Oklahoma City Community College

Program Review Self Study Year | 2011 |

Division: | Arts and Humanities |

Program Name | Theatre Arts 045 |

Prepared by: | Brent Noel |

1. Program Curriculum

Program Name	Theatre Arts 045

Options:

I. Program Requirements Minimum Required Hours 61

Major Courses		
Prefix & Number	Course Title	Credit Hours
TA 1103	Introduction to Theatre	3
TA 1133	Voice and Speech Improvement	3
TA 1223	Make-up for the Stage	3
TA 1513	Acting I	3
TA 2203	Acting II	3
TA 2233	Acting for the Camera	3

General Education Courses		
Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483/1493	US History to the Civil War --OR History Since the Civil War	3
COM 1123	Interpersonal Communications	3
PHIL 1013	Introduction to Philosophy	3
POLSC 1113	American Federal Government	3
MATH 1513/2013	College Algebra or Introduction to Statistics	3
HUM	Humanities Elective	6
PHYS SC	Physical Science	3-4
BIO	Biological Science	3-4
GEN ED	General Education Elective	3

Support Courses		
Prefix & Number	Course Title	Credit Hours
TA 1000	Special Topics	1-2
TA 1121	Production Workshop	1
TA 2000	Special Topics	3
TA 2113	Introduction to Technical Theatre	3
TA 2123	Practicum in Theatre Arts	3

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1

2. **General description of review process and participants assisting with and conducting the review.**

   a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.

   b. A list of the student learning outcomes

Upon completion of an Associate of Arts degree in Theatre Arts, students will exhibit: 1. The ability to connect basic theatre history and theory to practical cultural application. 2. the basic skills necessary to successfully audition/apply for employment within the Theatre Arts field, including but not limited to: monologue presentation, script analysis, technical competency. This will be demonstrated through successful completion of a final project or portfolio.

   c. A list of program outcomes for the program

1. Upon completion of the Associate of Arts degree in Theatre Arts, students will complete an exit survey concerning the quality of education they received at OCCC.
2. Upon completion of a production, the students will be given a survey to assess the opportunities for participation and practical education resulting from involvement in our production season.

   d. Well defined the criteria for measurement and how the criteria were used in the program.

Student who participate in a survey should rank the program on a 3 out of 5 or better to indicate satisfaction with the program.
Production surveys have a less formal, but broader indication of how the program is serving the needs of non-majors as well as majors participating within the program. A general positive response is considered indication of the student's satisfaction with the participation and educational opportunities of production.

   e. The evaluation, results and recommendations based on the criteria used.

All program surveys have indicated satisfaction with the program. Some areas the students have suggested strengthening include offering a course in improv, more opportunity for technical education, children's theatre, and offering more musical productions. All of these are legitimate observations.

The production surveys indicate that the program is providing ample opportunity for participation in diverse styles and genres of theatre without regard to ethnicity,

gender or sexual orientation. We hope to continue to offer a balance of small cast experience with larger productions of Shakespeare and musical performances.

3. **Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:**

a. is central to the institution's mission:

The Theatre Arts program consistently provides in-class instruction in arts education, emphasizing collaborative learning, critical thinking, creative problem solving, team building and respect for diversity. The study of and participation in theatre within our program includes understanding of global awareness, history, psychology, anthropology, written, oral and physical communication, literature, logic, and sociology forming a synthesis of all these areas to provide a cross-disciplinary world view.

The goal of our productions is to reach out to our students and community to provide not only entertainment but a sense that in order to grow we need to look beyond what we already know and expect. To do this we provide a diversity of productions, color-blind casting, and opportunities for audience feed-back for our more controversial and experimental productions.

We have had varied artistic success with our productions. *The Resistible Rise of Arturo Ui,* is one notable flop that haunts the memory of almost all who experienced it. It is, however, our philosophy that the only failure is in not learning from our missteps. Some of the controversial or experimental productions that had a more positive artistic impact include *The Laramie Project, Oleanna, Forum Theatre Project I & II, Art, In the Blood, Shakespeare in Pieces* and *The Rocky Horror Show.* In addition, more traditional productions include *Lysistrata*, *Arsenic and Old Lace, You Can't Take it with You, The Odd Couple, Tartuffe, Uncle Vanya* and *A Midsummer Night's Dream.*

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

Many of our graduates have achieved success transferring to area institutions and we are currently preparing several students to audition for prestigious out-of-state institutions and professional venues.

