2010 – 2011 Assessment Report

Bachelor of Arts in Theatre Program

Department of Art, Communication and Theatre
Southeastern Oklahoma State University

Submitted: September 2011

Aaron Adair, Ph.D., Director of Theatre/Associate Professor of Theatre
Riley Coker, M.F.A., Assistant Professor of Theatre
Kathleen Hardgrove, M.F.A., Assistant Professor of Theatre
Dell McLain, M.F.A., Chair of Art, Communication, and Theatre/Professor of Theatre
Table of Contents

Program Mission Statement ..................................................................................................................3

Program Options ................................................................................................................................3

Program Objectives/Outcomes ...........................................................................................................3

Assessment Methods of Each Program Outcome with Supporting Data ...........................................4
  Assessment Categories

Program Strengths and Weaknesses with Supporting Data ..............................................................5
  Summary of Data

Comparisons of Web-Based and In-Class Delivery .........................................................................8

Modifications .....................................................................................................................................8
  Explanation
  Previous Modifications
  Anticipated Modifications

Resources ............................................................................................................................................9

Faculty ...............................................................................................................................................10

Signatures .........................................................................................................................................10

Program Information .........................................................................................................................11
PROGRAM MISSION STATEMENT

The mission of the theatre program is to provide students with important facets of our cultural heritage through recreating historical as well as contemporary drama and musical theatre productions. It also qualifies students for entry into professional companies and graduate programs at other institutions. Finally it improves the cultural, artistic, extracurricular and academic environment of Southeastern Oklahoma through exposure to live presentations of quality dramatic literature.

PROGRAM OPTIONS

The Acting/Directing option allows majors to receive training in various acting methods, styles and historical periods that will give the student an overall understanding of the craft of acting. A vigorous production season provides ample opportunity for on-stage experiences in the option.

The Technical Theatre/Design option focuses on the “behind the scenes” aspect of theatre. Students learn through coursework and practical application methodologies used to create visual and auditory imagery on the stage.

The Arts Management option affords majors the opportunity for hands on experience in the stage management, marketing, promotion and administrative aspects of the theatre. This option includes meaningful cross-curricular courses in communication and business.

The Musical Theatre option offers training in music, dance, vocal performance, and acting. The option, which contains rigorous production and historical elements, prepares majors for a myriad of professional opportunities including touring companies, theme parks, cruise ships, and regional theatres.

PROGRAM OUTCOMES/OBJECTIVES

OUTCOME/OBJECTIVE #1: Train the theatre student as a skilled theatre practitioner.

OUTCOME/OBJECTIVE #2: Provide professional development and resources in the various facets of theatre in local, regional, national, and international programs.

OUTCOME/OBJECTIVE #3: Present developmental for career choices including acting, directing, scenic design, lighting design, costume design, theatre management, promotion and publicity, and musical theatre.

OUTCOME/OBJECTIVE #4: Demonstrate sufficient skill sets necessary to demonstrate theatre techniques in a professional environment.
OUTCOME/OBJECTIVE #5: Continually develop a theatre training program recognized by academic programs and professional theatre organizations as having produced quality theatre practitioners.

OUTCOME/OBJECTIVE #6: Model and foster a work ethic necessary for employment in professional theatre organizations and venues.

ASSESSMENT METHODS

Assessment Categories:

A. Entry level as freshman or transfer in addition to ACT and SAT
   1. Audition / Portfolio (Objectives 1, 3, 4, 5, 6)
   2. Interview with Theatre faculty (Objectives 1, 2, 4, 6)

Entry-level assessment is used to determine student preparation when entering the program. Deficiencies are identified and projects determined to aid the student.

B. Mid-level (after first six courses): Introduction to Theatre, Introduction to Acting, Introduction to Technical Theatre, Theatre History (2 courses), and Fundamentals of Theatre Design.
   1. Production evaluations (Objectives 1, 2, 3, 4, 5, 6)
   2. Interview with Theatre faculty (Objectives 1, 2, 4, 6)
   3. Portfolio / Audition / Jury (Objectives 1, 2, 3, 4, 5, 6)

Mid-level assessment is used to monitor student progress, identify potential deficiencies and recommend additional project or coursework to correct such deficiencies.

