor Communication	2	50% (1)	50% (1)			
32	Support from Instructor	2	50% (1)	50% (1)			
			No	Yes			
34	Student wishes to sign name to comments	2	100% (2)	0% (0)			
			Not Stated	Low	Reasonable	High	V High
36	Instructor's expectations	2	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)
			None	Inconsistent	Not Enough	Enough	Too Much
38	Instructor feedback	2	50% (1)	0% (0)	0% (0)	50% (1)	0% (0)
			Too Late	Timely	Inconsistent		
40	Instructor feedback timely	2	50% (1)	50% (1)	0% (0)		

**Text Responses**

**Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation**

It seemed to me personally that I was being told what to do by people who didn't want to do any of the work themselves.

n/a

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

It was between "not enough to keep me engaged" or "too much, overwhelming". When you spend the first half of the class talking about anything under the sun and not doing any work; then all of a sudden jumping into a huge project SUPER last minute you feel disengaged AND overwhelmed. Instead of wasting time the first chunk of the semester, maybe we should set real deadlines for our show and stick to them.

n/a

**If you have any other comments about the learning environment or course, please provide them here**

Fundamentally both the instructor himself and the foundation of the course need a lot of changes. Feedback I get the last week of the semester provides no opportunity to ask follow up questions or even know if I'm doing anything right. Being a tech theatre student in that class feels absurd. Technical aspects of our project felt rushed and he put too much pressure on us to do so much last minute. (If he even wants you to do anything at all some students had no say or contribution on the tech for our show because they were just "tech".) If this course cares enough to make this more engaging for tech theatre, give us a script BEFORE thanksgiving break and let the techies have meetings and speak to the professor. The rest of class was as painful as it was nerve racking. We. Discussed. Everything. More often than not we discussed things twice or three times. And those discussions feel limited when the professor comes off as rude if you say something he disagrees with. And he gave me a 6/10 even though I showed up to every class on time and contributed when I felt comfortable. (Of course I got that feedback long after our therapy circle ended.) I gained nothing from these discussions . If the goal was to bond with peers it had an opposite effect on me. I LOATHED whenever anyone would talk about their feelings for over ten minutes. And we didn't even use material from those discussions in our project so what was the point?

It took a really long time for grades to get put in. Specifically the personal story assignment. It was done in September and grades didn't get put in until the first week of December. It is unclear what the expectation for the journals are and how exactly they will be graded. It is unclear how discussions are being graded.

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

PLEASE GRADE IN A TIMELY MANNER. If I had known I'd barley pass the discussions I would have tried to shift. I would have tried to engage more but now that I got it just yesterday, it's useless now.

n/a

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

News flash, we can't read minds. When you ask for clarification he comes off as irritable and rude. And if he asks you a question don't bother trying to answer. He'll interrupt you too many times to let you get a single word out. It feels like he targets people to just be rude to.

n/a

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

Grade at a reasonable pace. This last week of the semester is not a reasonable time to choose to grade. And when it's this late in the semester a comment or two wouldn't kill him. Why did I get a 6/10? Showed up to every class on time and contributed when I felt comfortable. What did I miss?

n/a

**If you have any other comments about the Instructor, please provide them here**

This class and this professor is a joke. Biggest waste of my education ever. If you think theatre is a respectable major take this class and I hate tee you'll change your mind. The only good thing this class gave me was something to complain to my peers about.

n/a

# Colorado State University

Fall 2022, School Music, Theatre, & Dance 69956 TH 400-Practicum Section 2

Instructor: Racey, Noah (Primary)