We have had considerable success transferring our students to UCO where we currently have six graduates participating in the areas of theatre performance (3), theatre education (2) and music theatre (1).

One graduate attempted to enter the OU acting program, but was rejected. She subsequently enrolled in the dramaturgical program, a more scholarly avenue, and has since graduated from OU.

Unfortunately, many of our students choose to stay at OCCC where they have achieved a certain level of comfort. Urging them out of the nest has become a priority. Part of the dilemma of a two-year program is that once the students learn to overcome bad habits they are off to other institutions. This has been an adjustment for me coming from a four-year background. I have had to rethink my priorities and encourage the students to see OCCC as a step in the process of their continued success.

d. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities

Programs of Study
OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

University Parallel/Transfer Programs
OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma.

Policy Statement on Undergraduate Degree Requirements and Articulation

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC "may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion."The Policy Statement on Undergraduate Degree

In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the "Transfer Center" on the Oklahoma State Regents for Higher Education web site at http://www. okhighered.org/studentcenter/transfer-stdnts. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. The curriculum patterns listed below are presented in the next section of the Catalog.

e. Have systems to evaluate courses and faculty by students, administrators, and departmental personnel

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean and/or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.

2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.

3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.

f. Is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience

Service-Learning

Incorporating service-learning as a part of a course's curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can generally be used as a part of any course's learning objectives and tailored to desired learning outcomes. The Student Life Service-Learning Center partners with over 100 community agencies, so there is something for every course and interest area. Office of Student Life coordinates student involvement in service learning.

g. Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.

Theatre Arts Library Review

OKC Community College
Fall 2010

The Library exists first and foremost to support the College's curriculum, students and faculty. Program support is provided in the form of research materials and equipment. It is also provided in the form of instruction, both to groups and individually to students as they attempt to identify and find what they need. What follows speaks first about Library support for academic programs, including general education courses, then specifically addresses Theatre course resources.

The Library has 76 public computers for student use for research, online coursework, email, etc. More than half of these are set up with DVD players and headphones. From the Library's webpage, students both on and off-campus can use the catalog of books and DVD/videos, search for quality information in many online article databases, link to recommended websites, and make online requests.

Since the previous program review, the Library has employed an Electronic Services / Reference Librarian to help strengthen student awareness of and skill in using Library online databases and other resources. Several online video tutorials have been created in addition to the online Research Paper Help module. These can be found from the Library front page or directly from the Library YouTube channel. Also, the Library is in the process of reevaluating e-book resources. As of fall 2009 the products on the market were disappointingly weak in lower level undergraduate books.

The Library has developed new ways for students to request assistance through the "Ask a Librarian" link, i.e. chat and text. Since many faculty members use the ANGEL online course management system to teach online or as a tool for regular classes, and provide students course information through that portal, the Library is going where the students are. The Library has created simple, new resources (widgets) for faculty to insert into their ANGEL course materials, making it convenient for students to search the article databases, Library catalog or other resources-- without exiting the course software.

Many students enroll in the one credit hour Success in College and Life course, in which they receive instruction in doing academic research. Librarians staffing the Library Assistance desk answer questions and provide one-on-one instruction, as well as teaching research skills to classes in a variety of subject areas. Instruction sessions are adjusted to faculty members' assignments and needs.

The last two years the Library has sponsored an OCCC "Big Read" program in partnership with other libraries in the Oklahoma City area. One year the book was "Fahrenheit 451," the second year, "The Maltese Falcon." This is a grant funded by the National Endowment for the Arts that supports speaker programs and discussions, and also provides copies of books and related teaching materials for distribution.

Theatre Arts

The majority of materials supporting Theatre Arts courses are found in these areas:

 PN 1530 --3307 Performing arts, show business, drama, dramatic composition, theater, incl. management, production, amateur theatricals, etc.
 PN 6110.5 --6120 Acting & plays

Brent Noel and the librarian reviewed the Library's collections related to theater. The circulating collection needs some updating. The anthologies of play monologues and of scenes from plays are used extensively, and the Library will continue to add to that part of the collection. There is a new focus on multicultural and outreach aspects of theater, topics including Augusto Boal, theater of the oppressed, audience participation, reader response theory, theater for social change, theater in religion. Faculty mentioned a number of specific titles in addition to these topics, all of which have been ordered for purchase. The theater area has been weeded of worn and obsolete items, and many new titles have been ordered.

