Oklahoma City Community College

Program Review Self Study Year: 2017

Division of Arts

Associate in Arts in Speech and Theatre (045)

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I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

> In 2011, our two main concerns were the number of graduates the program was producing and fiscal limitations.
>
> Issue 1: Students love their major and enjoy being in plays. Enjoying the educative environment does not mean students want to graduate. To increase numbers of like students, 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.
>
> Issue 2: Without better access to funds we cannot keep current with the field. Our lack of storage is problematic. Renting costumes is costly as is continuously building (and rebuilding) sets and finding/or renting props. Aging curtains, lighting equipment, rigging and power tools compound the problem. The procurement method is also cumbersome for short-term and the need for small quick small purchases. A credit card system would

assist in addressing the delays in using available funds effectively.

During the 2011 review, we were in the process of exploring a merger between Speech and Theatre.

In Spring 2011, immediately after the last program review, Speech emphasis from Journalism Broadcasting and the Theatre Arts program were combined into the new Speech and Theatre program.

This is the first in-depth examination of the collaboration between the two previously separate, but related disciplines.

Issue 1. We continue to worked toward increased enrollment, retention and graduation numbers.

Issue 2. Funding continues to be an issue for Speech and Theatre as it is for the college and all education in the state. OCCC has purchased/installed two storage building units on-site and that has helped immensely with our storage issues. We have been able to use the P-card system for some purchases which has saved a great deal of time for the purchasing department and our technical staff.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

The Speech and Theatre program at OCCC provides integral educational and cultural services to our college and community. With curriculum that satisfy the Gen Ed core including Public Speaking and Humanities, this program reaches over a thousand OCCC students each year in classrooms and online. The program also provides four theatrical productions per year using primarily OCCC students but also offers opportunities to community members or sister learning institutions to partner with us. Hundreds of students have graced the stages of OCCC over the past five years and thousands have enjoyed their performances as audience members. Speech and Theatre offer skills useful to job-seeking students such as strong oral communication and the ability to write and deliver an organized speech, the ability to use creative thinking as well as a greater knowledge of culture, heritage,and literature, along with empathy for their fellow humans. Students who learn about and participate in theatre gain experience in teamwork, the ability to think on their feet and improvise in high tension situations, and the ability to combine disciplines to create a final product.

As suggested during the last program review, combining the communication and theatre areas into the Speech and Theatre program has been good for students looking toward performance or communications as a career-whether as individuals in the workplace or as educators. The program graduates low numbers but its impact on the campus continues to be significant. We are developing recruitment plans to expand outreach into local high schools. We have also worked to create 2 + 2 degree advisement contracts with neighboring universities such as UCO. The program must continue to work on recruiting students and expanding its reach into a variety of theatrical styles so students have many different experiences while at the college. Our efforts to partner with USAO and local professional theatre are a good start to creating both networking and employment opportunities for our students. We can do more and should create an action plan to begin that process.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

Our Mission Statement:

OCCC provides broad access to learning that empowers students to complete a certificate or degree and that enriches the lives of everyone in our community.

Speech and Theatre is central to the college's mission to the general education component of each student. We provide practical experience in public speaking and theatrical participation. We provide instruction in the specific disciplines, but do not consider our primary goal the training of professional speakers or theatre artist. For those who wish to pursue these careers, we nurture and challenge our students to excel, but the program is, by design, not a professional training program. Rather, we give students transferable life skills that go beyond any individual job training. We teach our students to imagine, to organize thoughts, to express ideas clearly and concisely both written and orally, to collaborate with peers and supervisors, to accept and utilize constructive criticism, team building, confidence building, creative problem solving, critical thinking, textual analysis, respect for diversity, tolerance of other points of view, time management, project management, calculated risk-taking, and a quality that is seemingly in short supply in our ever increasing digital society, empathy.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

We provide a major in Speech and Theatre that easily transfers to Oklahoma universities. We also believe one of the strengths of the major and the program is in providing General Education components to the college and community as a whole. We are not a professional training program for a career as a Public Speaker or Theatre Artist, however we do provide an introduction to the major as a possible springboard to more intensive study in the communication arts. Speech/ Theatre does provide both majors and non-majors experience and training in several of the components of the Gen Ed Core objectives. These include: Public Speaking, Human Heritage, Culture and Institutions, Writing, and Critical Thinking. We also provide practice and performance

opportunities for all students and community members through our Public Speaking and Theatre Performance labs.

Student Learning Outcomes (FY 2011-FY 2016)

In the last program review, COMM 2213 was renamed from Public Address to Introduction to Public Speaking. Universally institutions use the name Introduction to Public Speaking while, our course, COMM 2213 was created as Public Address. Sometimes this gave students pause as to its transferability. This change makes it easier for OCCC students to transfer to other institutions.
-Research showed that major colleges and universities require (4) core speeches in their speech programs. It also showed that reference material is cited in APA format. These requirements are now implemented with our full time faculty and adjunct faculty alike.
-A new textbook was researched and adopted to replace the previous expensive textbook. The previous textbook did not cover in detail the needed information for different areas of public speaking. The new textbook, COMM 2213, Intro to Public Speaking, OCCC, by McGraw Hill, Create was taken from the ISpeak: Public Speaking for Contemporary Life/5th ed. It is advantageous to our OCCC students both in information and price.
-We created a dedicated Public Speaking Lab. We developed a designated space that would act as a classroom and a Speech Lab. It is equipped with multimedia technology, computers, and a stationary camera/laptop for recording student performances with a part-time student lab assistant (s) to aid in its operation. The lab is open five days a week at various times. There is a sheet outside the lab where students can sign up for speaking times. The Speech Lab at OCCC offers students the opportunity to practice and record their speeches and view them immediately or take them home on a USB drive to critique themselves and make improvements to their public speaking for classes such as Introduction to Public Speaking. Any OCCC student from any program or class may use the Speech Lab. Additionally, prior to the Speech Lab, there was no place for on-line students to perform their speeches and be recorded. Now they have a designated space which enables all on-line students making oral presentations a place to practice, record, and submit their on-line work. The recordings are helpful for assessment purposes too.
-There is only one full time professor for the Speech Communication program. There are over 40 sections of public speaking or more than 1000 students taught a year. As a Gen Ed class, Intro to Public Speaking enjoys high enrollment and the majority of sections are taught by adjunct faculty.
-The Speech Program implemented recording the students speeches in the COMM 2213 sections and developed a process using a lap top and the students USB drive. This allows the students to review their individual speeches, critique themselves, and work on improving the areas that are needed.
-The Speech Program introduced the iPad technology not only to the Speech Program, but to all of OCCC to use in different educational ways. In Comm 2213, Intro to Public Speaking it was implemented to record short impromptu speeches, practice speeches, that were emailed directly to the student's OCCC email account. It produced instant feedback for the students and was helpful for improving their future performances.

Program philosophy for Theatre Arts: Our goal is to use theatre as a lens through which to encounter and understand an ever changing, complex world. We believe that theatre is the synthesis of all other disciplines and, as such, serves as a model and laboratory for life. Theatre education requires understanding of psychology, sociology, philosophy, literature, history, geometry, trigonometry, logic, and art. The methodologies employed in the theatre making process include close reading of the text, both inductive and deductive reasoning, semiology, hermeneutics, experimentation, and much, much trial and error. Most theatre majors will not become, nor do they all desire, to become a professional actor. If a student should want to pursue a career in theatre and the student has the aptitude, fortitude and perspicacity to pursue such goals, we are quite prepared to assist them in such aspirations. Our goal is to be encouraging and nurturing as we work with each student to create a personalized plan for academic success.