There were: 15 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	1	100% (1)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)
3	Time allocated to online	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)
5	Time allocated to homework	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)
6	Time allocated to activities/labs	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
7	Time allocated to lectures	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	1	100% (1)	0% (0)				
9	Discussions	1	100% (1)	0% (0)				
10	Assignments	1	0% (0)	100% (1)				
11	Activities	1	100% (1)	0% (0)				
12	Labs	1	0% (0)	100% (1)				
13	Instructor	1	100% (1)	0% (0)				
14	Classmates	1	100% (1)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	1	0% (0)	0% (0)	100% (1)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	1	100% (1)	0% (0)				
20	Clarity of expectations and grading	1	100% (1)	0% (0)				
21	Timing of Feedback	1	100% (1)	0% (0)				
22	Challenge of the course	1	100% (1)	0% (0)				
23	Accessibility and usefulness of materials	1	100% (1)	0% (0)				
24	Instructor Communication	1	100% (1)	0% (0)				
25	Support from Instructor	1	100% (1)	0% (0)				
			Enhance	Do not Enhance				
26	Inclusive environment	1	0% (0)	100% (1)				
27	Clarity of expectations and grading	1	0% (0)	100% (1)				

28	Timing of Feedback	1	0% (0)	100% (1)				
29	Challenge of the course	1	0% (0)	100% (1)				
30	Accessibility and usefulness of materials	1	0% (0)	100% (1)				
31	Instructor Communication	1	0% (0)	100% (1)				
32	Support from Instructor	1	0% (0)	100% (1)				
			No	Yes				
34	Student wishes to sign name to comments	1	100% (1)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
36	Instructor's expectations	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	
			None	Inconsistent	Not Enough	Enough	Too Much	
38	Instructor feedback	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	
			Too Late	Timely	Inconsistent			
40	Instructor feedback timely	1	0% (0)	100% (1)	0% (0)			

Text Responses	
<b>Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation</b>	My classmates/peers' expectations for me are reasonable and high in order to make a great artistic product.
<b>Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment</b>	The workload is a lot to put on a musical! But doable and fun.
<b>If you have any other comments about the learning environment or course, please provide them here</b>	The whole production team set up an inclusive, supportive environment.
<b>How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment</b>	Timing was fine.
<b>Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment</b>	Noah Racey challenged me in a great way.
<b>How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment</b>	The feedback is ideal.
<b>If you have any other comments about the Instructor, please provide them here</b>	Noah Racey is a great director. It was a pleasure getting to work with him and put this show together.



# Colorado State University

Fall 2022, School Music, Theatre, & Dance 73954 TH 371-Lecture Section 1

Instructor: Racey, Noah (Primary)



There were: 15 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	2	100% (2)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	2	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)
3	Time allocated to online	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	2	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)
5	Time allocated to homework	2	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)
6	Time allocated to activities/labs	2	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)
7	Time allocated to lectures	2	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	1	0% (0)	100% (1)				
9	Discussions	1	100% (1)	0% (0)				
10	Assignments	2	50% (1)	50% (1)				
11	Activities	2	100% (2)	0% (0)				
12	Labs	1	100% (1)	0% (0)				
13	Instructor	1	0% (0)	100% (1)				
14	Classmates	2	100% (2)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	2	0% (0)	0% (0)	100% (2)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	2	0% (0)	100% (2)				
20	Clarity of expectations and grading	2	50% (1)	50% (1)				
21	Timing of Feedback	2	50% (1)	50% (1)				
22	Challenge of the course	2	100% (2)	0% (0)				
23	Accessibility and usefulness of materials	2	50% (1)	50% (1)				
24	Instructor Communication	1	0% (0)	100% (1)				
25	Support from Instructor	1	0% (0)	100% (1)				
			Enhance	Do not Enhance				
26	Inclusive environment	2	100% (2)	0% (0)				
27	Clarity of expectations and grading	2	100% (2)	0% (0)				
28	Timing of Feedback	2	50% (1)	50% (1)				

