

THEATRE

**Curriculum Review
December 1, 2006**

**Prepared by Diane Hill
OCC Orchard Ridge**

THEATRE

Associate in Liberal Arts (THE.ALA)

Orchard Ridge Campus

Arts and Design

The Theatre program is an associate degree in liberal arts with a concentration in Theatre. This program includes performance and the technical aspects of theatre, including theory and practical experience. Upon completion of this program, students will be prepared to pursue a Bachelor degree in Theatre, enter a specialized school of acting, or enter the professional entertainment industry.

General Requirements

Credits

ENG 1510•	Composition I	3
ENG 1520•	Composition II	3
	Fine Arts/Humanities •	11
	Mathematics/Science •	8
	Physical Education •	1
	Recommended:	
	PER 1653 Dance-Modern;	
	PER 1654 Dance-Ballet;	
	PER 1657 Jazz Dance I;	
	PER 1880 Yoga;	
	PER 1941 Fencing Beginning	
POL 1510*	American Government.....	3
	Social Science •	8

Required Specialty Courses

THE 1561•	Introduction to Theatre.....	3
THE 1571•	Acting I.....	3
THE 1580•	Acting II.....	3
THE 1583	Movement for the Actor.....	3
THE 1585	Acting for Film.....	3
THE 1587	Audition and the Business of Acting	3
THE 1590	Improvisation	3
THE 1701	Theatre Activity	1
THE 1702	Theatre Activity	2
THE 1990	Fundamentals of Directing.....	3

The student must select 9 credits from the following courses:

ENG 1720•	Introduction to Literature: Poetry & Drama	3
ENG 2750•	Introduction to Shakespeare.....	3
ENG 2780	Introduction to Playwriting	3
MUS 1810•	Voice	2
MUS 1820•	Voice	2
PER 1653•	Dance-Modern	1
PER 1654•	Dance-Ballet.....	1
PER 1657•	Jazz Dance I	1
PER 1880•	Yoga.....	1
PER 1941•	Fencing Beginning.....	1
SPE 1710	Forensic Activity	1
SPE 2620•	Oral Interpretation of Literature.....	3
THE 1601	Theatre Production and Technology.....	3
THE 1800•	American Comedy	3
THE 1900•	Introduction to the Film	3
THE 2560	Play Production & Events Management	3

See degree requirements for an Associate in Liberal Arts Degree on p. 154.

• Course may be used to meet General Education requirements.

TER 1120..... 3 Credits
Sheet Metal Layout and Fabrication

This introductory, hands-on course will cover the process of layout and fabrication of standard sheet metal fittings. The student, through the use of demonstrations and laboratory exercises, will design and construct duct work and fittings.

TER 1150..... 4 Credits
Basic Principles of HVACR Controls

This introductory course is designed to provide a functional approach to HVACR controls. Emphasis will be placed on the basics of AC and DC and basic electrical and electronic circuits. Lab experiences will be provided through kits, components and hot equipment. Course/lab fees.

TER 1210 4 Credits
Domestic and Commercial Refrigeration

Prerequisite: TER 1114, or consent of instructor.
 This course is designed to integrate the theory and troubleshooting consideration of domestic hermetic refrigerator and freezer systems with the theory and application of light commercial refrigeration with systems, such as walk-in coolers, reach-in and display coolers, ice machines and multi-evaporator systems. Emphasis on head pressure control, pump-down systems and capacity control will be given. Course/lab fees.

TER 1220 3 Credits
Commercial Refrigeration II

Prerequisites: TER 1114, TER 1210, TER 1430.
 The student will learn the theory, application, operation, selection, installation and repair of common commercial refrigeration units such as ice machines, walk-in refrigerators and commercial storage units, covering topics such as: system components, controls, compressors, condensers, receivers, cooling towers and water treatment, defrosting, motor protectors, capacitors, accessories and dehydration. Course/lab fees.

TER 1310 4 Credits
Heating, Ventilation, Air Conditioning and Refrigeration Design I

Prerequisites: APM 8110, or MAT 1050, or equivalent, plus APP 2170, TER 1114, and TER 1610,, or consent of instructor for any or all.
 The student will develop the skills and abilities to use the concepts of human comfort and air conditioning system performance in the analysis of psychrometric properties, as well as to apply American Society of Heating, Refrigeration and Air Conditioning Engineers guide data to performing a comprehensive heat loss and gain analysis on residential and light commercial buildings. Additional emphasis will be given to computerized load and duct calculations. Lab experiments will be structured to reinforce the principles of equipment performance and servicing requirements. Students planning to transfer into an Engineering Technology program should take PHY 1610 instead of APP 2170.

TER 1390 4 Credits
Heating, Ventilation, Air Conditioning and Refrigeration Design II

Prerequisite: TER 1310, or consent of instructor.
 The student will be required to analyze system heat loss and gain and apply air flow design principles to the design of duct and hydronic systems. In addition, the student will be exposed to the theory of mechanical refrigeration and heat pump application as it relates to the design process. Control theory and zoning requirements will be studied, as well as their application to the several types of air conditioning systems found in the field. Emphasis will be given to lab performance objectives pertinent to servicing package equipment, as well as use of the computer to calculate load and duct sizing and piping systems.

TER 1430 4 Credits
Residential and Commercial Control Systems

Prerequisites: TER 1114, TER 1150, TER 1610, or consent of instructor for any or all.
 The student will learn to read and interpret residential and light commercial wiring diagrams by identifying and tracing the schematics of several types of heating, refrigeration and air conditioning systems. Considerable emphasis on electrical problem solving will be given by lab simulators and trainers and troubleshooting. Course/lab fees.

TER 1522 2 Credits
Refrigeration Code

Prerequisite: TER 1210, or consent of instructor.
 This course provides the student or apprentice with the refrigeration safety code of the American Standard Association as approved by the American Society of Heating, Refrigerating and Air Conditioning Engineers. The topics considered are scope and purpose, definitions, refrigeration systems classification, refrigerant classification, systems required for various establishments, installation requirements, piping, valves, fittings and related parts, safety devices, design and construction of equipment, refrigerant containing pressure vessels, methods of field tests and instructions.

TER 1610 4 Credits
Forced Air Heating Systems

This course is designed to teach the student the theory, installation requirements and troubleshooting practices of residential gas, oil and electric forced air systems. Additional emphasis will be placed on heating controls and the application of modern high-tech energy efficient residential and commercial heating systems. Course/lab fees.

TER 1630 4 Credits
Steam and Hot Water Heating Systems

Prerequisite: TER 1610, or consent of instructor.
 This course will provide the student a comprehensive exposure to the theory, installation and servicing of hydronic and steam heating systems. The student will calculate heat loss (Institute of Boilers and Radiation method) as well as layout and size radiation and piping plus select an appropriate boiler. Additional consideration will be given to operational characteristics and troubleshooting of steam and hot water systems. Course/lab fees.

TER 1650 2 Credits
Troubleshooting Air Conditioning

Pre- or Corequisite: TER 1430.
 This course is designed to give students the concepts and skills that emphasize the use of gauges and electrical instruments to diagnose and troubleshoot air conditioning equipment. Course/lab fees.

TER 1700 2 Credits
Heating Regulations

Prerequisite: TER 1610, or consent of instructor.
 Heating Regulations is required by all students as preparation for obtaining a license. It will provide the student with Local and National Codes governing the safe design, construction, installation, testing and licensing as applied to heating. Safety features required for various types of fuel burning equipment, pressure vessels and system application. Rules applying to existing buildings and new construction. Requirements for approved equipment. Inspection and enforcement regulations. Relief devices and testing.

TER 1800 3 Credits
Advanced Controls

Prerequisites: TER 1310, or consent, and TER 1430 or consent of instructor.
 General Education Attributes.....4, 8
 This course is designed to investigate the theory, operation, design considerations and servicing of advanced commercial and industrial proportional control systems. Additional emphasis will be given to proportional single zone and multi-zone/VAV systems, as well as other proportional applications as presently used and/or proposed in automated building control. Course/lab fees.

(THE) THEATRE

THE 1561 3 Credits
Introduction to Theatre

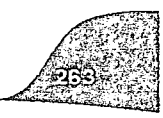
General Education Attributes.....4, 6
 Students will be introduced to the elements and structure of the theatre through analysis of written dramas and performance reviews. Students will read representative classic and contemporary plays and study the role of theatre in society and how theatre generates value as a humanistic discipline. Students will be introduced to the techniques used by actors, directors and designers in contemporary American theatre.

THE 1571 3 Credits
Acting I

General Education Attributes.....4, 6
 This course will provide an introduction to physical, vocal and rehearsal techniques common to contemporary theatre. Intensive vocal and physical exercises to develop strength and agility will be emphasized. Performance of improvisations, monologues and scenes will be developed and critiqued for clarity of scene objectives and timing.

THE 1580 3 Credits
Acting II

Prerequisite: THE 1571, or consent of instructor.
 General Education Attributes.....4, 6
 This course is a continuation of Introduction to Acting designed to further develop student's vocal, physical and aesthetic acting skills. The application of scene study and rehearsal skills for character development in the preparation and performance of scenes from contemporary plays will be emphasized.