Theatre emphasis: Upon completion of the AA in Speech/Theatre with Theatre emphasis the graduate will have the skills required to audition for performance-based employment and/or

continued educational opportunities. The major will also have skills that reach beyond employment in the field to include a broad base of analytic, communicative and critical thinking skills. The student should also have a healthy sense of reality as a tool for learning. The successful major rarely gets every role they desire and this understanding is crucial to the successful theatre professional. Frustration and disappointment are unfortunate but real issues within the discipline. Learning to accept and overcome them are essential. OCCC Theatre provides a safe environment to experience and develop tools to overcome these obstacles.

General Education: Upon completion of the Introduction to Theatre course, the student will demonstrate proficiency (>90%) of the terminology and concepts of theatre as a meaning making process. The reasoning behind this is three-fold:
1) It gives the student a sense of accomplishment beyond mere competence. If, in nothing else, they have excelled at mastering theatre concepts.
2) Multiple opportunities to achieve the requisite score creates a sense of persistence, what Angela Duckworth of University of Pennsylvania calls "grit', and has demonstrated through her research as the driving quality behind success.
3) It forces the student to understand that, as a professional, be it in the healthcare field, in engineering , in accounting, or any endeavor, 70% is not always acceptable. We don't want an EMT who is successful at starting an IV only 70% of the time, or an engineer whose bridge has a 70% success rate.

The successful Intro to Theatre student will also learn to analyze a performance for its meaning-making potential, regardless of the entertainment value to the student. The comparison we use is from biology. The dissection of a frog is designed to learn how the different systems work synergistically to create the living frog. It is not dependent upon how the student likes the frog for the understanding to occur. In fact, impersonal, non-valuative, description helps to overcome any bias that might influence the student's meaning-making process. We teach them to look beyond "I liked it, therefore it is good" to an understanding of how subtle differences may result in radically varied ideas.

Public Speaking Course Description: Given the principles of effective listening and speaking, the student will assimilate those skills into his or her physical and psychological worlds. After being exposed to public and professional speaking, the student will apply the principles of invention, organization, style, and delivery through practical exercises and will use the principles of rhetorical criticism in discussing speeches delivered in class.

 Introduction to Public Speaking:

Course Objectives: Upon completion of Communication 2213, you will be able to:

- Analyze the audience and adapt the speech to fit the audience

- Use appropriate criteria for selecting topics for speeches

- Recognize and use different types of supporting materials

- Utilize research skills

- Organize the speech: the introduction, the body, and the conclusion

- Demonstrate the elements of his/her speaking experiences

- Develop and build a stronger sense of self-confidence and self-reliance

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

Speech Outcome #1:

The student will apply the principles of invention, organization, style, and delivery through practical exercises and will use the principles of rhetorical criticism in discussing speeches delivered in class.

Speech Output #1:
We will solicit feedback from students who complete the Speech Program through the use of surveys distributed by the Department of Institutional Effectiveness

Theatre Outcome #1

The student will demonstrate understanding and competency in the basics of theatre history, literature, terminology, and performance techniques

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

Speech Outcome #1:
The proficiency of students enrolled in Introduction to Public Speaking will be measured by evaluating a random sample of speeches chosen from the spring Public Speaking sections. The sample will consist of recorded informative speeches. The speeches will be viewed and subjected to the Rubric for Oral Communication Competency.

Speech Output #1:
We will ask the Institutional Effectiveness Department to survey our graduates to find out if they are able to transfer successfully to four year institutions or transition into the work place.

Speech Outcome #1:

At least 85 percent of students who complete Introduction to Public Speaking at OCCC will demonstrate their mastery of key elements of formal presentations by scoring at least 35 points (70 percent) on the rubric.

Major professors will review the random sample each spring. At least 85 percent of students from the sample will score 35 points or higher on the evaluation rubric. (Rubric attached.)

Speech Output #1:

We will use this data to identify needs in the program that need improvement as well as determining the strengths of the Speech Program. We will seek to make changes so that students can transfer without difficulty and with no loss of credit.

Theatre Outcome #1: All students (100%) who successfully complete Introduction to Theatre will achieve a score of 90% or better on a terms and concepts quiz.

Theatre Outcome #2: 80% of the students who complete Acting I will demonstrate competency in basic scene analysis and performance, as well as monologue performance based on the

performance rubric (attached).

Theatre Outcome #3: 80% of the students who complete Acting II will demonstrate competency in advanced techniques of performance, including character development, stage movement and vocal projection, based on the performance rubric (attached).

Theatre Output #1: We will assess this information to identify potential success of our program in generating students who are successful in transferring to four-year institutions, entering the profession, or adapting to new fields of exploration and employment.

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

Speech

2016: 75 Speeches in Comm 2213-Intro to Public Speaking were submitted for assessment. 60 Speeches met competency. 15 Speeches did not meet competency. 80% achieved competency in Intro to Public Speaking.

2015: 56 Speeches in Comm 2213-Intro to Public Speaking were submitted for assessment. 47 Speeches met competency. 9 Speeches did not meet competency. 84% achieved competency in Intro to Public Speaking.

2014: 54 speeches in Comm 2213-Intro to Public Speaking were submitted for assessment. 51 Speeches met competency. 3 Speeches did not meet competency. 94% achieved competency in Intro to Public Speaking.

2013: 41 Speeches in Comm 2213-Intro to Public Speaking were submitted for assessment. 40 Speeches met competency. 1 Speech did not meet competency. 97% achieved competency in Intro to Public Speaking.

2012: 25 Speeches in Comm 2213-Intro to Public Speaking were submitted for assessment. 21 Speeches met competency. 4 Speeches did not meet competency. 84% achieved competency in Intro to Public Speaking.

 Use of Results for Intro to Public Speaking:

We will continue to require all Comm 2213-Introduction to Public Speaking classes perform practice speeches, Impromptus, to overcome their Communication Apprehension and improve their presentations.

We will continue to record at least two out of the four major speeches required in all the Comm 2213-Introduction to Public Speaking sections. The students will benefit from this by reviewing their speech performances and continuing to improve the areas that they are experiencing difficulties with.

We will continue to keep the Speech Lab open at convenient days and times for students to practice and review their speeches. Students can improve their skills by using the Lab and the Lab Assistants.

Theatre emphasis:

2015: 49 Students completed Introduction to Theatre. 46 out of the 49 Introduction to Theatre students scored 90% or above on the Theatrical Terms and Concepts Quiz. This represents 94% of students who did not withdraw who demonstrated proficiency in understanding basic theatre concepts.

2014: 39 Students completed Introduction to Theatre. 35 out of the 39 Introduction to Theatre students scored 90% or above on the Theatrical Terms and Concepts Quiz. This represents 89% of students who did not withdraw who demonstrated proficiency in understanding basic theatre concepts.

2013: 103 Students completed Introduction to Theatre. 78 out of the 103 Introduction to Theatre students scored 90% on the Theatrical Terms and Concepts Quiz. This represents 76% of students who did not withdraw who demonstrated proficiency in understanding basic theatre

concepts.

2012: 4 majors were assessed for their ability to successfully transfer or go into the job market with skills to assist with their success. Three completed an audition package consisting of at least eight monologues, a head shot and resume. All four completed an exam to display their overall understanding of the terms, concepts and application of critical thinking to theatre.