29	Challenge of the course	2	0% (0)	100% (2)			
30	Accessibility and usefulness of materials	2	100% (2)	0% (0)			
31	Instructor Communication	2	100% (2)	0% (0)			
32	Support from Instructor	2	100% (2)	0% (0)			
			No	Yes			
34	Student wishes to sign name to comments	2	100% (2)	0% (0)			
			Not Stated	Low	Reasonable	High	V High
36	Instructor's expectations	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)
			None	Inconsistent	Not Enough	Enough	Too Much
38	Instructor feedback	2	0% (0)	50% (1)	0% (0)	50% (1)	0% (0)
			Too Late	Timely	Inconsistent		
40	Instructor feedback timely	2	0% (0)	50% (1)	50% (1)		

**Text Responses**

**Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation**

n/a

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

Work was given little instruction and for most of the class I was lost.

**If you have any other comments about the learning environment or course, please provide them here**

I would love to learn more about history instead of only taking one day to teach a whole decade in one class period. I feel like I lost out on a lot of important information. Also, when we did have a lecture, it was very unenthusiastic and there was no passion behind the teaching and nothing for me was retained. When Patricia Goble came in to teach, I learned so much about the history and how everything intertwines and a lot of info on influential people. This also goes for our rep song workshops. I know this class is new, but changes do need to be made because I do feel as though I missed out on a lot of useful information that could have helped aid my research and performances within this class.

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

Grading and organization were another issue for me. The class was all over the place in terms of instructions, organizing any aspect of the class, and not knowing what specifically is asked of us and what expectations to go off by. This class made me feel lost and unorganized and not know what was coming next. I also feel that sometimes I learned nothing from the workshops we did with our songs. I don't know if it was how things were said or implied, but it made me lost and felt like I was doing this class by myself.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

Expectations were never clear.

# Colorado State University

## Spring 2023, School Music, Theatre, & Dance 21175 TH 450-Lecture Section 1

Instructor: Racey, Noah (Primary)



There were: 10 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	1	100% (1)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	1	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)
3	Time allocated to online	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)
5	Time allocated to homework	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)
6	Time allocated to activities/labs	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
7	Time allocated to lectures	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	1	0% (0)	100% (1)				
9	Discussions	1	0% (0)	100% (1)				
10	Assignments	1	0% (0)	100% (1)				
11	Activities	1	100% (1)	0% (0)				
12	Labs	1	0% (0)	100% (1)				
13	Instructor	1	0% (0)	100% (1)				
14	Classmates	1	100% (1)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	1	100% (1)	0% (0)	0% (0)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	1	0% (0)	100% (1)				
20	Clarity of expectations and grading	1	0% (0)	100% (1)				
21	Timing of Feedback	1	0% (0)	100% (1)				
22	Challenge of the course	1	0% (0)	100% (1)				
23	Accessibility and usefulness of materials	1	0% (0)	100% (1)				
24	Instructor Communication	1	100% (1)	0% (0)				
25	Support from Instructor	1	0% (0)	100% (1)				
			Enhance	Do not Enhance				
26	Inclusive environment	1	100% (1)	0% (0)				
27	Clarity of expectations and grading	1	100% (1)	0% (0)				

28	Timing of Feedback	1	0% (0)	100% (1)				
29	Challenge of the course	1	100% (1)	0% (0)				
30	Accessibility and usefulness of materials	1	100% (1)	0% (0)				
31	Instructor Communication	1	0% (0)	100% (1)				
32	Support from Instructor	1	100% (1)	0% (0)				
			<b>No</b>	<b>Yes</b>				
34	Student wishes to sign name to comments	1	100% (1)	0% (0)				
			<b>Not Stated</b>	<b>Low</b>	<b>Reasonable</b>	<b>High</b>	<b>V High</b>	
36	Instructor's expectations	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	
			<b>None</b>	<b>Inconsistent</b>	<b>Not Enough</b>	<b>Enough</b>	<b>Too Much</b>	
38	Instructor feedback	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	
			<b>Too Late</b>	<b>Timely</b>	<b>Inconsistent</b>			
40	Instructor feedback timely	1	0% (0)	0% (0)	100% (1)			

# Colorado State University

Spring 2023, School Music, Theatre, & Dance 21193 TH 372-Lecture Section 1

Instructor: Racey, Noah (Primary)



There were: 14 possible respondents.