C. Exit level from program
   1. Reviewed Portfolio / Audition / Jury (Objectives 1, 2, 3, 4, 5, 6)
   2. Interview with Theatre faculty (Objectives 1, 2, 3, 4, 5, 6)
   3. Outside critical evaluation (Objectives 1, 2, 3, 4, 5, 6)

This includes the American College Theatre Festival (ACTF), United States Institute for Theatre Technology (USITT), Oklahoma Speech Theatre Communication Association (OSTCA), or National Association of Teachers of Singing (NATS).

   1. Senior project or Capstone Experience (Objectives 2, 3, 4, 5, 6)

Exit level assessment is used to determine student readiness for graduate work or the professional field.
D. Major/Minor End-of-Year Survey

1. Multiple choice online survey (Objectives 1, 2, 3, 4, 5, 6)
2. Theatre Faculty results analysis (Objectives 1, 2, 3, 4, 5, 6)
3. Outside critical evaluation (Objectives 1, 2, 3, 4, 5, 6)

E. Alumni Survey and Tracking

1. Social Network Questionnaire (Objectives 1, 2, 3, 4, 5, 6)
2. Theatre Faculty results analysis (Objectives 1, 2, 3, 4, 5, 6)
3. Outside critical evaluation (Objectives 1, 2, 3, 4, 5, 6)

PROGRAM STRENGTHS AND WEAKNESSES WITH SUPPORTING DATA

Summary of Data –

A. Audition / Interview: (Objectives 1, 3, 4, 5, 6)
   1. The strengths in this data relate to the high productivity of the students and faculty. Healthy opportunities to view student progress in variant style of performance abound.

B. End of Semester Reviews: (Objectives 1, 2, 4, 6)
   1. Departing seniors and graduates were asked to reveal what changes they would like to see in program.
   2. Students desire more performing and designing opportunities in the mainstage season.
   3. Alternative forms of theatre explored in the production season.
   4. Greater adherence in disciplinary enforcement of program expectations and professional norms.

C. Juries: (Objectives 1, 2, 3, 4, 5, 6)
   1. This form of evaluation provides opportunity for faculty to track student progress in vocal development.

D. Final Projects: (Objectives 1, 2, 3, 4, 5, 6)
   1. The volume of projects attests to the faculty commitment to providing maximum opportunity for students to demonstrate their abilities.

E. Student Achievement Awards: (Objectives 3, 4, 5, 6)
   1. Recognition of student achievement congratulates excellence, while encouraging others to push themselves further.
F. Advanced Projects: (Objectives 1, 2, 3, 4, 5, 6)
   1. While the number is satisfactory, more can be done to ensure quality in these projects. Students indicated a desire to explore innovative project forms.

G. Senior Capstone Experience (SCE): (Objectives 3, 4, 5, 6)
   1. Students and faculty would like to see a greater emphasis on projects that either explore theatre forms for the sake of exploration of the art form; or projects which could have a professional significance beyond graduation.

H. USITT: (Objectives 3, 4, 5, 6)
   1. Student participation in this organization needs to be monitored as to the benefits to the Technical Theatre/Design Option.

I. Professional Employment: (Objectives 4, 5, 6)
   1. We continue to grow in this area. More can be done to encourage students to participate in regional and national auditions.
   2. Awareness of national and regional auditions needs to be increased.
   3. Acting auditions need to be juried in preparation for the national and regional auditions.
   4. Technical portfolios need to be juried in preparation for the national and regional auditions.

J. Student Placement: (Objectives 4, 5, 6)
   1. Student placement in graduate programs remains steady at 20% of graduating seniors within the first year of undergraduate degree conferment at SOSU

K. OSTCA and SE Brainstorm Research Week: (Objectives 1, 2)
   1. This increase in our presentation of scholarly papers is a testament to the assessment and modification program begun three years ago. We are pleased with the progress in this area.