THE 1583 3 Credits
Movement for the Actor

Prerequisite: THE 1571

This course is designed to help the actor become more aware of his/her body and improve it as an instrument for the stage, through studies in movement characterization, dance and stage combat. It will introduce traditional and contemporary techniques of movement and provide exercises to improve posture, muscular strength, coordination, flexibility, musicality, dramatic movement ability and stamina.

THE 1585 3 Credits
Acting for Film

Prerequisite: THE 1571

This course will provide a comprehensive study of the intrinsic challenges, both technical and artistic, of film acting. The class will offer theoretical analysis and practical experience concerning the differences between film and stage acting techniques, and will focus on producing the non-theatrical work required for film. Students will develop their craft through extensive time in front of the camera, resulting in a taped scene of their final work.

THE 1587 3 Credits
Audition and the Business of Acting

Prerequisite: THE 1571

Pre- or Corequisites: THE 1580

This class is designed to prepare the actor in the different audition techniques for stage and film and to provide insight concerning the challenges of a career in the theatre, television and film. Students will receive training in how to do effective cold readings, improvisation and monologue auditions, along with choosing appropriate audition materials. The course will provide information concerning headshots, resumes, interviews, casting directors, talent agents, unions and other topics necessary for getting work in the business of acting.

THE 1590 3 Credits
Improvisation

The course will study the elements and structure of improvisation in performance. The student will participate in the organization and dramatization of both individual and group scenarios. Emphasis will be on the presentation of self in solo and group impromptu theatrical situations.

THE 1601 3 Credits
Theatre Production and Technology

This course is an introduction to the equipment, materials and techniques used in theatre production and design. Students will be exposed to costume design, set design, behind the scenes, stage rigging, prop building, stage organization, lighting and sound technology used in contemporary theatre and will have an opportunity to apply those skills learned. Course/lab fees.

THE 1701-6 1-6 Credits
Theatre Activity

This course provides novices and experienced actors or technicians with the opportunity to learn while participating in their chosen area of theatrical endeavor. Among the areas available for up to six units credits include acting, set construction, lighting, box office management, stage management, costuming and design. The total number of rehearsal or lab time will be arranged according to the department schedule of activities. (One hour credit for every 45 hours of rehearsal or lab time.) A written log of the activity must be presented to earn credit.

THE 1800 3 Credits
American Comedy

General Education Attributes..... 4, 8

This course will present major themes and characters of American comedy as seen in performance. The study begins with the roots of comedy as a reflection of American society and day-to-day life in the performances of traveling storytellers and the parodies of vaudeville and minstrel shows. The course will survey comic dramas, early comedy, television situation comedy and contemporary comic performances.

THE 1900 3 Credits
Introduction to the Film

General Education Attributes..... 2, 4, 8

The student will identify the major artistic, technical, historical, social, economic and entertainment aspects of the film by viewing, analyzing, evaluating and discussing selected examples of motion pictures. (This is the same course as HUM 1900.) Course/lab fees.

THE 1990 3 Credits
Fundamentals of Directing

Prerequisites: THE 1571

This course will present students with an overview of the directing process and different styles of directing, giving them direct and practical experience in the art and craft of directing. The class will also offer theoretical analysis and practical experience concerning the differences between film and stage directing techniques.

THE 2060 3 Credits
Stage Design

Prerequisite: THE 1601.

This course provides an introduction to design elements in the theatre including stage settings, shapes of performance environments, qualities of lighting, de'cor and ornament, through a study of historical periods, design styles and script analysis. Assignments will include how to produce color renderings, build scenic models and prepare a CAD presentation. Course/lab fees.

(WOD) WOODWORKING

WOD 0620 3 Credits
Woodworking I

An introduction to the methods and techniques of woodworking as well as the fundamental operations and technical information necessary for machine woodworking. Emphasis will be placed on the care, safe use, maintenance and selection of stationary power tools including the following: band saw, table saw, radial arm saw, belt sander, disc sander, spindle sander, joiner, planer, drill press, jig saw, overarm router/shaper, uniplane and lathe. Course/lab fees.

WOD 1620 3 Credits
Woodworking II

Prerequisite: WOD 0620.

An introduction to the fundamental methods and techniques of furniture construction. Topics that will be covered include: types of construction, standard sizes, use of solid stock, framed panels, making a master layout, constructing web frames, assembling panels and frames, drawers, shelves, doors, legs, tops and hardware. The basic elements of furniture design will be discussed throughout the course. Course/lab fees.



DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number <u>THE 1561</u>	___	<u>X</u>
Course Number <u>THE 1571</u>	<u>X</u>	___
Course Number <u>THE 1580</u>	<u>X</u>	___
Course Number <u>THE 1583</u>	___	___
Course Number <u>THE 1585</u>	___	<u>X</u>
Course Number <u>THE 1587</u>	___	<u>X</u>
Course Number <u>THE 1590</u>	___	<u>X</u>
Course Number <u>THE 1601</u>	___	<u>X</u>
Course Number <u>THE 1701-1706</u>	___	<u>X</u>
Course Number <u>THE 1800</u>	<u>X</u>	___
Course Number <u>THE 1900</u>	___	<u>X</u>
Course Number <u>THE 1990</u>	<u>X</u>	___
Course Number <u>THE 2060</u>	___	<u>X</u>

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

1561 Add that attendance at plays may be required. Add wording to include the study of playwrights and the study of structure & elements of plays

1571 Correct typo. Change wording.

1580 Change Introduction to Acting to Acting One. Change wording to include classical plays as well as contemporary.

1800 American Comedy. Recommend moving this course to Humanities Department.

1990 Add wording to include info about scenes students will direct.

THE 1601 Remove course fees?

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

All of the Theatre program's syllabi contain the mandatory items EXCEPT the syllabus of Acting One at Auburn Hills campus which is lacking three of the four mandatory items.

Since most syllabi are modeled after Diane Hill's syllabus, most of the recommended items per the Academic Senate are also included in the syllabi of the other adjunct faculty members. Diane will include the remainder of the recommended items in future syllabi and will recommend the same for all of the adjuncts who teach at Orchard Ridge. Half of the optional items are incorporated in some of the syllabi, and Diane will also recommend the incorporation of some additional optional items, such as "Reference to Student Policies in OCC Catalog."

It should be noted that Acting One and Acting Two have been piggybacked in the past on a couple of the campuses. This should not happen as the two courses have different course descriptions and objectives. The education of the students in both classes is compromised when piggybacking occurs with Acting One and Acting Two. Auburn Hills has stopped piggybacking the classes as of Winter term, 2007. Highland Lakes has done it in the past, but has no classes offered currently. They should be alerted that this practice of joining these two classes should no longer be done.

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

There has been a 54% increase in enrollment since 1995. There was a sharp drop in 2003 at which time the current, sole full-time faculty member was hired. Institutional research shows a steady and marked increase in enrollment since 2003, from 1,348 to 1,866 student credit hours through 2005-2006. The headcount trend ratio is slightly higher in the theatre program than college-wide. The department expects continued growth now that the degree program has been published in the hard catalogue. Diane Hill finds that many more students are aware of the degree and are now entering the program with the intention of completing of it.

In Fall of 2003, there were only 4 courses offered. By the Winter of 2005, there were 7 different courses offered, and the amount of sections offered were doubled.

According to the Dashboard report, only 45.5% of the sections offered are filled to capacity. This is a result of the attempt to build the program. More sections have been offered each term, and they are gradually increasing in size as the program builds.

A second full-time faculty member in theatre would greatly help build enrollment. Currently, Diane Hill can only teach 3 classes as she directs one major production each term. The return rate to additional theatre classes has been greatest from Diane's classes. If there were another full-time faculty member who could direct one of the shows, Diane would be able to teach more classes and do more student outreach as well.

Quote from Dashboard:

- "... in recent years there has been a slight positive trend in both headcount and credit hour enrollment. Credit hour enrollment showed a steady increase from 1994-95 through 1999-2000, then remained fairly consistent, despite one large drop in the number of credit hours in the 2003-04 academic year."

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

Quote From Dashboard:

- "... the percent of minority students in Theater courses exceeded the benchmark (green zone)"

The Theatre program has achieved 171.3% of the Dashboard Target with 32.2% percent minority students.

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

Quote From Dashboard:

- *Theater courses have experienced relatively low enrollment over the past three years. This is reflected in the percent of sections filled to their capacity as well as the percent of offered sections which have been canceled.*

This finding may be inaccurate. For instance, Dashboard states that in 2005-06 there were 72 sections, 17 of which were cancelled. This number seems extremely elevated. Is it possible that sections that were never opened were considered cancelled? There are times when mistakes are made in the Master Schedule and rather than making the alteration, the section in question is "cancelled" and a new entry is made. A review of the accuracy of this finding should be done, especially considering it is a benchmark that determines the rank of the program among other programs.