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	2	100% (2)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	2	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)	0% (0)
3	Time allocated to online	2	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	2	0% (0)	50% (1)	0% (0)	0% (0)	50% (1)	0% (0)
5	Time allocated to homework	2	50% (1)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)
6	Time allocated to activities/labs	2	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)
7	Time allocated to lectures	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)
			Impact	No Impact				
8	Lectures	2	100% (2)	0% (0)				
9	Discussions	2	100% (2)	0% (0)				
10	Assignments	1	100% (1)	0% (0)				
11	Activities	2	100% (2)	0% (0)				
12	Labs	2	50% (1)	50% (1)				
13	Instructor	2	100% (2)	0% (0)				
14	Classmates	2	100% (2)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	2	0% (0)	50% (1)	50% (1)	0% (0)		
			Strength	Not Strength				
19	Inclusive environment	2	100% (2)	0% (0)				
20	Clarity of expectations and grading	2	100% (2)	0% (0)				
21	Timing of Feedback	2	100% (2)	0% (0)				
22	Challenge of the course	2	100% (2)	0% (0)				
23	Accessibility and usefulness of materials	1	100% (1)	0% (0)				
24	Instructor Communication	2	100% (2)	0% (0)				
25	Support from Instructor	2	100% (2)	0% (0)				
			Enhance	Do not Enhance				
26	Inclusive environment	2	50% (1)	50% (1)				
27	Clarity of expectations and grading	1	0% (0)	100% (1)				

28	Timing of Feedback	2	0% (0)	100% (2)				
29	Challenge of the course	2	0% (0)	100% (2)				
30	Accessibility and usefulness of materials	2	50% (1)	50% (1)				
31	Instructor Communication	2	50% (1)	50% (1)				
32	Support from Instructor	1	0% (0)	100% (1)				
			No	Yes				
34	Student wishes to sign name to comments	2	100% (2)	0% (0)				
			Not Stated	Low	Reasonable	High	V High	
36	Instructor's expectations	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	
			None	Inconsistent	Not Enough	Enough	Too Much	
38	Instructor feedback	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)	
			Too Late	Timely	Inconsistent			
40	Instructor feedback timely	2	0% (0)	100% (2)	0% (0)			

Text Responses	
<b>Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation</b>	classmates expect each other to come in prepared to sing in class having spent sometime working on it before and ready to perform.
<b>Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment</b>	Its a fast turnaround, at times too fast but over all it was a good challenge and if aware of the dates it was doable.
<b>If you have any other comments about the learning environment or course, please provide them here</b>	I really enjoyed exploring and taking risks in class I felt like the environment was safe and supportive with pressure to grow and challenge one's self
<b>Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment</b>	come in prepared, ready to sing and perform, and positive

# Colorado State University

Fall 2023, School Music, Theatre, & Dance 75026 TH 373-Lecture Section 1

Instructor: Racey, Noah (Primary)



	Question Text	N	Agree	Not Agree	IDK		
1	Abide by the CSU Principles of Community	2	100% (2)	0% (0)	0% (0)		
			None	1-20%	21-40%	41-60%	61-80% 81-100%
2	Time allocated to discussion	2	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)
3	Time allocated to online	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	2	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)
5	Time allocated to homework	2	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)
6	Time allocated to activities/labs	2	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)
7	Time allocated to lectures	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)
			Impact	No Impact			
8	Lectures	2	50% (1)	50% (1)			
9	Discussions	2	100% (2)	0% (0)			
10	Assignments	2	100% (2)	0% (0)			
11	Activities	2	100% (2)	0% (0)			
12	Labs	2	100% (2)	0% (0)			
13	Instructor	2	100% (2)	0% (0)			
14	Classmates	2	100% (2)	0% (0)			
			Not Stated	Low	Reason-able	High	V High
15	Classmates/peer expectations for student to contribute	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)
			Not Enough	Reason-able	Chall-enging	Over-whelming	
17	Course workload	2	0% (0)	50% (1)	50% (1)	0% (0)	
			Strength	Not Strength			
19	Inclusive environment	2	100% (2)	0% (0)			
20	Clarity of expectations and grading	2	0% (0)	100% (2)			