The AV collection has been adequate to support the curriculum. The Library will be happy to add items as needed or recommended by faculty.

The Library subscribes to the following periodicals which support the program:
        American Theatre
        Live Design (was *TCI: Theatre Crafts International*)

> *TDR: The Drama Review*
> *Variety*
>
> Faculty have recommended adding a subscription to *Theater Journal*. An additional 30+ drama journals and their articles can be accessed via the Library's Ebscohost online article database.
>
> Librarians are committed to providing the right resources and helping students and faculty use them well. The Library has a strong budget and responds to faculty requests or suggestions about useful resources. Librarians will also continue to update and build the Library's collections of material related to theater arts.
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h. Provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.

We have one full time faculty who has a Master's degree and ABD of PhD coursework. He currently teaches Introduction to Theatre, Acting One, Acting Two, Drama as Literature, and this year Shakespeare in Production. In addition, this faculty member oversees the production season, generally directing two productions and serving as producer for two more.

We currently have four adjunct faculty who, in addition to having advanced degrees, also work locally in the theatre arts community. Our process of selecting adjunct faculty and guest artists is channelled through Human Resources and meets all current institutional standards for hiring.

The department director for Communications and the Arts also teaches a course called OKC Arts Alive, familiarizing students with the local arts scene. She has also directed two productions in the last four years and is slated to direct again in the fall of 2011. Her knowledge of the local arts community continues to be a boon to the program.

One area that is deficient is in technical theatre education. Our previous tech director did not have the degree or the schedule that would allow for a class in tech theatre. While not required for the major, technical theatre education is one aspect of the program that the students feel could be strengthened. As such, we are

currently looking to fill this need.

4. **Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:**

    General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Strategy:

The General Education Committee will create six interdisciplinary teams with embers from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 36 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 36 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included "artifacts" relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

I. **Human Heritage, Culture, Values, and Beliefs**

Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to

Demonstrate understanding of basic world geography; Demonstrate familiarity with major cultural issues of selected global communities; Demonstrate knowledge of significant historical events and figures of selected global communities; and Demonstrate an understanding of ethical concerns of selected global communities.

II. Communication and Symbols

A. Students will demonstrate effective writing and public speaking skills.

For writing, students should be able to

Generate a clear, specific, and arguable thesis or dominant idea; Formulate evidence and examples to support the topic idea; Construct a logical pattern of paragraph development; and Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to

Demonstrate the effective use of an introduction, body, and conclusion of a formal speech; Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech; Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience; Vary the tone of voice appropriate to the content of the speech and context of the audience; and Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

III. Social, Political, and Economic Institutions

Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to

Analyze how political systems impact society; Analyze how economic systems impact society; Analyze how religion serves to shape the norms of a society; Analyze how education interacts with cultural values and norms; and Analyze how shifts in social institutions impact the family.

IV. Relationships in Nature and Science

Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to

Analyze a set of data or qualitative observations using previously learned tools; Draw reasoned conclusions based on the results of the analysis; and Support conclusions logically and communicate them effectively.

Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. Provide Evidence that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met.

Introduction to Theatre is our offering to the Gen Ed curriculum. It is a conglomeration of course content study, small group collaboration and presentation, written, oral and non-verbal communication, critical thinking skills, group discussion, diversity of thought and experience, exploration of the meaning making process and, beginning this year, hands-on experience demonstrating the connection between theory and practice. The successful Theatre Arts student combines elements of history, literature, sociology, psychology, anthropology, logic, analysis and imagination into a cross-disciplinary synergy. We take the approach that the student is not as much learning about theatre, as learning about the world through the lens of theatre. Introduction to Theatre requires written analyses of the productions which have been utilized as artifacts for college-wide writing assessment.

In our annual review with the department director, we assess the efficacy of our methods and continue to explore innovative approaches for student success.

5. **Provide a summary of how concerns and recommendations identified in the last program review were addressed.**

Because past concerns can only be fixed with additional funds, not much has changed. In the previous review technical shortcomings, lack of adequate storage and facility maintenance and recruitment were all mentioned. Downturn in the economy and increase demand for classroom space has taken priority over storage and routine maintenance needs. Attempts have been made to expand storage, but the problem still exists. Part time personnel have helped to organize but the lack of full time technical assistance is a detriment to the program. A strong technical director would allow the proper lab environment to grow in our scene shop which would facilitate overcoming some of these concerns.

