

# Memorandum

**To:** Academic Program Review Committee

**From:** Dr. Grant Snider, Academic Department Head, Humanities

**Subj.:** Department Head Report for Theatre Arts Minor

**Date:** August 6, 2008

## **Perception of Program:**

The Theatre Arts Minor aligns with the mission of the University by preparing students for “life-long learning” within the context of a “broad-based education.” Additionally, the program is helping the University move toward the vision of “a stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development.” Students who elect to pursue the minor or who audition for one of the three annual productions can directly experience the pleasures and challenges of working together toward a creative goal that carries with it the expectation of a quality performance in front of peers, faculty, family, and community. In many ways, the minor and the associated productions parallel the “Music For Life” philosophy of our Music Area, where we have no majors or minors—only folks who love music and want to live a life in which music is present. The same ethos surrounds the Theatre Area. The Ferris “environment” enjoys the benefits of the minor through its relationship with the theatrical productions it helps produce.

This report will highlight the perceptions of the Department Head regarding the strengths, concerns, and opportunities facing the program.

## **Strengths of the program:**

- Theatre faculty members are exemplary in their dedication to student-centered learning and to the program. They attend many programs hosted by the Faculty Center for Teaching and Learning; they attend conferences related to Theatre education; and, through their reallocated time they spend many hours engaged with students. The many positive student testimonials echo this dedication.
- The number of students auditioning for productions remains robust. Clearly, students feel a need to express themselves through creative outlets. Thus, insofar as these productions are a part of the Theatre Arts Minor, demand for production opportunities should remain strong.
- Attendance at Theatre productions increased during 2007-08 by 24%; adult attendance, excluding students, increased by 40%.

- Collaboration is excellent between Mike Terry, Williams Auditorium Manager, and Theatre Area faculty. The faculty has now involved Mike in web page design, production decisions, Academic Program Review, marketing, assessment ideas, and other projects.
- Improved safety. As part of a safety initiative started in the Department of Humanities in the fall of 2007, the Office of Risk Management helped produce a Loss Control Report on the Williams Auditorium and scene shop. Most of the items in the report have been or are in the process of being addressed.
- Anecdotal evidence highlights that individual students within the program are significantly impacted by the program, and that students see a benefit of the program personally and professionally. Students clearly make strong personal connections to the Theatre faculty.
- Theatre courses and productions have supported the Political Engagement Project. For example, the recent production of *Dead Man Walking* was very successful in engaging students and audience alike.

#### **Concerns of the program:**

- Productivity (as measured by the University formula of SCH + FTE) and efficiency (as measured by the ratio of full to available seats in classes) are both low. Between 2002 and 2007, productivity saw a high of 278.50 and a low of 216. Efficiency for 2007-08 averaged 53.67%. These figures are the lowest of any unit within the Department. The Department productivity ranged from a high of 633.84 to a low of 585.42; efficiency for the Department was 90% for the year. As noted in the APR document, auditions are full of students, but enrollment in Theatre classes remains low—despite the General Education designation in those classes.
- While the Theatre Area has collected much anecdotal information regarding students, assessment, and audience satisfaction, I would encourage them to begin a more systematic process of data collection. More reliable data will help when making decisions regarding everything from the selection of productions to curricular changes.
- While excellent collaboration exists between Williams Auditorium and the Theatre Area, the facilities themselves create an obstacle to the quality, safety, and efficiency of both. There are several concerns related to facilities: the condition of the “barn” used for storage; the small size and location of both the scene and costume shops; and, the multiple demands placed on Williams 166.
- Several years ago, the Williams Auditorium Manager position was split into two positions (the current Manager plus the Technical Director of the Theatre Area). Confusion has existed over roles and responsibilities because of this split. Current collaborative efforts have addressed some of that confusion in an informal fashion, but a more formal response is needed—perhaps by reviewing workload policies and job descriptions. Recently, we officially delineated safety responsibilities.