21	Timing of Feedback	2	100% (2)	0% (0)			
22	Challenge of the course	2	100% (2)	0% (0)			
23	Accessibility and usefulness of materials	2	100% (2)	0% (0)			
24	Instructor Communication	2	100% (2)	0% (0)			
25	Support from Instructor	2	100% (2)	0% (0)			
			Enhance	Do not Enhance			
26	Inclusive environment	2	0% (0)	100% (2)			
27	Clarity of expectations and grading	2	100% (2)	0% (0)			
28	Timing of Feedback	2	0% (0)	100% (2)			
29	Challenge of the course	2	0% (0)	100% (2)			
30	Accessibility and usefulness of materials	2	0% (0)	100% (2)			
31	Instructor Communication	2	50% (1)	50% (1)			
32	Support from Instructor	2	0% (0)	100% (2)			
			No	Yes			
34	Student wishes to sign name to comments	2	50% (1)	50% (1)			
			Not Stated	Low	Reasonable	High	V High
36	Instructor's expectations	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)
			None	Inconsistent	Not Enough	Enough	Too Much
38	Instructor feedback	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)
			Too Late	Timely	Inconsistent		
40	Instructor feedback timely	2	0% (0)	100% (2)	0% (0)		

**Text Responses**

**Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation**

We're all doing partner work and reflecting and critiquing each other's performances- we gotta show up for one another!

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**



The workload is mainly memorizing lines and lyrics and rehearsing a scene with a partner. We have to fill out a character (GOAT) sheet for each scene, but they usually don't take too terribly long and considering we only have three scenes for the semester, it's perfectly manageable.

**If you have any other comments about the learning environment or course, please provide them here**

I love our new system of reflecting and giving feedback to one another, I think it greatly strengthens our ability to engage critically with our art form and also to help ourselves improve. The expectations for this grading system are very clear, as we built the rubric ourselves; however, I think it can be a little nebulous as to what steps one needs to take in order to get a better grade in the class as a whole.

Noah, I think you have to actively grade assignments. I think that there is an interesting aspect to self-grading and meeting at the end of the semester, but it is so wishy-washy that way and it doesn't lend itself to a very cohesive class. I think the benefit of seeing grades throughout the semester gives you a visual of how the class is progressing and how you are doing. I believe it is more important to learn and get something out of the class than get an A, but you also have to get a certain grade point average to maintain scholarships, reach a certain letter to get credit, etc. Having that ultimate letter be a big question mark I found quite stressful and overwhelming and I have thought about it a lot because I wasn't able to track my process. I just think you have to grade things as you go. You could always have an assignment that is like grade yourself on how you feel your growth was, or lets talk about what you learned and what could improve if you wanted to keep that aspect, but I think you gotta grade stuff.

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

I actually would love to get your rubrics filled out for our songs too, not just our classmates. I can write down as many notes as I want, but sometimes your brain doesn't process everything in the moment it is told to you, so having something physical to refer back to might be really beneficial.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

We laid out the exact specifics of what we're looking for in each scene in our rubric! And we hold ourselves to a very high standard of performance, always looking to improve.

**If you have any other comments about the Instructor, please provide them here**

Noah, I have learned the most from you this semester than any semester I have had you before. I dunno what changed but I feel like the way you communicate with students is clearer, there is more knowledge in the air, and I really appreciate how ready to talk about your class you are. I think that is a real strength and if you have changed anything about the way you are teaching, keep doing it. Or maybe I am just older, who knows.