2011: 6 students were assessed by completing a practical application of some aspect of theatre relating to continuing degree pursuit, or potential for success within the profession. The students created an artifact documenting the process and subsequent learning. All six completed successfully.

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.

Human Heritage, Culture, and Institutions
Public Speaking
Writing
Mathematical Methods
Critical Thinking

Strategy:

The General Education Committee will create five interdisciplinary teams with members 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 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:

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

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.

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 artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

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. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

Application of General Education Learning Outcomes for the Introduction to Public Speaking Program:

Social Institutions: Yes
In Intro to Public Speaking students perform what are called Impromptus. These are mini practice speeches that are defined as "spur of the moment" or "in readiness." They are given by the students during almost all class periods ranging from 30 sec - 1 minute. The impromptus are given on a topic brought in by the instructor. They allow the students to share their value systems, their perceptions of their culture and their traditions.
Students participate in group activities, group projects, and a "team" mentality is developed.

Global Communities: Yes
All Intro to Public Speaking sections are required to have a global awareness component. An example of this is students are required to choose a country outside the USA, complete an audience analysis, narrow the topic down, research the country, develop an outline, and perform an informative speech using a visual aid.

Public Speaking: Yes

Intro to Public Speaking has the requirement of performing impromptus and extemporaneous speeches. The students in all sections are required to complete (4) speeches. An Introductory speech, an informative speech with a visual aid, a persuasive speech with a visual aid, and a group speech. The students are required to use the APA guidelines to cite their sources.

Writing: Yes
Students are required to develop an audience analysis questionnaire to give to their audience members. They research their speech topics and write a full sentence outline for their speeches. They are required to write their references, credibility used, in an APA style format. Students are required to view their speech performances and write a one page critique of what they did with excellence and what they need to improve on for the next performances.

Scientific Methodology: Yes
The Group Project in Intro to Public Speaking follows the "Problem-Solution" pattern. The students work through identifying the problem, analyzing the problem, setting criteria for the solution, developing potential solutions, and arriving at the best solution. The groups then present their findings in a symposium or debate forum for their group presentation.

Mathematical Methods: Yes
Students develop a form called "Audience Analysis Questionnaire." They are required to gather information using the questionnaire as a research tool, in order to find out who their audience members are, demographics, as well as gather information about what they would like to know more about. After gathering the information, they sum up the information in a mathematical format and reach a conclusion based on the data. From the data they are able to decide how to approach their subject matter and write an effective speech.

Application of General Education Learning Outcomes for the Introduction to Theatre Emphasis:

Human heritage, culture and institutions: Yes
Students attend two live theatrical events and write a 3-5 page paper on each, documenting their experience and how it made meaning to them. In addition to the live events, several recorded productions are viewed and discussed to acquaint students with a variety of cultural experiences.

Public Speaking: Yes
Students work in groups to make classroom presentations, ranging in topics from a debate on the validity of theatre in the modern world to a design concept for a hypothetical production to a presentation on non-Western theatre practices and traditions.

Writing: Yes
The two theatre event papers are assigned as a part of the writing component. These are to be personal representations of their individual experience, presented in a non-valuative way, using MLA format.

Critical Thinking: Yes.
In addition to the written assignments and group presentations, a variety of exercises and tasks are provided to enhance critical thinking skills. The first assignment of the semester is to come up with as many uses for a brick as possible. This demonstrates habituated lines of thought and asks the student to thing beyond their own expectations. We then ask them to collaborate with partners to come up with more uses. This demonstrates the value of collaboration. We finally ask them find the most "creative" use on their list. The exercise is designed to illustrate divergent and convergent thought and how they both relate to critical thought.

Another exercise involves the arrangement of a table, six chairs and a water bottle to express different images of power. The students rearrange these items, without interference from the instructor, to create whatever they determine to be the "most powerful" image. After each example we discuss what they actually see (i.e.chairs in a line, a table on its side, a bottle on top) before we assign meaning and interpretation to the image (i.e. a battlefield) The purpose of the exercise is to illustrate that meaning is not intrinsic, and that different people can look at the same image and see different meanings depending on their own personal paradigm.

Also, the terms and concepts quiz is not simple identification. It requires understanding of the concept and how it relates within the context of theatre spectatorship. It is deliberately written to require critical thought from the student and asks them to extrapolate new information.

Both the Speech and Theatre emphasis provide evidence through the submission of artifacts to Gen Ed Assessment.

Intro to Public Speaking is the dominate provider of recorded speeches for the Public Speaking outcome. The Speech faculty and adjuncts have also worked with instructors across the college to encourage them to raise expectations for spoken presentations in their classes and have asked these fields of studies to submit their public speaking artifacts as well.

Intro to Theatre submits written theatre critiques to the Human Heritage, Culture and Institutions category. Students discuss all aspects of the play-going experience along with providing some critical analysis of the historical context, themes, and text of the play.

b. The program values and supports effective teaching.

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.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes and the 14th and 15th week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

Effective Learning Environments

The Speech Emphasis along with the Public Speaking and Interpersonal Communication classes create a successful learning environment through a process of continued personal contact with instructors and group building exercises. The speech lab gives students personalized attention so class time with instructors is used for more advanced concepts. All the adjuncts in Speech go through training both as individuals when they begin their teaching at OCCC as well as continued training through mentorship by Professor Corff and regular semester meetings. Professor Corff makes herself available to her adjuncts through office hours, by phone and by email and spends regular time in communication with the faculty. Not only does Professor Corff have copies of speeches which are submitted to the Gen Ed committee for assessment, copies of student speeches are kept on file for reference and viewing for adjunct evaluations.

OCCC Theatre Classes are taught in spaces created for large movement and the ability to move objects (desks and chairs, etc) to design learning spaces for individual projects and performances. The black box lab/classroom hosts both Intro to Theatre along with Acting I & II classes and the Bruce Owen Theatre is often used as a lab environment as well. Because theatre --acting in particular--is a very individual exercise of skills brought before the public, each class and assignment is different and can be altered to work on the skills most needed by each performer. Every student is encouraged to observe and comment on each other's work in a positive and helpful way. Discussions involving critical thinking and often emotional issues are presented regularly and the participation of all students is needed for students to feel safe in expressing their thoughts. It is no wonder many theatre students gain lifelong friendships after spending two years in the theatre emphasis. Adjuncts in the theatre program are hired because of professional relationships from the theatre world where they have proven themselves as competent artists sharing the aesthetic view of the OCCC program along with the skills and patience to work with young and often inexperienced college students.

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d. The program's learning resources support student learning and effective teaching.

Speech/Theatre Arts Library Review - Fall 2016

Library Mission Statement:

Oklahoma City Community College's Keith Leftwich Memorial Library will support the mission of the College through the following goals: Provide exemplary services that foster information literacy and enhance teaching and learning, and by developing, organizing and maintaining resources that provide for diverse perspectives and styles of learning and that support the instructional programs, research efforts and social responsibilities of the College.

This is the first year these programs have had a joint review. In 2009 Journalism/Broadcasting review (which included Speech) there were no specific statements made on the Speech program or

how the Library was meeting program needs. In a meeting with Professor Julie Corff for this review, Library research needs were discussed.

The Speech program currently makes multiple trips to the Library and students work on the Library Research Path Finder. Students concentrate on country and global issues. There was a discussion with Professor Corff at the beginning for the fall 2016 semester about providing brief, basic group instruction to students prior to their work on this assignment and how it would benefit them in their work. It was agreed this would be done for the spring 2017 semester.