L. Targeted Academic Courses: (Objectives 1, 2, 3, 4, 5, 6)
   1. THTR 1152.1 (Dance I) – 13 students assessed
      a. 12 students out of 13 completed the course with a “C” or better grade
      b. Tools used to assess learning included:
         i. Midterm Evaluation
         ii. Final Evaluation
         iii. Laboratory (physical movement)
      c. Successful outcomes included evaluations and immediate feedback provided to improve muscle tone and strength as well as technique
      d. Strategies needed to improve the course include more one-on-one instruction and more spaces for technique and development rehearsals
2. THTR 1183.1 and W1 (Film Appreciation) – 100 students assessed
   a. 80 students out of 100 completed the course with a “C” or better grade
   b. Tools used to assess learning included:
      i. Quizzes
      ii. Tests
      iii. Discussion Postings
      iv. Attendance
      v. Film Analysis Midterm
      vi. Film Analysis Final
   c. Successful outcomes included quizzes and tests to determine content knowledge while taking course, and critical thinking and writing skills with film analysis writing component
   d. Strategies needed to improve the course include clearer communication between instructor and student and more opportunities for peer-to-peer communication

3. THTR 2183.1 and W1 (Film Genres) – 95 students assessed
   a. 62 students out of 95 completed the course with a “C” or better grade
   b. Tools used to assess learning included:
      i. Quizzes
      ii. Tests
      iii. Discussion Postings
      iv. Attendance
      v. Film Analysis Midterm
      vi. Film Analysis Final
   c. Successful outcomes included quizzes and tests to determine content knowledge while taking course, and critical thinking and writing skills with film analysis writing component
   d. Strategies needed to improve the course include clearer communication between instructor and student and more opportunities for peer-to-peer communication

4. THTR 3432.1 (Directing) – 4 students assessed
   a. 4 students out of 4 completed the course with a “C” or better grade
   b. Tools used to assess learning included:
      i. Literature Review
      ii. Director’s Notebooks
      iii. Rehearsal Process
      iv. Final Performances at Dramapalooza
   c. Successful outcomes included exams and homework to determine content knowledge during course, and evidence of abilities in current academic research presentation methods
d. Strategies needed to improve the course include more rehearsals, closer engagement in theory and scene analysis, and more peer-to-peer engagement in feedback.

5. THTR 4250.1 (Dance Company) – 10 students assessed
   a. 10 out of 10 students completed the course with a “C” or better grade
   b. Tools used to assess learning included:
      i. Rehearsals
      ii. Solo performances
      iii. Ensemble performances
      iv. Final presentation
   c. Successful outcomes included improved knowledge of theatre literature and performance skills enhancement through rehearsals and final performance
   d. Strategies needed to improve the course include more rehearsals, closer engagement in theory and scene analysis, and more peer-to-peer engagement in feedback

COMPARISONS OF WEB-BASED AND IN-CLASS DELIVERY

While certain Theatre courses, specifically those listed as General Education courses, lend themselves to greater success in web-based delivery than others (specifically performance courses in acting, musical theatre, and dance), the Theatre program continues its partnership with the Office of Academic Computing in both the academic and artistic components of the program.

Theatre at Southeastern continues offerings of Internet-based courses in THTR 1143, 1183, 2183, and 3183 during the academic year and summer sessions, and continually investigate and gather assessment materials from others comparable university programs that offer similar arts education courses in their respective institutions.

MODIFICATIONS

Explanation –

While no national data as such exists to accurately reflective the performance values of various courses offered in Theatre, the achievements in the Kennedy Center / American College Theatre Festival ranks our program at the top of similar programs in the state and among the top six to eight programs in the region.

Previous Modifications:

1. Entrance Exam – in addition to the audition/portfolio/interview process for determining financial awards and status to incoming Theatre Majors, an entrance exam is being developed to help assess the current level of
theatre knowledge before enrolling for undergraduate courses. This exam will be used throughout the student’s academic career to gauge progress and prepare the student for graduation and entrance into either graduate studies or professional work in theatre.

2. Exit Exam – an exit exam is being developed for Theatre Majors entering their final semester of course work prior to graduation. This exam will cover areas of performance, stagecraft, history, literature, and criticism, and will be administered to assess knowledge and skill sets learned while enrolled in theatre courses at Southeastern Oklahoma State University.

3. With continued growth and the need for more academic offerings at the graduate level, an online Master’s Degree in Theatre (M.A. – Theatre Education) is currently being developed with both online and in-class offerings that cater to the Secondary Theatre teacher/director (especially in Oklahoma and Texas) trying to pursue a graduate degree while continuing to work full-time.