# Colorado State University

Fall 2023, School Music, Theatre, & Dance 75028 TH 373-Lab Section L01

Instructor: Racey, Noah (Primary)



	Question Text	N	Agree	Not Agree	IDK		
1	Abide by the CSU Principles of Community	1	100% (1)	0% (0)	0% (0)		
			None	1-20%	21-40%	41-60%	61-80 % 81-100 %
2	Time allocated to discussion	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)
3	Time allocated to online	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	1	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)
5	Time allocated to homework	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)
6	Time allocated to activities/labs	1	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)
7	Time allocated to lectures	1	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)
			Impact	No Impact			
8	Lectures	1	100% (1)	0% (0)			
9	Discussions	1	100% (1)	0% (0)			
10	Assignments	1	0% (0)	100% (1)			
11	Activities	1	100% (1)	0% (0)			
12	Labs	1	100% (1)	0% (0)			
13	Instructor	1	0% (0)	100% (1)			
14	Classmates	1	100% (1)	0% (0)			
			Not Stated	Low	Reason-able	High	V High
15	Classmates/peer expectations for student to contribute	1	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)
			Not Enough	Reason-able	Chall-enging	Over-whelming	
17	Course workload	1	0% (0)	100% (1)	0% (0)	0% (0)	
			Strength	Not Strength			
19	Inclusive environment	1	0% (0)	100% (1)			

20	Clarity of expectations and grading	1	0% (0)	100% (1)		
21	Timing of Feedback	1	0% (0)	100% (1)		
22	Challenge of the course	1	0% (0)	100% (1)		
23	Accessibility and usefulness of materials	1	0% (0)	100% (1)		
24	Instructor Communication	1	0% (0)	100% (1)		
25	Support from Instructor	1	0% (0)	100% (1)		
			<b>Enhance</b>	<b>Do not Enhance</b>		
26	Inclusive environment	1	100% (1)	0% (0)		
27	Clarity of expectations and grading	1	100% (1)	0% (0)		
28	Timing of Feedback	1	100% (1)	0% (0)		
29	Challenge of the course	1	100% (1)	0% (0)		
30	Accessibility and usefulness of materials	1	100% (1)	0% (0)		
31	Instructor Communication	1	100% (1)	0% (0)		
32	Support from Instructor	1	100% (1)	0% (0)		
			<b>No</b>	<b>Yes</b>		
34	Student wishes to sign name to comments	1	100% (1)	0% (0)		
			<b>Not Stated</b>	<b>Low</b>	<b>Reasonable</b>	<b>High</b>
36	Instructor's expectations	1	100% (1)	0% (0)	0% (0)	0% (0)
			<b>Too Late</b>	<b>Timely</b>	<b>Inconsistent</b>	
40	Instructor feedback timely	1	0% (0)	0% (0)	100% (1)	

**Text Responses**

**Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation**

I think my classmates in this course were truthfully the most valuable parts of it because they were able to give criticisms that were more comprehensive and kinder than my professor ever could. However, his system of assigning duets did help encourage this and allowed for students to work more directly together and hold each other to these higher standards than if the class had been formatted differently.

**Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment**

Workload was fine and doable but instructions were mostly unclear and vague and deadlines were often changed or clarified in the last minute or after the supposed deadline had already passed.