The current textbooks for Com 2213 and 1123 are provided in the Library's reserve collection. Professor Corff mentioned her main need was to know the titles of communications journals so she could inform adjunct faculty. Currently the Library does not have any print subscriptions to communications journals but two titles still have back issues available in print. Those are: *Journal of Communication* (1985-2006) and *Quarterly Journal of Speech* (2010-2015). There a number of titles available electronically through the EbscoHost databases. Those are: *Communication Quarterly, Discourse, Executive Speeches, Free Speech Yearbook, Media and Communication* and *Rogers Communications, Inc.* There are also a number of media and popular culture titles available through EbscoHost that are relevant to the program.

In the 2010 review of Theatre Arts a number of monograph titles were requested by Professor Brent Noel. All those titles were purchased. Currently the Library provides one active print journal subscription, *American Theatre* (2006-present). This title is also available electronically in EbscoHost beginning in 1995 to present. A number of other theater titles are available electronically through EbscoHost. Those are: *Asian Theatre Journal, Daily Variety, Semiotics of Theatre & Drama, TDR: Drama Review, Theatre History Studies, Theatre Notebook, Theatre Research in Canada* and *Variety.*

Professor Noel brings his students regularly to the Library to research plays and monologues. Last year the Library subscribed to a British Theatre database, *Digital Theatre Plus*. However, due to lack of use and proxy issues, it was cancelled.

There are currently no anticipated changes to the curriculum or enrollment. The Library will continue to work with faculty to ensure any changes are addressed and needs continue to be met for these now combined programs.

e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

Speech Empasis:
Comm 2213-Intro to Public Speaking transfers to the following Colleges and Universities:

Speech OBU SP 010 Introduction to Communication (Theory) CMAR 1103
Speech OU SP 010 Introduction to Communication (Theory) COMM 1113
Speech SEOSU SP 010 Introduction to Communication (Theory) COMM 1013 1
Speech UCO SP 010 Introduction to Communication (Theory) MCOM 2053 1
Speech USAO SP 010 Introduction to Communication (Theory) COMM 1003 1
Speech CASC SP 020 Introduction to Communication (Performance) SPCH 1113 1
Speech CSC SP 020 Introduction to Communication (Performance) SPCH 1113 1
Speech CU SP 020 Introduction to Communication (Performance) COMM 1113 1
Speech ECU SP 020 Introduction to Communication (Performance) COMM 1113 1
Speech EOSC SP 020 Introduction to Communication (Performance) SPCH 1113 1
Speech LU SP 020 Introduction to Communication (Performance) SP 2713 1

Speech MSC SP 020 Introduction to Communication (Performance) SPC 1113 1
Speech NEOAMC SP 020 Introduction to Communication (Performance) SPCH 2713 1
Speech NOC SP 020 Introduction to Communication (Performance) SPCH 1713 1
Speech NSU SP 020 Introduction to Communication (Performance) COMM 1113 1
Speech NSU SP 020 Introduction to Communication (Performance) COMM 2213 1
Speech NWOSU SP 020 Introduction to Communication (Performance) SCOM 1113 1
Speech OBU SP 020 Introduction to Communication (Performance) CMAR 1092
Speech OC SP 020 Introduction to Communication (Performance) COMM 1213

Theatre emphasis: We are developing two + two programs between OCCC and both UCO and USAO. These seem to be the best fits for our transfer students within the region. Other institutions have BFA training programs and are less receptive to transfer students coming in in the middle of a program.

Kato Bus, at UCO, actively recruits our majors and has been someone who has encouraged our program and our students. Their philosophy is similar to ours and many of our majors have gone on to great success at UCO and beyond.

Katie Davis, at USAO, is in a similar situation to ours. She has a small program (1 FTE) with fewer than 50 majors (four year program). As a liberal arts college, they are less interested in training professional actors, and more interested in educating students in the liberal arts tradition. Her students don't just learn theatre; they use theatre to learn life. This relationship began last spring, and we both hope it will continue for a long time. We just finished collaborating on two productions:

1) *Cop in the Head,* an interactive style production that explored internalized oppressors that often keep us from acting in our best interest. In some ways it functioned as group therapy for the participants. Of the 14 participants in the company, 7 were from USAO and 7 from OCCC.

2) *Frank Langella's Cyranno*, based on Rostand's *Cyranno de Bergerac.* This production was rehearsed and performed at both locations over the period of 10 weeks. We collaborated on talent (7 of the cast, including three of the five leads, from OCCC and 8 from USAO), finances, and tech support. We believe this is a first in Oklahoma college theatre and may serve as a model for future large budget/cast productions, prohibitive to either institution individually.

We are also planning several recruiting excursions to area high schools to let students know how their interest in theatre can best be served at OCCC regardless of their chosen major.

f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Speech Emphasis:
A Speech Lab was developed for our OCCC students.
The Speech Lab helps students prepare for speeches and presentations in their classes. We can help them with outlines as well as how they present their speech. We record the student practicing their speech and provide feedback such as if they pace, put their hands in their pockets, or say "um" frequently. When they have finished, they can watch the video of their practice in the lab if there is time or they can watch it at home. They are also able to practice using the technology that will be available to them when they give their speech in class, such as the desktop computer and projector.

We have found a few areas that could be improved upon in the lab. First, the laptop computer that is used to record speeches is very old and does not perform as well as it has in the past; it even has a high-pitched hum that can be heard in recording. Also, many students have expressed a desire to be able to print material for their speeches, such as outlines or notes. Along these lines, it would be convenient for the lab technician to be able to print the various forms needed for the lab to operate in the lab itself; for this, we would need a printer.

Each semester, approximately 250-400 students utilize the lab, and roughly 800 students use the

lab in a fiscal year. Many students come back to practice speeches throughout a semester. The primary users of the lab are Introduction to Public Speaking students, but it is open to all students. Our goal is to make presenting speeches easier for students.

Speech Emphasis: Instructional Video Services, IVS, records at least two major speeches and up to four major speeches in each section of COM 2213- Intro to Public Speaking. The student's presentation is recorded on the Speech Lap Top for record purposes and on the student's personal flash drive. The student then views their presentation and goes through a process to critique themselves in order to improve on each speech.

Theatre Emphasis: We continue to produce four productions per season. These tend to be a variety of styles and genres to give students a diverse opportunity. On average we employ between 50 and 75 students throughout the season, in a wide range of capacities, from on-stage to backstage, to front-of-house. Obviously, not all are theatre majors. Again, this is by design. Diversity of background, major and skill sets are fundamental to the collaborative process. We utilize color-blind casting in the philosophy that "realism" is not the only truth in the world and that suspension of disbelief is part of the theatrical journey, ala, but previous to, the casting choices in *Hamilton: an American Musical.*

We have also partnered with outside institutions (including City Rep, USAO) in an attempt to widen the experience offered to our students. The opportunity to work with local and national professionals as well as upperclassmen theatre students has proven to be not only valuable to those who are directly participating in the productions, but it also establishes connections within the theatre community.

The addition of full-time professional theatre technicians has been a boon to our program. While we are still, at times, in competition for their time and energy with the VPAC Theatre, their presence here is a huge step forward to our previous technical abilities. We're still in the process of exploring how to further develop the tech side of our program, and budget constraints are always a challenge, but we at least now have the personnel to assist our students.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

Minimum Productivity Indicators: Graduate Data

1. Methodology:

A. All students graduating with degrees in one of the above programs in FY 2012, 2013, 2014, 2015 and 2016

B. Student could have been counted more than once if degrees were awarded in two or more degree programs during the same year.