6. **Describe the strengths of the program identified through this review.**

The strength of the Theatre Arts program is in its diversity and adaptability. We provide strong academic and participatory opportunities for majors and non-majors. We take the approach that most of our students will not make a living in theatre, so we look beyond the program as simple professional development. Because of the cross-disciplinary approach that a theatre education provides our students, they develop life skills that are not vocationally confined. Our students learn team building, project management, critical thinking, tolerance of others, risk

taking, confidence, discipline, creative problem solving, diction, spacial relationships, aesthetics, as well as global social and political awareness. The goal of the program is to create well-rounded members of society who can rise to any challenge and be successful.

On the other hand, we provide a strong and varied curricular and experiential base for the student who wishes to continue in a four-year program or a theatrical career. We continue to challenge our students, our audience and our artists by providing ample opportunity for classical, contemporary and exploratory application of skills through participation in our production season.

The Theatre Arts program is strong and growing, and our ability to creatively overcome budgetary constraints should not be viewed as an invitation to continue under-funding the potential our students bring to us.

7. Describe the concerns regarding the program that have been identified through this review.

1. We don't graduate a lot of majors. The instability of the profession precludes practical minded students from majoring in theatre. No degree requirement for entry into the field leads many to perceive the degree as superfluous. Also, many of our students see the program as a source of comfort, where their needs are met and their talents rewarded. The theatre world at large is not like that.

2. Financial limitations continue to hamper our growth. Without better access to funds we cannot keep current with the field. We have no storage for costumes, set pieces, furniture or props. This results in either rental or continuous building. The funding and procurement process for this is becoming a logistical and financial hardship, taking its toll on personnel, recruitment and student instructional needs. Maintenance of our current facility is not adequate: curtains, lighting equipment, rigging and power tools are in various states of disrepair.

8. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

1. We are in the process of merging with the speech program to provide a Speech/Theatre degree with emphasis in either Speech or Theatre. Currently many of the courses overlap and it seems like a natural fit. This should help make graduation numbers increase.

In addition, we continue working with students to encourage completion of the degree, urging an understanding that their time at OCCC is a step in the process of their continued success.

2. We need more and better access to funding. With the plans for the new Performing Arts Theatre, many people wrongly assume the Theatre Arts Program will directly benefit. However, Theatre Arts will continue to be housed in the Bruce

Owen Theater. Production and maintenance costs continue to rise and with so much focus going to the new theatre, Theatre Arts and the Bruce Owen Theater are in danger of becoming the forgotten stepchild of the Arts family. Again, recruitment and instruction will suffer if the facility and program are allowed to become nothing more than a theatre ghetto.

The procurement process and access to already budgeted funds needs to be re-evaluated and overhauled. The current process is inefficient, ineffective and obsolete. Many theatre needs require immediate access to funds. It is impractical to wait as much as two weeks or more for the current process to run its course. Our productions are short term projects lasting only five or six weeks and costume, prop or set needs are often not discovered until the last week.   An analogy to our system would be if the motor pool had to send in a requisition every time one of its vehicles needed fuel, it would severely hamper the effectiveness of its operation.   A credit card which could be used for small, but urgent expenses would overcome the burden of negotiating with business who often do not accept purchase orders. Receipts would continue to be submitted. Oversight will remain. But access to funds already allocated to the program and productions would significantly be improved.

II. Institutional Requirements

1. **Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.**

   All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and advertising activities to ensure they meet acceptable standards of ethics. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

   Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters Manual, and new student orientation as well as through the College website.

2. **Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.**

   Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

   Students entering Oklahoma City Community College as a Regular Degree Seeking Student will meet the following admissions requirements:

   - graduated from high school or earned a GED;

   - completed the ACT, SAT or a similar acceptable battery of tests; and

   - completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

3. **Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.**

   Faculty from each program work very closely with the Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

   Degree sheets are available in the Student Development Center as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Student Development Counselors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

   The general philosophy and objectives of the Student Development Center include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

   The functions of Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

   Counselors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a counselor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Student Development.

   When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

Academic Advisement (faculty handbook)

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.*

* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

Program Requirements

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise.

Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising. With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

Transfer Concerns

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including:

a. The number of majors (head count and FTE) in the instructional program during each of the last three years and projections for the next two years.