**If you have any other comments about the learning environment or course, please provide them here**

Noah Racey has failed for years to create an environment wherein students feel supported, heard, or included. He oftentimes singles out students for their mistakes and issues in unprofessional ways as well as assuming identities and explaining someone's own existing identity to them (e.g. he explained what a one night stand was like for a woman to one of my classmates - who is a woman and he is not). He is unapproachable at best and maliciously manipulative at worst. He frequently gaslights his students into believing he has already covered a deadline or requirement despite never having clearly said it or publishing it on Canvas - the tool recommended to him and one that should be simple to utilize. Many students feel uncomfortable in his presence and I whole heartedly agree. He is not someone I would trust with anything remotely personal or even surface level actually which feels contradictory considering his typical approach to acting (e.g. asking us to find personal relations to the scene/song - which I don't want to share with him)

**How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment**

We had feedback in class after performances and that was quick to receive but any grades or feedback online was inputted 2 days prior to grades being due to CSU. It was nice to get in person quick feedback from him and classmates but would have been nice to have some actual notes on canvas shortly after the class to reflect back on so we could ensure his wants weren't being lost in our notes and that we could maintain consistency because his notes would change from class to class period arbitrarily.

**Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment**

If there were learning objectives outlined for this class they weren't clearly stated by the professor. He had us come up with our own rubrics together - which is a massive step up from previous classes I have taken with Noah Racey wherein there was no rubric at all - which we used during performances and I do feel as though I got better at giving and getting feedback but in terms of the actual work of acting in the class I don't feel as though I was supported or well taught. This is in part because he has a clear inability to comprehend that perhaps his teaching methods do not work for ALL students and he is rigid in his teaching which is not only an antiquated way of thinking and teaching but also one that is also a blatant disregard for CSU's mission towards inclusive excellence. He had also set out for the class to specifically cover the transition moving from speaking to singing in a smooth and energized way and vice versa. I was truly excited for this and for the first songs we performed this did happen and was a good aspect of the course but after our first song assignments we no longer all had scenes/songs that started or even ended with a scene so that aspect of the class was lost for many students - ironic considering the class is titled "Scene To Song". I did appreciate how much he put into having students understand how to critique each other as this is a helpful tool when you move into the real world of theatre.

**How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment**

We had feedback in class, as I said, which was useful but got confusing as he wouldn't share his notes online with us so when we'd come in for the next class and he'd contradict himself or something he had told us to do we had nothing to really prove that and he would manipulate the class into believing that was what he had always said and that we were just making excuses. He also offered no online feedback for submissions aside from the \*occasional\* Canvas response that told us to edit a scene analysis but it was not specific or especially clear what needed to be edited. We also did not have any number grades until the very last week of class where we would meet with him for 30 minutes and would discuss the grade for the entire class. In Canvas I literally had a N/A for the grade in this course until 12/17 where he put in an % 80 over all but no specific grades for any of the assignments except for our mainstage review essay. This essay also only provided a 3 sentence instruction on Canvas with no information on how much this portion would be weighted or any of the other written assignments, such as the 4-8 reflections we would submit every week or the 6 total scene analyses we completed throughout the course of the class. This made it nearly impossible to gauge where my final GPA would end up during finals week which is a direct hindrance to our academic success at CSU. Additionally, despite admitting to the fact that he is a dancer first and singer second he would give us notes on how to sing that were actually notes which, if truthfully followed through on, would lead to intense vocal damage and were in no way valuable. We also gained almost all our feedback from peers and very limited amount from the professor. In short, while it was nice to have feedback in person we had nothing to base grades off of or any way to plan ahead as the syllabus frequently changed and he made new unexpected rules in the course at the drop of a hat.

**If you have any other comments about the Instructor, please provide them here**

I understand that Noah Racey has a great deal of personal experience in the Broadway world and that is useful but his teaching style and clear lack of classroom organization, communication, respect for others, and inability to take accountability for his own mistakes has made his courses into a dreaded experience for many CSU MT students. Not because they are especially challenging or rigorous but because he has no basis for respecting the academic aspects of a BA program and treats simply like a BFA despite the fact that we are not gaining that degree type. He is unable to incorporate the academic values of a BA in the college of the liberal arts - so much so that I was genuinely shocked to discover that he had even been to college. He makes a mockery out of the institutions upon which CSU was founded and makes the MT program look like a joke.