Quote From Dashboard:

- *"Student withdrawals have been consistent and relatively high over the last three years, with 23.8% of theatre students withdrawing, compared to 17.8% college-wide. Meanwhile, the percent of incompletes is 1% and is slightly below the college 1.6% level. Also, the student course completion rate is 59.3%. In other words, roughly 41% of the students are not successfully completing Theatre courses, compared to 32% college-wide."*

Since theatre classes are participatory in nature, the Theatre program has an attendance policy that says "FOUR absences in this class will result in a grade of *WF*, *WP*, or *F*." Therefore, it is not surprising that the theatre department is experiencing a higher withdrawal rate than the college-wide average as I believe it is, in many (or most) cases, faculty withdrawals.

Question: Are the withdrawals also figured into the student course completion rate? It would seem so, and therefore we have two benchmarks that are similar in nature determining nearly a third of the statistics used to rank the program.

Regardless, it is a big concern that 41% of the students taking theatre courses are not completing them, for one reason or the other. However, a change in the attendance policy is not the answer. More frequent progress reports could help in this issue.

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

Growth cannot occur without risk. In 2003, only 4 courses were being offered. Now there are 11 different theatre courses being taught over a period of two years, with 4 new classes having been added to the curriculum. Several additional sections of beginning classes were offered in order to build the program. These classes are not always filled to capacity yet, but the theatre headcount trend ratio is higher than the college-wide trend ratio. Now that the degree was published in the hard catalogue in Fall of 2005, more students are aware of the program and are pursuing the degree. 15 sections of theatre courses are offered for the winter term of 2007. With no more sections added, the classes will fill to capacity. Likewise, with no more sections added, the occurrence of cancelled sections will lessen. Once all sections are filling to capacity, more sections can be added again and the advanced classes can be offered every year, rather than every other year as they are now. With regards to the large percentage of withdrawals, more discussion with all instructors is needed concerning this problem, although it is the opinion of this writer that the attendance policy should not be weakened.

DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline/Program need?

- **Need an additional Full-time Faculty member with expertise in TECHNICAL THEATRE to build a well-rounded theatre program.**

We have previously had no technical theatre classes, and this term we added a Theatre Production and Technology class to our offerings. The class has brought in many additional students who are interested in the technical aspects of theatre (as opposed to performance). We need to have an additional full-time faculty member with expertise in Technical Theatre to build a more well-rounded theatre program. **An additional full-time faculty member is needed to design and build the sets and serve as technical director of our shows.** Currently we bring in independent contractors to design, build and paint the sets of our shows. Along with directing both shows, Diane Hill produces the shows and oversees all technical: costumes, props, lights, sound, running crews, promotional materials, program, etc. Theatre is a highly collaborative art. Having a second full-time faculty member will improve the quality of our shows, as collaboration with other artists inevitably leads to better productions. **An additional full-time faculty member could direct one production each year.** Working with more than one director will be beneficial to our theatre students by broadening their experience and exposing them to different directing styles. **The theatre program is growing and will be stronger if the classes and productions are shared with an additional full-time faculty member who is fully-invested in the growth and educational integrity of the program.**

- **The theatre program needs a full-time Theatre Manager familiar with theater technical operations and management** to oversee all aspects of the use and maintenance of the Smith Theatre and to be present whenever outside groups use the theatre space. Current staff does not have the expertise needed. There is a bad leak in the theatre hallway ceiling that has been under repair for two years. The last time I inquired about it, I was told they're waiting for a part. There is no one currently available to ensure that the theatre is maintained properly or updated as it should be.
- Currently Media Services runs the lights and sounds of the theatre. However, we have a large problem in that the only person on our campus (and college-wide as far as I know) who knows how to run the lighting board and work the sound equipment is not always available when needed. When this person is absent, the shows and concerts that take place in the Smith Theatre are highly compromised. **We need to train several more people to work in the lighting/sound booth.**
- **The physical theater is a critical part of the teaching/learning process for this curriculum and therefore needs regular maintenance and supervision.** However, general maintenance of expensive equipment such as the lighting board, lights, sound system is not being done. The lighting board failed the week before the fall play opened in 2005 which basically shut down the theatre at a very critical time until a rental board was brought in. This was due to lack of regular maintenance and check-ups on the board.

- **Need a professional in charge of the lighting/sound booth at the Smith Theatre who will maintain it properly.** The booth is completely disorganized and unruly, which makes it difficult to trouble-shoot problems that occur.
- **A Program Marketing Plan** for the Theatre must be established by someone other than the sole full-time faculty member. This will greatly increase enrollment. **High school outreach is a must.** Most people still don't know that we have a theatre degree.
- Although some new curtains have been installed, we are still **in need of side curtains (masking legs)** so that the audience can't see the offstage areas during productions.
- **More space is urgently needed for building sets and for storage of set pieces.** We are forced to build sets using table saws while painting is taking place within a small area. It's dangerous.
- **Current storage for props and costumes is inadequate.** There is no more room for more props and costumes and it is very difficult to view what is there because the rooms are packed too tightly. We do not have the space needed to store the furniture that we are using in the productions. Right now the back hallway is filled with furniture, allowing only a small aisle to pass through. Also, costume racks need to be pulled into the hall to view the costumes, but the hall is obstructed with furniture.
- **A dance studio room** is needed for acting movement class and for future musical theatre dance classes and musical theatre productions. Such a room would require mirrors and an appropriate dance sub floor (sprung or floating floor) to provide a healthy dance environment.
- A **"black box theater"** with flexible seating arrangements would provide a more appropriate space for smaller studio productions, rehearsals and classwork.
- **Room adjustment is needed in F-123 at Auburn Hills.** The podium should be moved stage left at an angle parallel to the stage left (house right) wall in that room- it would open up the room for class exercises, scene work and actually better for lecture mode as the instructor could see the screen.
- **Some adjustments on the stage lighting are needed in F-123 at Auburn Hills** with some programming so the equipment can actually be put to use.

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

- **We need to offer our advanced classes more frequently.**

Now that our new degree program has been included in the hard catalogue, more and more students are working on completing the degree, and we need to support them by offering our advanced classes more frequently. Currently we only offer Directing Class and Audition and the Business of Acting Class every other year.

It is the feeling of one instructor that more advanced classes in Acting for Film should be offered, but we must remember that this is a two-year program, and we cannot specialize in any one area without compromising the basic needs of such a short program.

- **We should consider the addition of some Musical Theatre classes and a revival of the dance program.**

DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

Please see bolded material in previous section.

DATA ANALYSIS

E. INPUT FROM INTERNAL COMMUNITY

Coordinator: After reviewing the Data Collection forms on all the courses in the Program, along with the collated data summary, please analyze and summarize these findings.

Faculty Perceptions of Theatre Program Analysis

Some suggestions from adjunct faculty members include:

- intensive workshop-type programs for more experienced students
- theatre field trips such as to Stratford
- a working liason with another campus/school
- more film/television acting development

The majority of faculty agree or strongly agree that the courses are preparing the students well; that they are satisfied with the quality of instruction; that the department has a commitment to student success; and that the other faculty members are knowledgeable. There was a split in the faculty concerning whether or not students are prepared for the rigors of the program. For the most part, faculty members feel that opportunities are available to suggest improvements for the program.

Student Perception of Theatre Program Analysis

Surveys show that a large majority of students *strongly agree* that they are satisfied with the theatre program, that their classes are meeting their expectations and feel that the classes prepare them to continue on to a 4-year theatre degree and/or pursue further work in the theatre.

Several students from the Auburn Hills campus noted that they wish that the advanced classes were offered at Auburn Hills as they are not willing to drive to the Orchard Ridge Campus.

Some students would like more evening classes offered and fewer courses cancelled.

Students strongly agree that they are satisfied with the quality of the instructors; they feel the instructors are knowledgeable about the subject matter and make the subject matter seem interesting. The majority of students strongly agree that the department is committed to student success in the theatre program.

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY

REVIEW SUMMARY

Students are very satisfied with the theatre program, its instructors, and its course offerings. Although some students would like more evening classes offered, there are actually 6 sections offered in the evenings. It's true that our advanced courses are only offered on the Orchard Ridge campus and are not offered in the evening, because evenings must be reserved for rehearsals of the two major productions that are part of the full-time faculty member's load. We have also had more success filling the morning and afternoon classes, so those have become the trend on the Orchard Ridge campus. An additional full-time faculty member in theatre would offer the possibility of more evening classes. Most faculty members gave favorable reviews to the comments in the surveys. Some remained neutral, probably as a result of being isolated from other faculty. More opportunity should be given more often for faculty members to make suggestions for improvement of the program.

DATA COLLECTION

E. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Answer the following questions.

1. List three institutions to which the courses in your Program transfer, and list the specific courses for each institution. (Consult with the Counseling Department)

Oakland University: THE 1561, 1580, 1590, 1601, 1701-6, 1900, 2060 Review in Process: 1571, 1583, 1585, 1587, 1990

Eastern Michigan University: THE 1561, 1571, 1583, 1585, 1587, 1590, 1900, 1990, 2060
General Transfer Credit: 1580, , 1601, 1701-6, 1800

Wayne State University: THE 1561, 1571, 1580, 1583, 1701-1706, 1900

2. List the institutions with which articulation agreements exist that include the courses in your Program. (Consult with the Counseling Department)

The counseling department is aware of no articulation agreements that include the courses in our theatre program.

3. Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)

Quote from Dashboard:

- *“In relation to other occupational fields, there is a relatively small demand for theatre related occupations in the four-county region of southeast Michigan. However, Theatre related occupations are expected to experience some moderate growth over the next ten years. Nonetheless, these occupations are expected to remain at relatively small levels. Furthermore, aside from Producers and Directors, pay scale averages are generally low.”*

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years. (Consult with advisory committees, professional organizations)

According to Dashboard comments, “theatre-related occupations are **expected to experience some moderate growth over the next ten years. Nonetheless, these occupations are expected to remain at relatively small levels. Furthermore, aside from Producers and Directors, pay scale averages are generally low.**” This statement is accurate. Pay scale averages have always been low, have not raised much over the past 5 years, and are not expected to increase.

Oakland University Transfer Credit Equivalencies

College: Oakland Community College [[change college](#)]

Subject: THE - Theatre [[change subject](#)]

Need help interpreting this information? Visit our [transfer credit help page](#).

Subject	CRS Number	Title	Credits	Transfers?	OU Equivalency	GenEd
THE	1561	Introduction to Theatre	3	Yes	THA 100 Introduction to Theatre	Arts
THE	1571	Acting 1	3	Review In Process		none
THE	1580	Acting II	3	Yes	None	none
THE	1583	Movement for the Actor	3	Review In Process		none
THE	1585	Acting for Film	3	Review In Process		none
THE	1587	Audition and the Business of Acting	3	Review In Process		none
THE	1590	Improvisation	3	Yes	None	none
THE	1601	Theatre Production and Technology	3	Yes	THA 120, Stagecraft	none
THE	1701-6	Theatre Activity	1-6	Yes	None	none
THE	1800	American Comedy	3	No	None	none
THE	1900	Introduction to the Film	3	Yes	CIN 150 Introduction to Film	Arts
THE	1990	Fundamentals of Directing	3	Review In Process		none
THE	2060	Stage Design	3	Yes	None (May not also receive credit for OU THA 320)	none

Course equivalencies are subject to change. Equivalency data are valid for students entering Oakland University through Summer 2008.

Database last revised: 10/26/2006

EMU Transfer Equivalencies for Oakland Cmty College

Updated: November 09, 2006

Instructions:  [Click here for instructions detailing how to interpret reports.](#)

* See Group Equivalencies at the bottom of this listing if there is a group code in the GROUP column.

Trans Subj	Trans Num	Trans Title	Trans Eff Term	Group	EMU Subj Num	EMU Title
Subject Code Listing: THE						
THE	1561	Introduction to Theatre	Fall 2001		CTAR150	Introduction Theatre
THE	1571	Acting I	Fall 2005		CTAR158	Fundamentals of Acting
THE	1571	Introduction to Acting	Fall 2001		CTAR158	Fundamentals of Acting
THE	1580	Acting II	Winter 1985		CTAR000	General Transfer Credit
THE	1583	Movement for the Actor	Fall 2005		CTAR258	Movement for Actors
THE	1585	Acting for Film	Fall 2004		CTAT 341	Radio-TV-Film Drmtc Prfm
THE	1587	Audition & Business of Acting	Fall 2005		CTAR457	Audition

Subject Code Listing: THE						
THE	1590	Improvisation	Fall 2001		CTAR323	Improvising & Role Play
THE	1601	Theatre Productions & Tech	Fall 2000		CTAR000	General Transfer Credit
THE	1701-6	Theatre Activity	Winter 1985		CTAA000	General Transfer Credit
THE	1800	American Comedy	Fall 2001		CTAT 000	General Transfer Credit
THE	1900	Introduction to the Film	Winter 1985		CTAT 145	Intro to Film Appreciatn
THE	1990	Fundamentals of Directing	Fall 2005		CTAR355	Play Direction
THE	2060	Stage Design	Fall 2001		CTAR351	Scene Design

**Equivalent Courses from
Oakland Community College**

[Download Full List](#)

Oakland Community College Course	Course Name	Wayne State University Course Equivalent	Eff Term
THE156	(VP) INTRO ART OF THEATRE	THR1010	
THE1560	INTRODUCTION TO THEATRE	THR1010	
THE1561	(VP) INTRO ART OF THEATRE	THR1010	
THE157	FUNDAMENTALS OF ACTING	THR1040	
THE1570	INTRO TO ACTING	THR1040	
THE1571	FUNDAMENTALS OF ACTING	THR1040	
THE158	ACTING II	THR1050	
THE1580	ACTING II	THR1050	
THE1583	MOVEMENT FOR THE ACTOR.	THR2010	
THE1585	Acting for Film	THR1XXX	200509
THE1587	Audition & Business of Acting		200509
THE159	IMPROVISATION	THR1XXX	
THE1590	IMPROVISATION	THR1XXX	
THE1601	THEATRE PRODUCTION TECH	THR1XXX	
THE1701	THEATRE ACTIVITY	THR2080	
THE1702	THEATRE ACTIVITY	THR2080	
THE1703	THEATRE ACTIVITY	THR2080	
THE1704	THEATRE ACTIVITY	THR2080	
THE1705	THEATRE ACTIVITY	THR2080	
THE1706	THEATRE ACTIVITY	THR2080	
THE180	AMERICAN COMEDY	FLM1XXX	
THE1800	AMERICAN COMEDY	FLM1XXX	
THE190	(VP) INTRO TO FILM	FLM2010	
THE1900	(VP) INTRO TO FILM	FLM2010	
THE1990	Fundamentals Directing	THR1XXX	200509
THE206	STAGE DESIGN	THR2XXX	
THE2060	STAGE DESIGN	THR2XXX	
THE256	PLAY PRODUCTION/EVENT MGT		
THE2560	PLAY PRODUCTION/EVENT MGT		
THE257	SUMMER THEATRE WORKSHOP		

DATA ANALYSIS

F. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:

1. Discuss how your program serves transferring students.

At Oakland University, most of the classes transfer, but there is still a review in progress of all of the new theatre courses that were added. In one case, it is just that we underwent a name-change for our Intro to Acting class. This should be expedited. At Eastern Michigan University, all of our courses transfer. At Wayne State, however, it appears that several of our new classes are not transferring just because they do not have the courses in their curriculum. This should be corrected. They should at least be given general transfer credit.

2. Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serve our students.

Our courses serve well as the first two years of a four year program with an acting emphasis. Many serious acting students have the skills and knowledge necessary to enter the workforce after completing the program by auditioning for area theatres. Students do not need to complete the degree in order to get work in the field, however. We have two students who completed the Audition and Business of Acting class in the Winter term of 2006, who participated in professional general auditions in Michigan and are currently acting professionally.

We do not offer enough technical courses for someone who wishes to go right into the workforce.

3. Discuss employment opportunities for students in both the current and future job market.

Employment opportunities for actors and directors are quite limited in Michigan. Most actors seriously pursuing full-time acting work will travel to New York, California, and Chicago.

4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

Students will continue to be taught that acting is a highly competitive and selective field. They will be taught skills in audition technique and in marketing themselves.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

Transferability of all theatre courses should be achieved at all area universities and colleges. If the school does not have the course itself, it should offer a general transfer credit. We have courses that are geared toward the professional actor honing his/her skills, as well as toward the student pursuing a four-year degree in theatre. We need to augment our staff to offer more technical classes.

DATA ANALYSIS

H. OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing your most recent Program Assessment Plan. Obtain the most recent copy of your Program Assessment Plan from the Office of Assessment & Effectiveness. Please attach it your review.

1. How have you used the findings from your Program Assessment to improve your program?

The Program Assessment plan clarified the need to identify definable and tangible learning objectives so that those skills are integrated into all sections of the same course even when taught by multiple instructors.

2. What revisions to your Program Assessment Plan would you suggest?

Identify additional learning outcomes and benchmarks.

3. Discuss the SAGE findings that apply to the instruction in your Program.
Obtain these findings from the Office of Assessment & Effectiveness.

Up to date. Since all benchmarks were met, no changes have been made to the program.

OUTCOMES ASSESSMENT REVIEW SUMMARY:

“In total the Theatre program has identified three Learning Outcomes with one Benchmark per Outcome. Between January 2005 and October 2006, all three Benchmarks have been implemented. Findings indicate that the benchmarks were met and as a result, no changes were made to the program, its curriculum or assessment plan during this time frame.”

PROGRAM DASHBOARD

Prepared by OCC,
Office of Assessment & Effectiveness
November, 2006

Theatre Program Major Highlights November 2006

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Theater program. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the program.