C. Numbers only include students that have a recorded degree for each fiscal year as of 7-1-16.

D. Selection of degrees is based on the credential degree date field within Datatel as exported by business objects.

Speech and Theatre Arts-AA

Degree	FY12	FY13	FY14	FY15	FY 16	5-Year-Ave	Min.Stan	Difference
Speech Option	1	0	2	0	3	1.2	5	-3.8
Theatre Option	3	4	1	3	4	3	5	-2

b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

Minimum Productivity Indicators: Majors Enrolled Data

1. Methodology:

A. All students with a stated major(s) in one of the above programs in FY 2011, 2012, 2013, 2014, 2015 and 2016.

B. Student could have been counted more than once if they had stated more than one major in the above programs during the same year.

C. Numbers only include students that have a stated major for each fiscal year as of the end of each fiscal year selected.

D. Election of degrees is based on the Primary, Secondary and Tertiary columns within Datatel Demographic files as exported by Datatel.

Speech and Theatre Arts-AA

Degree	FY12	FY13	FY14	FY15	FY 16	OCCC 5-Year-Average	Min.Standard	Difference
Speech Option	17	14	23	15	10	16	25	-9
Theatre Option	60	54	52	78	63	61	25	36

4. Successful Course Completion

a. Report the successful completion rates of all major courses in the program.

Successful Course Completion Rates

Report of the successful completions of all major coursework within the program. Successful Completion is defined as receiving an A, B, C, D or S in a given Fiscal Year Term. Major courses are those courses that are offered within a degree program and not part of the general education components of the college as defined on pages 43-45 of the OCCC 2015-2016. Percentages represent the amount of students receiving a successful grade as compared to all course enrollments with grades.Numbers indicate the number of enrollments with resulting successful grade per fiscal year in each course.

Speech and Theatre Arts-Speech Option - AA

PERCENTAGES						ENROLLMENTS				
Course	FY12	FY13	FY14	FY15	FY16	Course	FY12	FY13	FY14	FY15	FY16
COM-1123	* Is a required course for Majors; but is reported in General Education data									
COM-2213	* Is a required course for Majors; but is reported in General Education data									
TA-1103	* Is a required course for Majors; but is reported in General Education data									
TA-1133	68.2%	91.7%	81.3%	88.2%	87.5%		15	11	13	15	14
TA-1513	78.3%	70.6%	83.3%	87.5%	76.5%		18	12	15	21	13
TA-2233	73.3%	81.0%	73.9%	66.7%	84.6%		22	17	17	20	22

Speech and Theatre Arts-Theatre Option - AA

PERCENTAGES						ENROLLMENTS				
Course	FY12	FY13	FY14	FY15	FY16	Course	FY12	FY13	FY14	FY15	FY16
COM-1123	* Is a required course for Majors; but is reported in General Education data									
COM-2213	* Is a required course for Majors; but is reported in General Education data									
TA-1103	* Is a required course for Majors; but is reported in General Education data									
TA-1133	68.2%	91.7%	81.3%	88.2%	87.5%		15	11	13	15	14
TA-1513	78.3%	70.6%	83.3%	87.5%	76.5%		18	12	15	21	13
TA-2233	73.3%	81.0%	73.9%	66.7%	84.6%		22	17	17	20	22

** The data for Speech and Theatre Arts - Theatre Option is an exact duplicate of the data for Speech and Theatre Arts - Speech Option.

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b. Report the successful completion rates of all general education courses in the program.

Successful Course Completion Rates

Report of the successful completions of all courses within the program that contribute to college general education coursework. General education courses are those that are offered within a program and included in the general education components of the college as defined on pages 43-45 of the OCCC 2015-2016 course catalog. Percentages represent the amount of students receiving a successful grade as compared to all course enrollments. Numbers indicate the number of enrollments with resulting successful grade per fiscal year in each course.

Speech and Theatre Arts-Speech Option - AA

PERCENTAGES						ENROLLMENTS				
Course	FY12	FY13	FY14	FY15	FY16	Course	FY12	FY13	FY14	FY15	FY16
COM-1103	49.0%	42.5%	57.7%	N/A	N/A	COM-1103	47	34	30	N/A	N/A
COM-1123	82.2%	88.7%	83.3%	90.7%	83.2%	COM-1123	97	86	80	88	84
COM-2213	69.5%	71.9%	72.3%	71.3%	75.1%	COM-2213	748	735	667	719	702
TA-1103	56.8%	57.4%	66.2%	63.5%	63.8%	TA-1103	67	81	100	87	81

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c. Describe program student success initiatives.

Speech Emphasis:
Intro to Public Speaking has the requirements of performing impromptu and extemporaneous speeches. The students in all sections are required to complete (4) major speeches. An Introductory Speech, and Informative Speech with a visual aid, a Persuasive Speech, and a Group Speech. The students are required to use the APA

style to cite their sources. At least (2) if not all (4) of the major speeches are recorded and the student is required to review and critique their performance(s) in order to improve their public speaking skills.

Theatre Emphasis:
The student who successfully completes Introduction to Theatre will score a 90% or better on the terms and concepts quiz. This creates knowledge of content as well as critical thinking. The questions are designed to go beyond identification and incorporate practical application to hypothetical situations.
In addition, two written assignments based on live-viewing events are required to demonstrate the students understanding of the material and how it applies to the meaning making process (i.e. critical thinking).

      d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

Speech Emphasis:
Students 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 the voice appropriate to the content of the speech and the context of the audience; and Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

Theatre Emphasis:
100% of students who successfully complete Introduction to Theatre have scored 90% or higher on the terms and concepts quiz at some point throughout the semester. They need not average 90%, but must retake the quiz until the level is met.

5. Other Quantitative Measures

a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

Speech & Theatre Arts

1000 Level Classes Exclusive for Major   **Average Class Size**   **Total Enrolled**
Number of Courses Taught

Degree	FY/12	FY/13	FY/14	FY/15	FY/16	FY/12	FY/13	FY/14	FY/15	FY/16	FY/12	FY/13	FY/14	FY/15	FY/16
Speech Option															
AA	9	11	8	9	10	18.6	13.3	17.4	16.9	15.6	167	146	139	152	156
Theatre Option *															
AA	Counted in TA/Speech option					Counted in TA/Speech option					Counted in TA/Speech option				

2000 Level Courses Exclusive for Major   **Average Class Size**   **Total Enrolled**
Number of Courses Taught

Degree	FY/12	FY/13	FY/14	FY/15	FY/16	FY/12	FY/13	FY/14	FY/15	FY/16	FY/12	FY/13	FY/14	FY/15	FY/16
Speech Option															
AA	54	52	55	55	55	17.8	17.3	15.3	16.3	16.3	962	899	842	897	896
Theatre Option *															
AA	Counted in TA/Speech option					Counted in TA/Speech option					Counted in TA/Speech option				

All Level Courses Exclusive for Major   **Average Class Size**   **Total Enrolled**
Number of Courses Taught

Degree	FY/12	FY/13	FY/14	FY/15	FY/16	FY/12	FY/13	FY/14	FY/15	FY/16	FY/12	FY/13	FY/14	FY/15	FY/16
Speech Option															
AA	63	63	63	64	65	17.9	16.6	15.6	16.4	16.2	1,129	1,045	981	1,049	1,052
Theatre Option *															
AA	Counted in TA/Speech option					Counted in TA/Speech option					Counted in TA/Speech option				

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b. Student credit hours by level generated in all major courses that make up the degree program for five years.