Anticipated Modifications:

1. As trends in technology dictate, wireless and computer-based integration of traditional design and technical instruments (sound boards, light boards, stage manager communication devices, etc.) is desperately needed to enhance three main areas: 1) safety, 2) education, 3) production values. The Director of Theatre and Chair of Art, Communication, and Theatre are working diligently to acquire funding resources necessary to acquire these instruments to better serve students in all areas of Theatre

RESOURCES

Assessment Instruments (housed in Theatre offices in Visual and Performing Arts Center) –

1. Evaluation
2. Juried Performance(s)
3. Portfolios
4. Program and Professional Auditions
5. Presentations
6. Group Projects
7. End-of-Year Survey

FACULTY

Aaron Adair, Ph.D. (CV available in Art, Communication, and Theatre Office)
Riley Coker, M.F.A. (CV available in Art, Communication, and Theatre Office)
Faculty Contributions –

Given the artistic, collaborative, and hands-on nature of a theatrical training program, assessment is constant and fluid. The theatrical season is chosen based in part on the number of students in the program; individual strengths of those students; current trends in the professional theatre; and the cost of producing particular shows. Emphasis is placed on allowing each major in the program the opportunity to be in a public performance. Budgets must be stretched to afford this opportunity. As deficiencies or needs are identified in the coursework, the faculty recommends curriculum changes to the Chair. With only five faculty members in the theatre program, the entire faculty addresses each level of assessment. Weekly faculty meetings are conducted throughout the semester where opportunities and challenges facing the program are addressed. In addition, recruiting efforts have been stressed to the Oklahoma service county areas as well as the North Texas border counties and the Dallas/Ft. Worth Metroplex with participation in state high school theatre organizations in Oklahoma and Texas and participation in major audition festivals in Oklahoma and Texas.

SIGNATURES

_Aaron Adair_____________________________
Director of Theatre

_Dell McLain_____________________________
Chair, Art, Communication, and Theatre

_Lucretia Scoufos_________________________
Dean, Arts and Sciences
Program Information

Degree: Bachelor of Arts

Major Area(s) of Emphasis:
  • Acting/Director
  • Musical Theatre
  • Technical/Design
  • Arts Administration

Minor:
  • Dance

Other:
  • Film Studies – 3 Courses for General Education Requirements
    o Film Appreciation
    o Film Genres
    o Film and Culture

Performances:
  • 82nd Season of Main Stage Productions
    o Fall Production
    o Holiday Dinner Theatre Production
    o Spring Musical/Opera
    o Children’s Theatre
  • Student Productions
    o Sparks Dance Company performances at University and Sporting Events
    o Chorvettes StageWorks Company performances at University and Sporting Events
    o Dance Program Concert – “Spring Fling”
    o Chorvettes StageWorks Company Spring Showcase
    o SE “Brainstorm” Research Week
    o Dramapalooza Student One-Act Plays
    o Imagine Action
Pre-Professional Training and Organizations:
- The Oklahoma Shakespearean Festival – housed at Theatre @ Southeastern and Southeastern Oklahoma State University
- Memberships
  - Kennedy Center/American College Theatre Festival
  - United States Institute for Theatre Technology
  - Oklahoma Speech Theatre Communication Association
  - Texas Educational Theatre Association
- Professional Auditions
  - Unified Professional Theatre Auditions
  - University/Resident Theatre Association
  - Southeastern Theatre Conference
- Partnerships with Cook Media Associates, LLC, for film project development

Service Engagement:
- Facilities Office – bookings, setup, staffing, and maintenance for events in Montgomery Auditorium, Visual and Performing Arts Center, and New Theatre Building
- American Association of University Women/Theatre @ Southeastern Children’s Theatre production for AAUW Scholarship Fund
- Chorvettes StageWorks Company performances at area Nursing Centers, Durant Main Street, and Chamber of Commerce events
- Chorvettes StageWorks Company annual High School Honor Show Choir Festival
- Sparks Dance Company dance camps and choreography workshops for area high school and middle school students
- Oklahoma Shakespearean Festival After-School Programs
- Alpha Psi Omega involvement with Families Feeding Families

Tenured and Tenure-Track Faculty:
- Aaron Adair, Ph.D. – Director of Theatre, Associate Professor
- Riley Coker, M.F.A. – Director of Dance, Assistant Professor, Producing Director, Oklahoma Shakespearean Festival
- Kathleen Hardgrove, M.F.A. – Curriculum Coordinator, Assistant Professor
- Dell McLain, M.F.A. – Chair of Art, Communication, and Theatre, Professor