Major Highlights

- Based on the seven measures comprising the Program Dashboard, the programs composite dashboard score ranked 85th out of 103 curriculum offerings during 2005-06.
- During 2005-06 three of the seven Program Dashboard measures were at or below their established benchmarks. Specifically, percent of sections filled to capacity, the percent of withdrawals, and student course completion rate fell into the red zone.
- Meanwhile, the percent of minority students in Theater courses exceeded the benchmark (green zone)
- Theater courses have experienced relatively low enrollment over the past three years. This is reflected in the percent of sections filled to their capacity as well as the percent of offered sections which have been canceled.
- However, in recent years there has been a slight positive trend in both headcount and credit hour enrollment. Credit hour enrollment showed a steady increase from 1994-95 through 1999-2000, then remained fairly consistent, despite one large drop in the number of credit hours in the 2003-04 academic year.
- Student withdrawals have been consistent and relatively high over the last three years, with 23.8% of theatre students withdrawing, compared to 17.8% college-wide. Meanwhile, the percent of incompletes is 1% and is slightly below the college 1.6% level. Also, the student course completion rate is 59.3%. In other words, roughly 41% of the students are not successfully completing Theatre courses, compared to 32% college-wide.
- Although Theater courses have been offered for a number of years, the degree program was established in July 2004. Since the inception of the Theater degree no students have yet graduated from the program.
- In relation to other occupational fields, there is a relatively small demand for theatre related occupations in the four-county region of southeast Michigan. However, Theatre related occupations are expected to experience some moderate growth over the next ten years. Nonetheless, these occupations are expected to remain at relatively small levels. Furthermore, aside from Producers and Directors, pay scale averages are generally low.

- In total the Theatre program has identified three Learning Outcomes with one Benchmark per Outcome. Between January 2005 and October 2006, all three Benchmarks have been implemented. Findings indicate that the benchmarks were met and as a result, no changes were made to the program, its curriculum or assessment plan during this time frame.

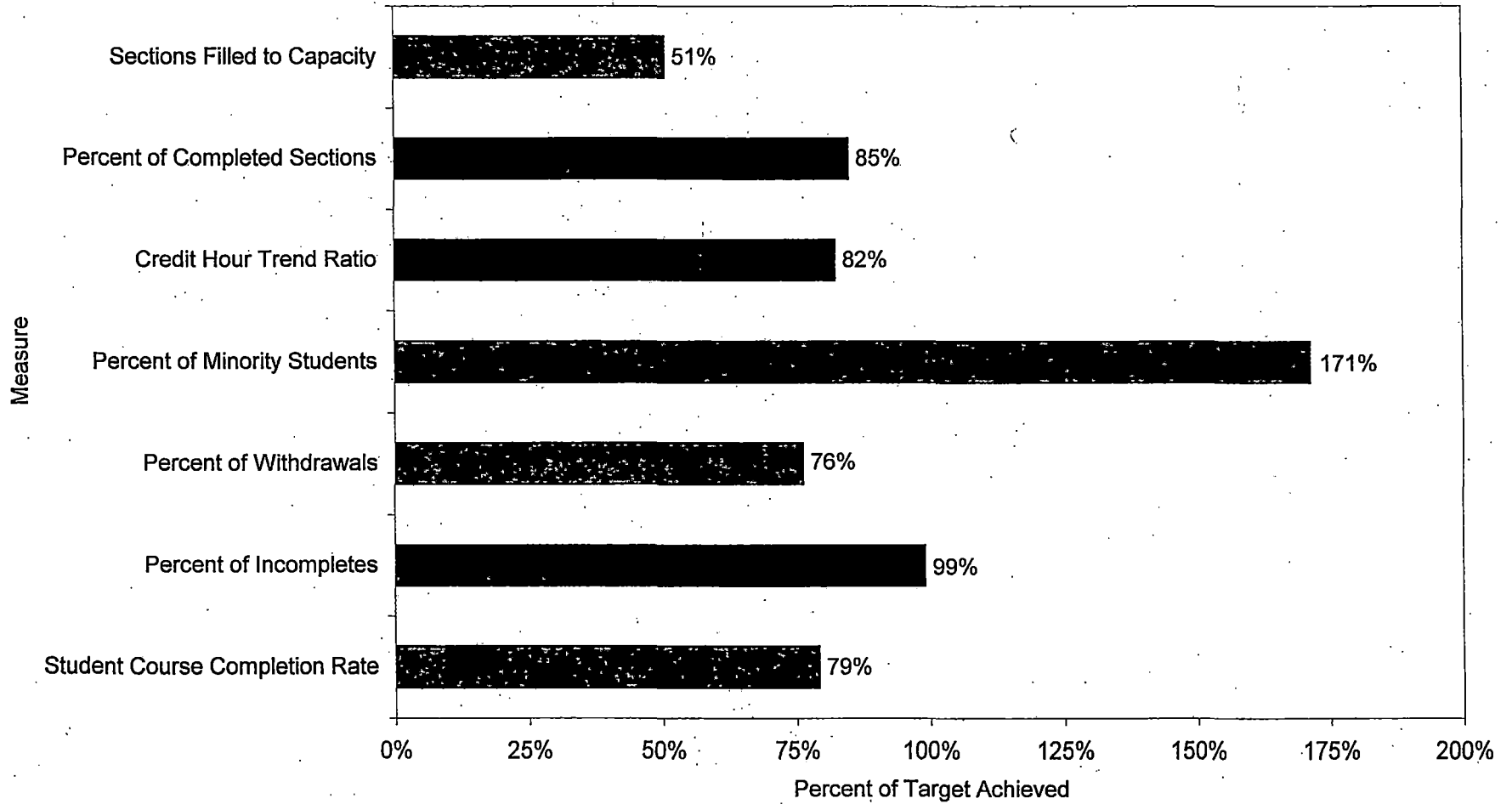
**Oakland Community College
Program Dashboard Report
2005-06**

**Theatre THE
Dashboard Score: 8.21**

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target			
Sections Filled to Capacity	45.5%	75.0%	90.0%	50.6%	18.0%	0.91
Percent of Completed Sections	76.4%	75.0%	90.0%	84.9%	14.2%	1.21
Credit Hour Trend Ratio	1.03	0.71	1.25	82.4%	15.3%	1.26
Percent of Minority Students	32.2%	16.9%	18.8%	171.3%	6.1%	1.04
Percent of Withdrawals	23.8%	15.0%	0.0%	76.2%	12.0%	0.91
Percent of Incompletes	1.0%	3.0%	0.0%	99.0%	7.9%	0.78
Student Course Completion Rate	59.3%	60.0%	75.0%	79.1%	26.5%	2.10

Oakland Community College Percent of Target Achieved 2005-06

Theatre THE



Program Dashboard Detail Report

Prefix THE
Title Theatre

	Program			College Wide
	2005-06	2004-05	2003-04	2005-06
Sections Filled to Capacity	45.5%	41.4%	44.0%	83.2%
Percent of Completed Sections	76.4%	73.8%	74.0%	86.6%
Headcount Trend Ratio	1.03	1.04	1.00	1.02
Credit Hour Trend Ratio	1.03	1.03	1.00	1.02
Percent of Minority Students	32.2%	29.3%	26.6%	27.9%
Percent of Withdrawals	23.8%	23.6%	22.5%	17.8%
Percent of Incompletes	1.0%	0.8%	1.7%	1.6%
Student Course Completion Rate	59.3%	67.5%	68.2%	68.2%
Dashboard Score	8.21	8.25	8.21	

Sections Filled to Capacity

Prefix THE
Prefix Title Theatre

	2005-06	2004-05	2003-04
Total Students	632	545	522
Total Capacity	1,389	1,315	1,186
Sections Filled To Capacity	45.5%	41.4%	44.0%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix THE

Prefix Title Theatre

	2005-06	2004-05	2003-04
Active Sections	55	62	54
Cancelled Sections	17	22	19
Total Sections	72	84	73
Percent of Completed Sections	76.4%	73.8%	74.0%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix THE
Prefix Title Theatre

	2005-06	2004-05	2003-04
Headcount Year 1	578	583	530
Headcount Year 2	522	578	583
Headcount Year 3	642	522	578
Headcount Year 4	638	642	522
Headcount Period 1	581	561	564
Headcount Period 2	601	581	561
Headcount Ratio	1.03	1.04	1.00

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix THE
Prefix Title Theatre

	2005-06	2004-05	2003-04
Credit Hour Year 1	1,736	1,744	1,582
Credit Hour Year 2	1,567	1,736	1,744
Credit Hour Year 3	1,912	1,567	1,736
Credit Hour Year 4	1,900	1,912	1,567
Credit Hour Period 1	1,738	1,682	1,687
Credit Hour Period 2	1,793	1,738	1,682
Credit Hour Ratio	1.03	1.03	1.00

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix THE
Prefix Title Theatre

	2005-06	2004-05	2003-04
Minority Students	166	161	121
Total Students	515	550	455
Percent of Minority Students	32.2%	29.3%	26.6%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix THE

Prefix Title Theatre

	2005-06	2004-05	2003-04
Total Withdrawals	145	125	95
Total Grades	610	529	422
Percent of Withdrawals	23.8%	23.6%	22.5%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix THE

Prefix Title Theatre

	2005-06	2004-05	2003-04
Total Incompletes	6	4	7
Total Grades	610	529	422
Percent of Incompletes	1.0%	0.8%	1.7%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix THE

Prefix Title Theatre

	2005-06	2004-05	2003-04
Successful Grades	362	357	288
Total Student Grades	610	529	422
Student Course Completion Rate	59.3%	67.5%	68.2%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).



OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Theatre
THE
2005-06

Prepared by:
Oakland Community College
Office of Institutional Research
November 10, 2006

**Oakland Community College
Credit Hour Trends Report
Theatre
1995-96 through 2005-06**

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

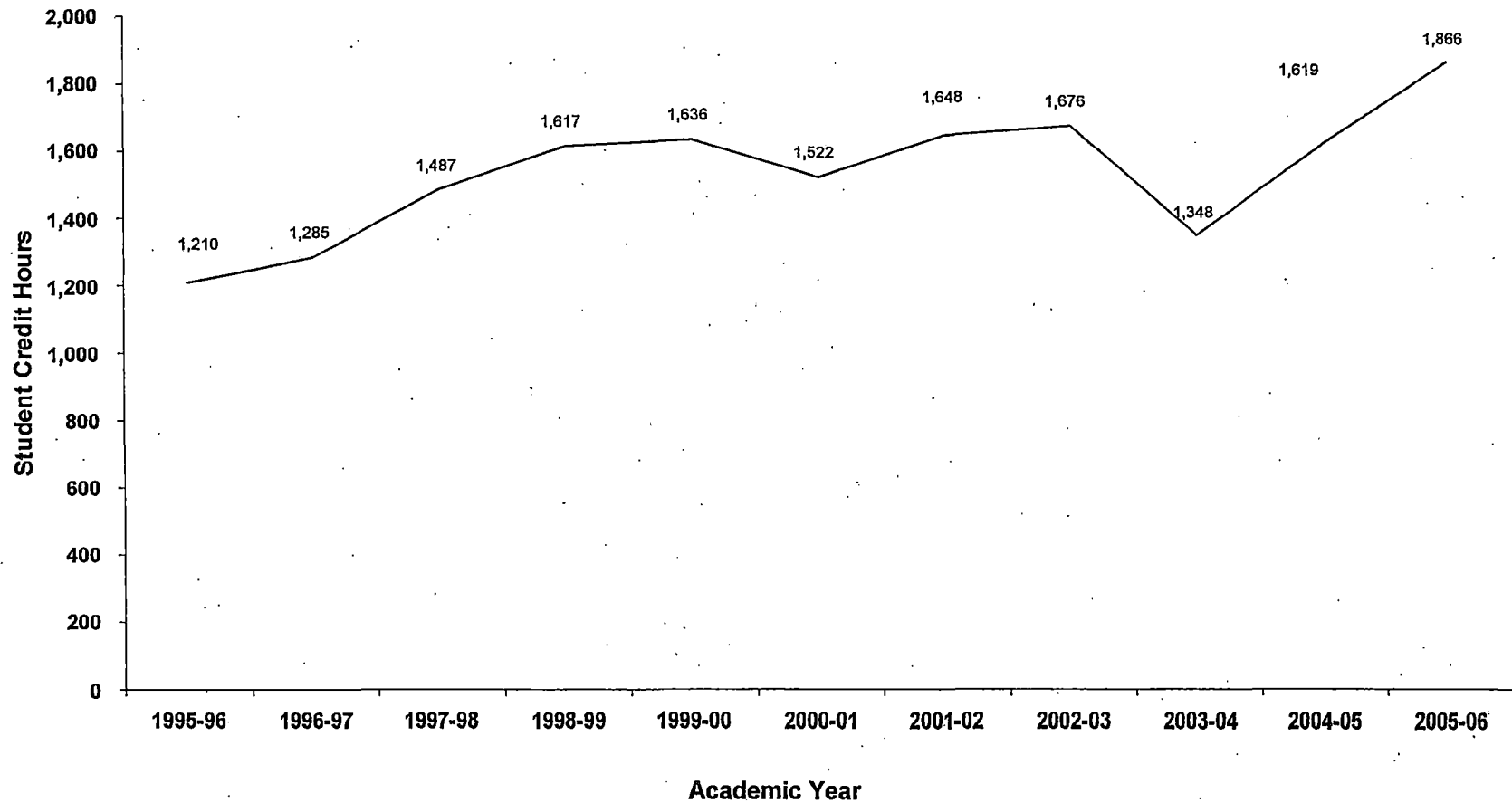
Trends over a specified period of time are illustrated by the following graphs for Theatre.

- Graph depicting ten-year trend in student credit hours generated by Theatre
- Graphs depicting three-year moving mean and rate of change in student credit hours for Theatre.
- Ten-year trend in annual credit hours generated Collegewide.

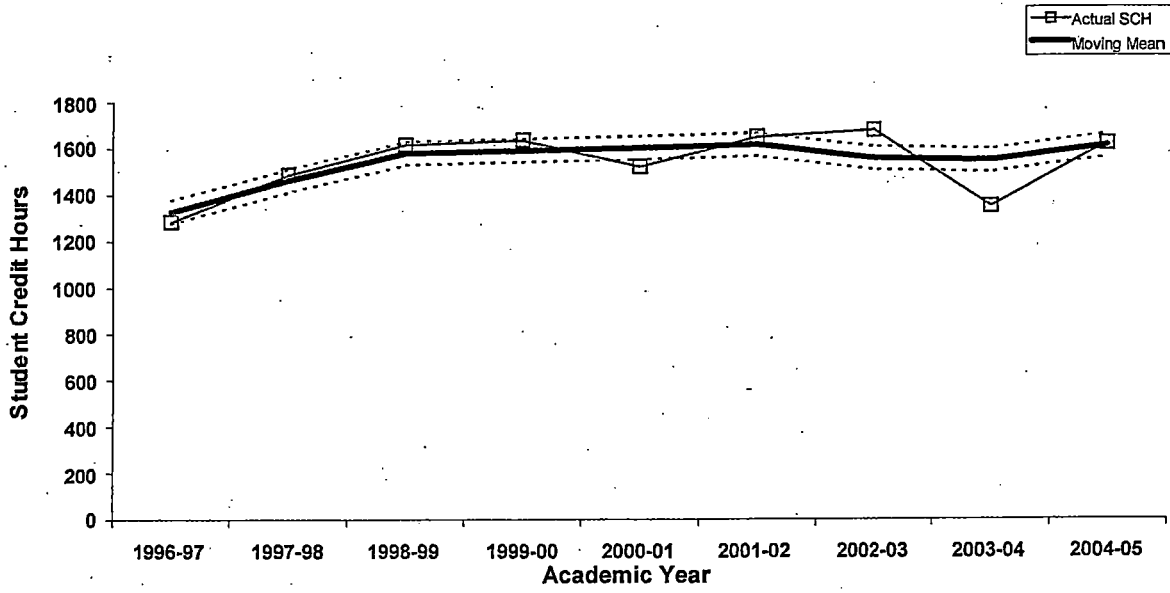
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Ten-Year Trend in Student Credit Hours
Theatre
1995-96 through 2005-06

	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	5-Year % Change	10-Year % Change
Theatre	1,210	1,285	1,487	1,617	1,636	1,522	1,648	1,676	1,348	1,619	1,866	22.6	54.2
College Wide Totals	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	7.6	8.1



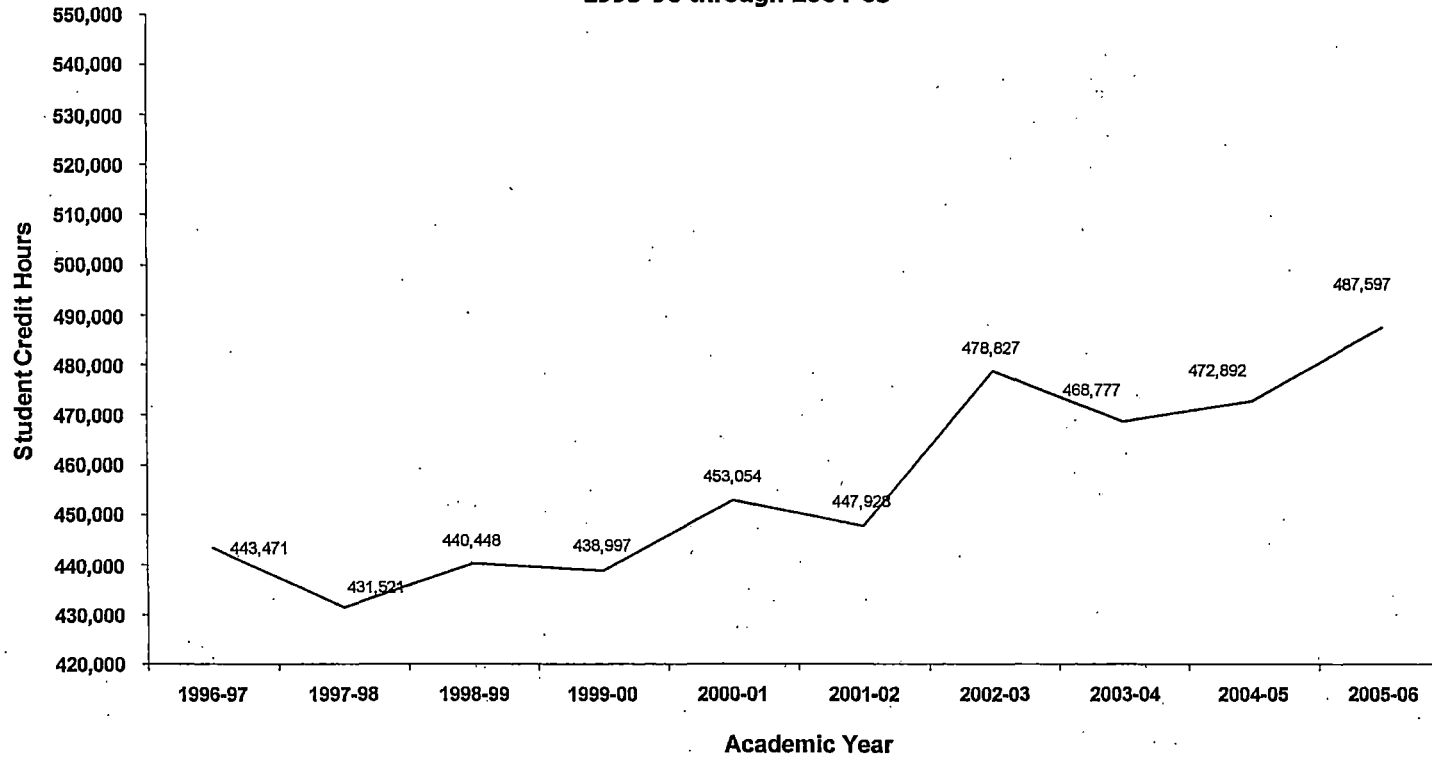
Oakland Community College
 Three-Year Moving Mean
 Theatre
 1996-97 through 2004-05