Oher Quantitative Measures: Student Credit Hours Generated in All Courses within a Program

1000 Level Courses within Program

Program	Degree	FY 12	FY 13	FY 14	FY 15	FY 16
Speech and Theatre Arts - Speech Option	AA	912	896	921	912	888
Speech and Theatre Arts - Theatre Option	AA	Same courses as Speech option above				

2000 Level Courses within Program

Program	Degree	FY 12	FY 13	FY 14	FY 15	FY 16
Speech and Theatre Arts - Speech Option	AA	3,459	3,228	3,021	3,315	3,129
Speech and Theatre Arts - Theatre Option	AA	Same courses as Speech option above				

All Level Courses within Program						
Program	Degree	FY 12	FY 13	FY 14	FY 15	FY 16
Speech and Theatre Arts - Speech Option	AA	4,371	4,124	3,942	4,227	4,017
Speech and Theatre Arts - Theatre Option	AA	Same courses as Speech option above				

* All courses for this program come from other Programs (i.e., Math, English, History, etc.).

c. Direct instructional cost for the program for the review period.

Oklahoma City Community College (OCCC) 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 (LMS). We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals $42,196. The cost of 24-7 technology support for student and faculty support those working within the learning management system is $70,500.00 (not including staff salaries 7:00-6:00). Students are provided support for the LMS and email usage via many online resources found on the online student resources page. They can also receive personal support for issues of increased complexity Monday- Friday 8:00 a.m.-5:00p.m.

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia, additional equipment can be provided on an as needed basis to make every classroom a high-tech classroom. The cost incurred with this multiyear effort was $1.55 Million. A classroom design committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of $150,000 were spent to redesign three classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style. Faculty members are continuing to utilize student response systems, SmartBoards, interactive projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of IPads in the classroom is a new effort on campus and the cost thus far has only been $50,000.00. 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 Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 151 full-time faculty as well as the 460 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

Other Quantitative Measures: Student Credits and Credit Hours Generated in All Courses within a Program that Spports General Education Requirements

Program	Degree	FY 2016
Speech and Theatre Arts - Speech Option	AA	9
Speech and Theatre Arts - Theatre Option	AA	0

Gen Ed Course Hours Generated
Program Degree FY 2016

Speech and Theatre Arts - Speech Option	AA	3,576

Speech and Theatre Arts - Theatre Option*	AA	0

* Counted above in the TA/Speech Option

e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Other Quantitative Measures: Faculty Roster within courses of a program.
Corff, Julie (full-time)
Noel , Brent (full-time)
Bodiford , Gary
Charnay , Ruth
Irick , Rachel
Lippert , Rick
Harrison, Kylie
Holyfield, Tiney
Faulconer-Lippert, Gwin
Jack, Rita
Welch, Nakia
Henry, William
Van Gilder, Bobbi
Post-McCorkle, Amy
Borthick, Christopher

The full-time equivalent (FTE) faculty for each specialized course within a curriculum for FY 2016.

FTE Methodology: Sum of course credit hours divided by 30. (Full-time instructor annual course load) Example: In FY 2016, PSY 2403 has 40 sections of 3-credit hours each, which equals 120 credit hours. The 120 credit hours is divided by 30 credit hours to provide a faculty FTE of 4.3 during FY 2015. Specialized courses refers to any 2000 level course within a program.

Program and FTE Totals	Course	FY 2015 (sections x credit hours)
	COM-2213	138
	TA-2003	9
Speech and Theatre Arts	TA-2103	3
- Speech Option / Theatre Option		
AA	TA-2123	6
FTE: .9	TA-2203	3
	TA-2233	6

f. If available, information about employment or advanced studies of graduates of the program over the past five years.

Anecdotal information on theatre students indicates that many of our graduates are active in local theatres and radio and television commercials. Several are high school drama teachers. One of our graduates is working for the Texas Ranges in their promotions division. We currently have a graduate in her final year of an MFA in acting at Cal State-Fullerton, her husband, also a grad, is currently applying to MFA playwriting programs, including NYU, Yale Drama, UT-Austin, UCLA and Brown. Another is working as a crime scene investigator for the Fresno, CA police department. One is studying to be a youth minister. One works for Child Protective Services here in OKC. Our graduates have the skill sets to meet a wide variety of opportunities and challenges.

g. If available, information about the success of students from this program who have transferred to another institution.

Transfer Student Performance

Type of Student	2012	2013	2014	2015	2016

	GPA	GPA	GPA	GPA	GPA
UCO					
OCCC Transfer	2.9	2.8	2.9	2.9	2.9
All Undergraduates	2.8	3.0	2.9	2.9	3.0
OSU					
OCCC Transfer	3.0	3.1	3.0	3.1	3.2
All Undergraduates	3.0	3.1	3.0	3.0	3.0
OU					
OCCC Transfer	3.2	3.2	3.0	2.9	3.0
All Undergraduates	3.1	3.0	3.2	3.2	3.2

Source: *UCO, OSU and OU*

6. Duplication and Demand

a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

N/A

b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

Research shows that employers want employees to have effective verbal/oral communication skills. They want their employees to be able to organize and express their thoughts clearly. This is usually the number one employability skill wanted.

In addition, most employers seek applicants with imagination, critical thinking, collaboration, and creative problem-solving skills. In a rapidly changing work environment many jobs require flexibility and cross-disciplinary adaptability. The speech/theatre major brings these skill to their employer. They are also experienced in working collaboratively, under deadline, and with high regard for excellence.

c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

N/A

d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

When theatre students are not directly involved in OCCC productions they can often be found participating in dozens of productions across the community. Several of our graduates have collaborated on founding their own theatre company. Theatre faculty also contribute their talents and skills to local creative efforts, in theatre, television and film. Our adjuncts, as well as students, are involved in amateur and professional theatre onstage, backstage, as producers and board members. A former theatre student is one of the leaders of the Oklahoma Film and Music Commission and plays a large role in bringing in productions to our state. That means jobs for actors, technicians and all support personnel as well as tax dollars for communities and prestige for our state. Our Speech and Theatre program works closely with the Digital Cinema Production program (as they did when Francis Ford Coppola filmed on our campus) and our actors and technical theatre students are working on many of these professional films and some are double majors to broaden their skills and better take advantage of all opportunities in the metro area. Professor Noel is also sharing his knowledge of Theatre of the Oppressed with theaters and marginalized groups within the community to discover their untapped power through theatrical techniques. Professor Noel visits high school classes and theatre groups and many reciprocate by joining us on campus for productions and workshops.

e. The process of program review should address meeting demands through alternative forms of delivery.

Speech Classes offered On Line:

Strengths: Convenience, access, and control afforded to the students is a definite strength. The asynchronous nature of the course allows for students to work at their own pace and within their personal schedule. It allows for students to break the assignments into segments that are more manageable to their learning opportunities and/or incorporate breaks as necessary without the cost of missing crucial elements of instructional material versus the traditional requirement to devote 180 minutes in 1-2 meetings during a week. Students can manage their learning by devoting additional time to concepts where they are weakest and/or by accessing the information in smaller, more manageable segments of instructional time. This allows students to revisit information as it is available in the course at any moment as it is available in the Learning Management System (Moodle) as it is needed, on their schedule, not only on the schedule of the instructor and/or classmates.