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Projected Fall 2011 Projected
Theater Arts	41 438	44 434	42 400	42 424	43 437

b. the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.

Theater Arts	**FY 2008**	**FY 2009**	**FY 2010**
TA-2003	0	17	7
TA-2103	16	15	15
TA-2123	1	3	3
TA-2203	17	18	11
TA-2233	16	15	17
Theater Arts Average	10	14	10

c. Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.

Oklahoma City Community College offers online courses (computer based/ Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We are also in the early stages of implementing virtual tutoring in the Math and Communication labs to further customize and personalize online students' education. The cost of these initiatives and efforts totals $17, 000.00. OCCC has also dedicated a specialized team of student technology support to provide assistance to students seven days a week as they work within the learning management team which costs the College $120,034.00.

As of August, 2010, all classrooms on campus requested to be multimedia classrooms will be appropriately equipped with computers and projectors for instructors to incorporate into their courses. The cost incurred with this multi-year effort is $1.22 Million. Instructors are beginning to utilize classroom response systems, slates, and SMARTBoards as part of their efforts to continue to increase student engagement with course content. The classroom technologies are part of a new effort on campus so the cost thus far has only been $15,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's LMS, ANGEL. Faculty members are also provided multiple opportunities to increase their learning through participation in webinars on identified topics relevant to faculty's professional development goals and objectives. Data will be collected in the upcoming months on the impact of these efforts to assist with the assessment of the expenditure of funds and direct further efforts.

d. The number of FTE faculty in specialized (program major) courses within the curriculum

	FY 2008	FY 2009	FY 2010
TA-2003		0.1	0.1
TA-2103	0.1	0.2	0.2
TA-2123	0.2	0.1	0.1
TA-2203	0.1	0.1	0.1
TA-2233			0.1
Theater Arts Total	0.5	0.5	0.5

e. Projected job market for graduates in occupational programs during the next two years.

N/A

f. The success of transfer students based on GPA comparisons.

Type of Student	2007 GPA	2008 GPA	2009 GPA	2010 GPA
UCO				
OCCC Transfer	2.85	3.02	2.95	2.86
All Undergraduates	2.77	2.87	2.89	2.89
OSU				
OCCC Transfer	3.00	3.01	3.03	3.09
All Undergraduates	2.90	2.92	2.92	2.95
OU				
OCCC Transfer	2.77			
All Undergraduates	3.08			

5. **Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.**

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

6. **Provide evidence that a formalized and effective process to address student complaints is in place and available to students.**

   The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

   Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

7. **Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.**

Theatre Arts continues to provide a stimulating and educational environment for the OCCC community and its students. TA majors continue to transfer successfully and anecdotal information tells us their talents and education are appreciated by their new institutions.

While computers and mechanization have created a workplace where some personnel can be replaced by machines, that is not true of the arts. State of the art equipment is needed to satisfy audience expectations (proper lighting, sound and multimedia effects) but it still takes people to make a play or musical happen. This truth is one of the theatre's greatest gifts to students (learning all the interpersonal skills already listed within this document) but is also a detriment as money is always an issue. Hiring personnel continues to be a difficult issue as budgets sizes remain the same year after year while student populations (and expectations) increase. Our current theatre is a well-used lab (not just by the theatre program) and that use is showing in aging equipment and ragged appearance. Creativity and imagination can make any space become a wonderful venue for theatre but a constant diet of "just a bare stage and some enthusiasm" does not serve the students who participate in productions or our college and community audience. A recognition that our Theatre Arts program can serve a vital role in student life could benefit us all.

We would happily work with Theatre Arts and Finance/Purchasing to devise a cash flow/payment procedure that will serve all groups better. The current situation creates stress and tension and serves neither. The ability to discuss this openly would be a great step in resolving this process.

New technical personnel and adjunct instructors have allowed us to offer new classes and expand our efforts to put Introduction to Theatre into the high schools through concurrent sections. This has become a nice tool for recruitment for new students and future actors for productions. Our new yearly Shakespeare series

should be another step in creating bridges to high schools in our area. We anticipate more majors in future years as the uniting with Speech will offer more cross-over between areas of interest and allow both programs to bloom.

Theatre Arts is a dynamic program --changing and growing with our new student body. Full classes and full auditoriums for the plays tell us they are moving in the right direction.