Rate of Change in Student Credit Hours 1996-97 through 2005-06



**Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05**



1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597

Occupational Projections (2005 – 2015)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within a given Standard Occupational Code (SOC) is highly dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" (N = 749) level according to the U.S. Department of Labor.

Projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

This information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:

- Base Year: Current number of jobs in 2005.
- Five Year: Number of projected jobs in 2010.
- Ten Year: Number of projected jobs in 2015.
- New Jobs: Projected number of new jobs between 2005 and 2015.
- Replacement Jobs: Projected number of replacement jobs between 2005 and 2015.
- % New Jobs: Percent of projected new jobs in 2015 using 2005 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2015 using 2005 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2015 using 2005 as the base year.
- Earnings: Average annual earnings within the SOC code in 2005.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

**Theatre Related Occupations
(2005 through 2015)**

Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmn Jobs	% New & Rplmnt	Earnings
27-2011 Actors	1,651	1,847	1,847	197	223	12.0%	14.0%	25.0%	\$38,293
27-2012 Producers and Directors	1,442	1,486	1,504	61	220	4.0%	15.0%	20.0%	\$55,162
27-2031 Dancers	352	392	395	43	226	12.0%	64.0%	76.0%	\$19,843
27-2032 Choreographers	278	304	306	28	162	10.0%	58.0%	68.0%	\$18,533
39-3092 Costume Attendants	99	116	118	19	30	19.0%	30.0%	50.0%	\$32,219
39-5091 Makeup Artists, Theatrical & Performance	32	35	35	10	10	8.0%	19.0%	27.0%	\$34,611
Totals:	3,854	4,180	4,205	358	871				

Occupational Definitions

SOC Code 27-2011

Name Actors

Definition: Play parts in stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Interpret serious or comic role by speech, gesture, and body movement to entertain or inform audience. May dance and sing. Examples: Elocutionist, Extra, Dramatic Reader

SOC Code 27-2012

Name Producers and Directors

Definition: Produce or direct stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of guests, set design, sound, special effects, and choreography. Examples: Independent Film Maker, Stage Manager, Program Arranger

SOC Code 27-2031

Name Dancers

Definition: Perform dances. May also sing or act.

SOC Code 27-2032

Name Choreographers

Definition: Create and teach dance. May direct and stage presentations. Examples: Dance Director

SOC Code 39-3092

Name Costume Attendants

Definition: Select, fit, and take care of costumes for cast members, and aid entertainers. Examples: Wardrobe Custodian, Dresser

SOC Code 39-5091

Name Makeup Artists, Theatrical and Performance

Definition: Apply makeup to performers to reflect period, setting, and situation of their role.

Source: OCC, Office of Assessment & Effectiveness (CCSP)

**THEATRE
PROGRAM
ASSESSMENT PLAN**

Program Assessment Plan

Theatre

Statement of Purpose

The Theatre program, an associate degree in liberal arts with a concentration in Theatre, provides theoretical knowledge in a variety of theatrical areas, practical experience in performance, and an introduction to the technical aspects of theatre through behind-the-scenes work. Upon completion of this program, students will be prepared to pursue a Bachelor's degree in Theatre, enter a specialized school of acting, or enter the professional entertainment industry.

Catalog Description

The Theatre program is an associate degree in liberal arts with a concentration in Theatre. This program includes performance and the technical aspects of theatre, including theory and practical experience. Upon completion of this program, students will be prepared to pursue a Bachelor's degree in Theatre, enter a specialized school of acting, or enter the professional entertainment industry.

Program Assessment Plan

Theatre

Learning Outcomes

Graduates will demonstrate the ability to use their voices effectively and expressively in performance.

Benchmark	Assessment Method	Timeline
1. 100% of the students will demonstrate good articulation and vocal projection in a public recitation at a skill level of $\geq 75\%$ measure against a 12 point rubric.	Student's performance of a recitation will be evaluated by instructor on a 12 point rubric.	11/06
2.		
3.		
4.		
5.		

Program Assessment Plan

Theatre

Learning Outcomes

Theatre Graduates will demonstrate the ability to offer constructive feedback concerning the performance of their peers' scenes and monologues.

Benchmark	Assessment Method	Timeline
1. 100% of students will demonstrate the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level greater than or equal to 75% measured against the 14 point (instructor-evaluated) rubric.	Students will submit written peer evaluations addressing 9 specified areas of performance technique of the monologues of three other students using the class criterion. The written work will then be evaluated by instructor on a 14 point rubric.	04/08
2.		
3.		
4.		
5.		

Program Assessment Plan

Theatre

Learning Outcomes

Theatre Graduates will demonstrate knowledge and application of terminology related to acting and actors.

Benchmark	Assessment Method	Timeline
1. 100% of the students will know the terms associated with offstage areas, onstage areas and theatrical body positions greater than or equal to 75%.	Students will correctly respond to instructor-called directions by going to the correct stage areas named and assuming the correct body position.	12/07
2.		
3.		
4.		
5.		

Summary of Program Assessment Results Theatre

Catalog Description

The Theatre program is an associate degree in liberal arts with a concentration in Theatre. This program includes performance and the technical aspects of theatre, including theory and practical experience. Upon completion of this program, students will be prepared to pursue a Bachelor's degree in Theatre, enter a specialized school of acting, or enter the professional entertainment industry.

Program Statement of Purpose

The Theatre program, an associate degree in liberal arts with a concentration in Theatre, provides theoretical knowledge in a variety of theatrical areas, practical experience in performance, and an introduction to the technical aspects of theatre through behind-the-scenes work. Upon completion of this program, students will be prepared to pursue a Bachelor's degree in Theatre, enter a specialized school of acting, or enter the professional entertainment industry.

Learning Outcome

Theatre Graduates will demonstrate knowledge and application of terminology related to acting and actors.

Benchmark

100% of the students will know the terms associated with offstage areas, onstage areas and theatrical body positions at > 75%.

Assessment Method

Students will correctly respond to instructor-called directions by going to the correct stage areas named and assuming the correct body position.

Benchmark Scheduled To Be Assessed:

12/1/2005

Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2006

Findings

100% of the students correctly responded to the directions with a score of 75% or higher. 70% of the students responded with a score of 100%. Benchmark met by all students and surpassed by 70% of the students.

Benchmark

100% of the students will know the terms associated with offstage areas, onstage areas and theatrical body positions greater than or equal to 75%.

Assessment Method

Students will correctly respond to instructor-called directions by going to the correct stage areas named and assuming the correct body position.

Benchmark Scheduled To Be Assessed:

12/1/2006

Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2007

Findings

100% of the students correctly responded to the directions with a score of 75% or higher. 70% of the students responded with a score of 100%. Benchmark met by all students and surpassed by 70% of the students.

Learning Outcome

Theatre Graduates will demonstrate the ability to offer constructive feedback concerning the performance of their peers' scenes and monologues.

Benchmark

100% of students will demonstrate the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level greater than or equal to 75% measured against the 14 point (instructor-evaluated) rubric.

Assessment Method

Students will submit written peer evaluations addressing 9 specified areas of performance technique of the monologues of three other students using the class criterion. The written work will then be evaluated by instructor on a 14 point rubric.

Benchmark Scheduled To Be Assessed:

4/1/2006

Assessment Results Sent To Office of Assessment & Effectiveness: 5/1/2006

Findings

100% of the students demonstrated the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level of $\geq 75\%$ measured against the 14 point (instructor-evaluated) rubric. 20% of the students completed the task achieving 100% when measured against the rubric. Benchmark met by all students and surpassed by 20% of the students.