Weaknesses: The on-line public speaking course stem from personal choices made by students. Students often struggle the self-discipline necessary to complete the required assignments, often procrastinating on assignments because of the constant availability of course information. Students will sometimes erroneously convince themselves of their ability to devote the required 3-6 hours of time required to complete an assignment into the final 3-6 hours prior to a deadline instead of advantageously dividing that total time amount over the course of a week. Additionally, another weakness with the on-line class stems from students' choice to utilize inappropriate tools to complete assignments. For example, as technology has

advanced and become more convenient, students will often rely on these tools of technology, primarily a smartphone, to complete all assignments. This sometimes leads to an inability to complete assignments in time due to processor speed limitations (a phone as compared to a desktop or laptop computer) and unreliable Wi-Fi internet access (as compared to a computer directly connected to the internet and/or attending a class meeting where assignments may be completed in person). A final weakness is the inability to coordinate students to physically meet and benefit from interpersonal interactions. While there are efforts made to develop learning communities in online courses, there is no substitute for physical proximity and the sometimes benefits that arise from that physical interaction.

Improvements: The main improvement area I can see related to the course rests on the students, not the course, the college, or even the professor. The course is developed to replicate a traditional face to face, brick and mortar class as much as possible with some additional benefits that a face to face course does not offer (see benefits above for examples). The only real room for improvement areas I have identified stem from students' decisions to not take the course seriously and/or underestimation of the requirements of the class. For example, some students enroll in the course only to admit later in the semester of not having access to a computer and/or internet access, lacking basic word processing and/or technology skills, etc. The online course provides Moodle training and communication transparency of the technology and self-discipline skills necessary for success but some students are not objectively honest with themselves and their preparedness to be successful in an online course, often admitting a mistaken believed expectation of online courses as an easier alternatives to a traditional face to face course. An additional area for improvement would be to increase the minimum audience requirement to at least 12 as that is the traditionally agreed upon minimum number among communication scholars as necessary for public speaking. However, a requirement of organizing 12+ audience members to gather several times throughout the semester would be difficult for many students and thus prevent student success in the course.

Benefits: As mentioned previously, students benefit from the same assignments designed in face to face courses, including informative and persuasive speeches. Students are taught about (a) academic journals, locating, reading and interpretation; (b) research skills, including everything from academic research via EBSCO to general research on the World Wide Web, which includes source evaluation; (c) technology use, including word processing programs such as Microsoft Word and presentation software such as Microsoft PowerPoint, and YouTube; (d) public address/speaking; and (e) rhetoric/public speaking theory. An added benefit of the online course versus a face to face, traditional course, is the availability of instructional materials via the Learning Management System (Moodle). In a face to face class, videos, handouts, discussions, etc. require a student to be present to receive but in an online course, these materials are available to students anytime. Additionally, because of the nature of the online course, careful thought, planning, and development of instructional materials must be performed by the instructor versus relying on lecture alone as is normal in a traditional face to face class.

Process: Students must record four prepared speeches, three of which require sources incorporated and cited orally, throughout the semester. The process is for the video to (a) be unedited in any way (a single recorded event), (b) show both the environment and audience prior to the speech and after the speech (arranged in a public speaking or classroom-like arrangement), and (c) clearly feature the student speaker in such a way so as to clearly be heard and seen (from feet to head) with the student's facial features clearly and easily seen throughout. The video is uploaded to YouTube and the link is shared via a discussion board in Moodle so both the instructor and classmates have access to the speech activity.

Theatre Classes Offered On Line:

Introduction to Theatre, a course that satisfies the Humanities requirement at OCCC is available online.

Strengths: Convenience and flexibility of schedule for the student is the number one strength of the on-line Intro class. This format also allows working professionals in the field to be able to travel and pursue their art while giving our students an up-to-date education about the complexities of theatre. A great deal of this class involves theatre history, vocabulary and the understanding of how theatre operates and the people who work in the theatre along with the reading of plays and looking at how visual elements interrelate with performance. All of that is easily provided online with the addition of recordings of great performances. Online students are required to attend live theatrical performances the same as on campus classes.

Weaknesses: Because theatre is a live, non-mediated art form, the key component of liveness can be lost in the online format. Students are not sharing the same space, time and energy that provides the vitality that theatre requires. Because a theatre education is more than just an accumulation of information, the social atmosphere is crucial to the development of the student. Therefore, imaginative projects and chat rooms engage the students so they are communicating with other students as well as the professor. A lively discussion is not always possible but online does allow for reflective thinking and critical analysis.

Challenging the "banking" model of education:

Introduction to Theatre is not a traditional lecture-type class. We discuss, debate, explore and play. Analogy is a key component of the process. It is often convenient to see the world through a binary and concrete paradigm. We try to get beyond this simplistic world view. We try to examine the world (and the fictive world of the play) in terms of possibilities. The student is not viewed as a passive vessel by which information and Truth, are deposited and then withdrawn upon

demand (what Paulo Friere calls the banking model). Rather we see the student as the subject of education, theatre as the means for that education. Questions are continually asked, answers are rarely given. Ironically, this freedom can represent a threat to many. Often students mistakenly believe that their role is to passively absorb information they are told, without regard to critical thought or context. We force students to challenge this. This non-traditional method does not mean we are without standards. We expect effort, commitment, perseverance and attention to the material. Not everyone is ready for this style of learning. It is time-consuming, often uncomfortable and constantly changing. In other words, an analog of life.

Theatrical Performance:

Performance and performance based classes allow the student the opportunity to explore non-traditional forms of education. Learning to analyze a scene, to understand motivation, to empathize with a character, to take calculated risks, to collaborate, to read non-verbal cues, to explore, to overcome obstacles, are all done in real-time experience as a way to rehearse not only the scene or play, but successful life skills. Essentially, students in a performance based atmosphere rehearse what it is to be human.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

Speech Emphasis:

The Speech Lab helps students prepare for speeches and presentations in their classes. We can help them with outlines as well as how they present their speech. We record the student practicing their speech and provide feedback such as if they pace, put their hands in their pockets, or say "um" frequently. When they have finished, they can watch the video of their practice in the lab if there is time or they can watch it at home. They are also able to practice using the technology that will be available to them when they give their speech in class, such as the desktop computer and projector.

Each semester, approximately 250-400 students utilize the lab, and roughly 800 students use the lab in a fiscal year. Many students come back to practice speeches throughout a semester. The primary users of the lab are Introduction to Public Speaking students, but it is open to all students. Our goal is to make presenting speeches easier for students.

Instructional Video Services, IVS, records at least two major speeches and up to four major speeches in each section of COM 2213- Intro to Public Speaking. The student's presentation is recorded on the Speech Lap Top for record purposes and on the student's personal flash drive. The student then views their presentation and goes through a process to critique themselves in order to improve on each speech.

Theatre Emphasis:

We are continually challenged to make our program cost effective. We try to scale back production costs, but this can deprive students of technical opportunities. We try to use creative methods of overcoming budget cuts, such as doing low-tech productions, or collaborating with other institutions. One difficulty with theatre, and theatre education is that there is no product. The performance is, by nature, ephemeral and evanescent. When we are done, all that is left is the experience. While this is akin to life itself, it's difficult for many to find value in such a poetic notion. This, however, is also part of the education. How does one follow one's bliss in the face of such obstacles and seeming bias? That is the essence of theatre. It teaches us to creatively overcome obstacles, to smile in the face of tragedy, to persevere against all odds, or as our acting students are taught, to embrace the discomfort.

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

Speech Emphasis:
-We have a full time Professor of Speech Communication overseeing the program.
-The Graduate Data shows that there were more graduates in FY 2016 than in the previous four fiscal years.
-COM 2213-Intro to Public Speaking is a well-attended course with over 3,576 credit hours generated.
-The cornerstone courses for the Speech Program each have a higher success course completion rate than the overall college success rate. The course success rate for COM 1123 is 83.2% and 75.1% for COM 2213.
-We offer anywhere from 14-21 sections of Intro to Public Speaking a semester.
-We have alternative Intro to Public Speaking Classes offered such as on-line sections that are successful, Fast Track classes that are always at capacity for enrollment, and classes offered at surrounding High Schools.
-A Speech Lab was developed and opened. The Lab is used by over 800 students a year.
-A new textbook was researched and created to give students a cost effective textbook they actually use.
-IVS was implemented into each Intro to Public Speaking class offered on campus to record student speeches.
-The iPad was implemented in several sections of Intro to Public Speaking to record and send impromptu speeches to student email accounts.

Theatre Emphasis:
-While the 5-year graduation average is only 3, the Theatre option attracts double the minimum required enrollment of majors and the program produces highly successful members of the theatre community.
-Our contributions to the General Education of OCCC, provide a unique balance to the traditional lecture/content-focused classes, while maintaining academic rigor and standards.
-We develop critical thinking, confidence and calculated risk-taking.
-We combine all other disciplines into a practical application with immediate results.
-We give voice and worth to those who are quirky or outcast, by creating a community of acceptance.
-We provide a model of learning that is analogous to real life experience.
-We provide opportunity to look beyond merely the quantifiable, and explore the magic of creating.
-We dream and imagine of what could be rather than simply accepting what is.

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

Speech Emphasis:
-There is only one full time Professor that oversees the Speech Program, (over 40 sections) and is responsible for hiring, training, and overseeing 10 or more adjuncts each semester. The full time Professor is also responsible for researching and staying current on program needs, textbook changes/adoptions, as well as hiring, training, and overseeing the Speech Lab which is a weekly task.
-The current full time Professor needs time to develop training material and meet with the adjuncts that are teaching the many sections of this program as well as mentor each one properly. There is a need to hire more adjuncts in order to add more sections both on campus and on-line. We believe we could accommodate at least four more classes immediately-possibly more if enrollment continues to grow within Gen Ed classes-but that requires additional adjuncts and the resources to serve those students and instructors
-The Speech lab is always in need of new technology resources (computers, printers, etc) but the division has been able to assist with most requests.

Theatre Emphasis:
-One Full time faculty member serves as program head, instructor, and producer for four productions a year
-We are always on the march for more students and more majors.
-We are looking for ways to retain our students increase graduation numbers.
-Budget cuts are a perennial challenge to our productions.
-Storage space for sets, costumes and props are a concern, but has been addressed and solutions are in the works.
-Our success rates for Intro to Theatre are disappointing, but improving.

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

Speech Emphasis:
-Approve more release time for the full time Professor of Speech Communication. (With more time to oversee the program, more adjunct can be hired and trained effectively to ensure all classes offered for Intro to Public Speaking are taught with excellence.) If we can hire more quality adjunct, we can then offer more sections of COM 2213-Intro to Public Speaking both on-line and on campus.

-When funds are available hire another full time Professor of Speech Communication.

Theatre Emphasis:
- With Dean Charnay we are currently enhancing recruitment efforts with outreach programs to various high schools.
- At times it is difficult to convince parents of the value of an arts-centered degree like Theatre. We are working to develop stronger recruitment materials which emphasize the advantages of a college degree within communication and the arts--including the emphasis on soft skills that employers desire.
- We continue to enhance our image by developing a company of actors dedicated to community outreach and theatre for social change. Hopefully this may help audiences to see that theatre education and participation is an active instrument for positive human interaction and empathy.

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

The Speech and Theatre program continues to cohere and meld the talents of the faculty and the goals for the success of the program. In the coming months and years, a consistent schedule of department meetings and collaborations might bring forth even more creative opportunities for students as well as adjunct and faculty development in both the Speech and Theatre options of the program.

Budget is always a concern and a program that provides an education in an art form that uses materials that must be purchased is always at a disadvantage when money is limited. Creativity is important and can be useful but a constant starvation of supplies from artists, technicians, and students creates a situation where they are not able to learn the broad scope of their craft. It can also make it difficult to recruit students where they see examples of "Poor Theatre" not as a singular example of Grotowski's ideology but as a daily dose of no support of a program. Our faculty has done the best it can finding partnerships and also consolidating our limited resources so we can have at least one large-scale production that includes sets, lights, costumes, etc. each year. That gives students the opportunity to see the big picture. We look forward to the day when budgets may grow and all the arts--and more importantly art students--can once again be funded to their full potential. In the meantime, the Dean's office and the faculty will continue to look for inventive ways to grow the program with innovative teaching and find funding to enhance our productions. The Speech Lab continues to be used frequently and its resources are also becoming fragile. The majority of items will need to be replaced within the coming years. The Arts Division can fund some of these items and the Dean will work to see the larger requests are placed before the proper committees to seek funding from the college. Although the need is there, because funding is at a critical state, there is no anticipated addition of faculty for this program nor is it foreseen for the next few years.

Opportunities for expanded outreach to high schools for recruiting along with the welcoming attitude of many receiving institutions brings hope that we are paving the way for more degree seeking students within the program. By combining our efforts with other schools to assure students of a smooth path to a four-year degree, we anticipate our recruitment can be doubled. This will take work on the part of our faculty but actions plans will be created to maximize on this newfound camaraderie with our sister universities. Along with our outside contacts, we will continue our efforts with internal resources such as the advising office to clarify and expand our outreach to undecided students.

The Speech and Theatre program should be proud of work they have accomplished over the past five years. Their continued diligence should solidify their goals and continue their place as an important piece of the educational community of OCCC.

Appendix

Program Curriculum

Program Requirements

Minimum Required Hours | 62 |

Major Courses		
Prefix & Number	Course Title	Credit Hours
COM 1123	Interpersonal Communications	3
COM 2213	Intro to Public Speaking	3
TA 1103	Introduction to the Theatre	3
TA 1133	Voice and Speech	3
TA 1513	Acting I	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
MATH 1503	Contemporary Mathematics --OR	
MATH 1513	College Algebra for Business, Life Sciences & Social Sciences-OR	
MATH 2013	Introduction to Statistics	3
HUM ELEC	Humanities Electives	6
HIST 1483	U.S. History to the Civil War --OR	
HIST 1493	U.S. History Since the Civil War	3
PHIL 1013	Introduction to Philosophy	3
BIO	Biological Science*	3-4
PHYS	Physical Science*	3-4
PSY 1113	Introduction to Psychology --OR	
SOC 1113	Introduction to Sociology	3
POLSC 1113	American Federal Government	3
GEN ED	General Education Elective	3
	* One of the science courses must include a lab component	

Support Courses

Prefix & Number	Course Title	Credit Hours
	Speech option: Any 6 credit hours with a TA, COM, or JB	
	prefix.	
	Theatre option: TA 2203 Acting II; TA 1223 Make-up for the	
	Stage	

Life Skills Courses

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

6/6/12