Benchmark

100% of students will demonstrate the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level greater than or equal to 75% measured against the 14 point (instructor-evaluated) rubric.

Assessment Method

Students will submit written peer evaluations addressing 9 specified areas of performance technique of the monologues of three other students using the class criterion. The written work will then be evaluated by instructor on a 14 point rubric.

Benchmark Scheduled To Be Assessed:

4/1/2007

Assessment Results Sent To Office of Assessment & Effectiveness: 5/1/2007

Findings

100% of the students demonstrated the ability to offer constructive feedback concerning the performance of their peers with a minimum completion level of $\geq 75\%$ measured against the 14 point (instructor-evaluated) rubric. 20% of the students completed the task achieving 100% when measured against the rubric. Benchmark met by all students and surpassed by 20% of the students.

Learning Outcome

Graduates will demonstrate the ability to use their voices effectively and expressively in performance.

Benchmark

100% of the students will demonstrate good articulation and vocal projection in a public recitation at a skill level of $\geq 75\%$ measure against a 12 point rubric.

Assessment Method

Student's performance of a recitation will be evaluated by instructor on a 12 point rubric.

Benchmark Scheduled To Be Assessed:

11/1/2006

Assessment Results Sent To Office of Assessment & Effectiveness: 12/1/2006

Findings

100% of the students demonstrated good articulation and vocal projection in a public recitation at a skill level of $\geq 75\%$. 48% of the students demonstrated a skill level of 95-100%. 43% of the students achieved 80-90% of the points available. 9% of the students assessed demonstrated the skills at the level of 75%. To conclude: Benchmark met by all students and surpassed by 91% of the students.

**THEATRE
WEBPAGE
CURRICULUM
INFORMATION**

Course Descriptions

THE 1561 Introduction to Theatre • 3 Credits

Students will be introduced to the elements and structure of the theatre through analysis of written dramas and performance reviews. Students will read representative classic and contemporary plays and study the role of theatre in society and how theatre generates value as a humanistic discipline. Students will be introduced to the techniques used by actors, directors and designers in contemporary American theatre.

THE 1571 Acting I • 3 Credits

This course will provide an introduction to physical, vocal and rehearsal techniques common to contemporary theatre. Intensive vocal and physical exercises to develop strength and agility will be emphasized. Performance or improvisations, monologues and scenes will be developed and critiqued for clarity of scene objectives and timing.

THE 1580 Acting II • 3 Credits

Prerequisite: THE 1571

This course is a continuation of Introduction to Acting designed to further develop student's vocals, physical and aesthetic acting skills. The application of scene study and rehearsal skills for character development in the preparation and performance scenes from contemporary plays will be emphasized.

THE 1583 Movement for the Actor • 3 Credits

Prerequisite: THE 1571

This course is designed to help the actor become more aware of his/her body and improve it as an instrument for the stage, through studies in movement characterization, dance and stage combat. It will introduce traditional and contemporary techniques of movement and provide exercises to improve posture, muscular strength, coordination, flexibility, musicality, dramatic movement ability and stamina.

THE 1585 Acting for Film • 3 Credits

Prerequisite: THE 1571

This course will provide a comprehensive study of the intrinsic challenges, both technical and artistic, of film acting. The class will offer theoretical analysis and practical experience concerning the differences between film and stage acting techniques, and will focus on producing the non-theatrical work required for film. Students will develop their craft through extensive time in front of the camera, resulting in a taped scene of their final work.

THE 1587 Audition and the Business of Acting • 3 Credits

Prerequisite: 1571 and Pre- or Corequisite: 1580

This class is designed to prepare the actor in the different audition techniques for stage and film and to provide insight concerning the challenges of a career in the theatre, television and film. Students will receive training in how to do effective cold readings, improvisation and monologue auditions, along with choosing appropriate audition materials. The course will provide information concerning headshots, resumes, interviews, casting directors, talent agents, unions and other topics necessary for getting work in the business of acting.

THE 1590 Improvisation • 3 Credits

The course will study the elements and structure of improvisation in performance. The student will participate in the organization and dramatization of both individual and group scenarios. Emphasis will be on the presentation of self in solo and group impromptu theatrical situations.

THE 1601 Theatre Production and Technology • 3 Credits

This course is an introduction to the equipment, materials and techniques used in theatre production and design. Students will be exposed to costume design, set design, behind the scenes, stage rigging, prop building, stage organization, lighting and sound technology used in contemporary theatre and will have an opportunity to apply those skills learned. Course/lab fees.

THE 1701-1702 Theatre Activity • 1-2 Credits

This course provides novices and experienced actors or technicians with the opportunity to learn while participating in their chosen area of theatrical endeavor. Among the areas available for 1 to 2 units credits include acting, set construction, lighting, box office management, stage management, costuming and design. The total number of rehearsal or lab time will be arranged according to the department schedule of activities. (One hour credit for every 45 hours of rehearsal or lab time.) A written log of the activity must be presented to earn credit.

THE 1990 Fundamentals of Directing • 3 Credits

Prerequisite: THE 1571

This course will present students with an overview of the directing process and different styles of directing, giving them direct and practical experience in the art and craft of directing. The class will also offer theoretical analysis and practical experience concerning the differences between film and stage directing techniques.

CONCENTRATION IN THEATRE REQUIREMENTS:

SUGGESTED 2 YEAR CLASS SCHEDULE OF REQUIRED SPECIALTY COURSES

NOTE: This is a recommendation—courses can be taken at any time as long as prerequisites are met. In planning your program, refer to the Theatre Program Course Offerings By Semester information below, as not all courses are offered each semester or yearly.

In addition to the required specialty courses listed below, you will also need to take the general requirements for the associate degree and 9 elective credits from list on theatre page of catalog.

FALL I

Acting I
Introduction to Theatre
Theatre Activity

WINTER I

Acting II
Movement for the Actor

SUMMER 1

Improvisation

FALL II

Acting for Film
Theatre Activity

WINTER II

Fundamentals of Directing
Audition and the Business of Acting

THEATRE PROGRAM COURSE OFFERINGS BY SEMESTER

(F=Fall, W=Winter, S1=Summer 1)

THE 1561 Introduction to Theatre F

THE 1571 Acting I F, W, S1

THE 1580 Acting II F, W (Prereq 1571 or consent of instructor)

THE 1583 Movement for the Actor W in Odd years (Prereq 1571)

THE 1585 Acting for Film F, W, S1 (Prereq 1571)

THE 1587 Audition and the Business of Acting W in Even years (Prereq 1571 and Pre- or Coreq 1580)

THE 1590 Improvisation F, S1

THE 1701-1703 Theatre Activity F, W

THE 1990 Fundamentals of Directing W in Even Years (Prereq 1571)

Note: If you begin the program in an odd year but hope to complete the program in two years, you will need to get permission to take Acting II as a corequisite to Directing and Audition.

THEATRE
STUDENT EVALUATION
FALL 2006

Survey responses were collected from 119 students. The survey gathered feedback from student responses on issues such as the courses offered in the program, student satisfaction with the classes, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree.) Mean responses for each item were calculated and the results are presented below.

COMMENT	MEAN
1. My classes in the theatre program at Oakland Community College are meeting my expectations.	4.5
2. If I chose to continue on to a 4-year theatre degree program and/or pursue further work in the theatre community, the courses offered in the theatre program are preparing me to do so.	4.2
3. I would like to attend another institution because of dissatisfaction with the theatre program at Oakland Community College.	1.6
4. I am satisfied with the quality of the instructors in the theatre courses I am taking.	4.7
5. I feel that the instructors are knowledgeable about the course subject-matter.	4.7
6. I am satisfied with the course offerings in the theatre program at OCC.	3.9
7. My instructors make the course subject-matter seem interesting.	4.7
8. I am informed about what is happening in my program.	4.3
9. I think the department is committed to student success in the theatre program	4.3
10. I am satisfied with the theatre program.	4.3

Item 3 indicates that the students **do not** want to attend another institution because of dissatisfaction with the theatre program.

Item 6 reflects that students currently studying at Auburn Hills want more classes taught at Auburn Hills.

THEATRE
FACULTY EVALUATION
FALL 2006

Survey responses were collected from 6 faculty members. The survey gathered feedback from faculty responses on issues such as the courses offered in the program, faculty satisfaction with student preparation for the program, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree.) Mean responses for each item were calculated and the results are presented below.

COMMENT	MEAN
1. The courses offered in the program are preparing the students to continue on to a 4-year theatre degree program and/or for further work in the theatre community.	4.8
2. The program can be more competitive with other institutions that offer similar programs.	3.3
3. I am satisfied with the quality of instruction provided to the students in this program.	4.3
4. My fellow faculty members in the program are knowledgeable about the course subject-matter.	4.7
5. I am satisfied with the course offerings in this program.	4.2
6. I feel that the program has a focus real-world application.	4
7. I feel that the students are prepared for the rigors of the program.	3.3
8. I am informed about what is happening in this program.	4
9. Opportunities are available for me to make suggestions for improvements in this program.	3.9
10. I think the department has a commitment to student success in the program.	4.7