### **Opportunities:**

- There is a willingness among the Theatre faculty to establish more systematic processes of data and assessment collection, and the audition survey is one positive step in that direction. By taking greater advantage of the faculty experiences at the FCTL, we can make quick strides toward chronicling our assessment activities.
- Through the collaboration with Williams, and with other units within the College of Arts and Sciences, the Theatre Area can continue to offer an engaging curriculum and productions. For example, the Department of Humanities Planning Committee—representing each of the eight units within the department—can facilitate collaboration on themes and educational supplements to the Area. Of course, the Area will continue its support of PEP and ADP.
- With respect to the concern over productivity and efficiency, efforts are currently underway to better communicate with potential students. The Theatre Area has worked with the Music Area to produce an “interest” card that is being included in all of the “accepted student” folders. All students submitting a card indicating theatre experience/interest will be contacted by faculty members regarding Theatre options at Ferris. Mike Terry has agreed to assist with program and event marketing. Additionally, the Area will be more involved in Dawg Day activities. The Department of Humanities is currently engaged in a project to track more accurately the number of students enrolled in all of its minors. This project will assist advisors in working with students. The point here is that the program has the capacity for many additional students, and the Department is supporting steps to reach that capacity.

### **Concluding Remarks:**

Despite the concerns over safety, facilities, and productivity, it is my perception that the Theatre Arts Minor can play a vital role within the mission and vision of the university. We have dedicated people working to improve the quality of the productions, willing to assess progress, and doing their best to work collegially within the given facilities. It is my expectation that by the next Academic Program Review, we will be able to document improved safety, to chronicle decisions based upon the assessment of student learning, to share what audiences are saying about our productions, and to report the ways we have adapted to or changed the use of our facilities.



# **Theatre Arts Minor Academic Program Review Report July 2008**

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## **THEATRE ARTS MINOR APR**

### **Section 1: Program Overview**

#### *A. Program Goals*

The Theatre Arts Minor is designed for students, with or without previous theatre experience, who are interested in theatre. It was created so that these students could add to their knowledge and understanding of theatre at the college level. The theatre productions are an integral part of the Theatre Arts Minor and together they aim to provide undergraduate students with a broad understanding of art and craft of theatre. This combination of course work with the opportunity to work on live productions establishes a rich, learner-centered environment. In creating these productions, the Theatre Arts Minor/Theatre Area also provides Ferris State University with quality theatrical entertainment that enriches and enhances the undergraduate learning community.

There is record of an active Theatre Program at Ferris State University since 1957 but no formal degree program existed. The Theatre Arts Minor was designed when many new degrees were being added to the offerings from The FSU College of Arts & Sciences (roughly 1999-2001). Many different programs were looked at as models for the FSU Theatre Arts Minor: University of Michigan-Flint, Western Michigan University, Michigan State University and Wayne State University. Also program outlines from organizations such as the Association of Theatre in Higher Education and the United States Institute of Theatre Technology were consulted. The Theatre Minor was created by Gretchen Potter and Katherine La Pietra (the 2 Theatre Faculty then) and Donald Flickinger (then Head of the Humanities Department), and was overseen/approved by Dean Susan Hammersmith in 2002. Stage Management (THTR 319) was the only class created for the Theatre Arts Minor; others program needs were adapted from existing courses. The first Theatre Arts Minors were awarded in 2004. The Theatre Minor connects to the curricula of the Speech Communication Teaching Minor (whose students are required to take Educational Theatre), the Communication Minor, and the TDMP program, Education, Digital Animation (whose students are required to taking Acting One), MIMA and Construction Management and can complement any student's program.

The Theatre Arts Minor does not directly prepare students for a specific profession but it helps the students develop competencies useful in a variety of disciplines. Many students say they have been chosen for jobs because of their special skills and experiences (such as group work and leadership competence). Having the Theatre Arts Minor on a transcript can show future employers that student are creative problem solvers and have good group work experience to add to their other primary abilities. This is the Theatre Arts Minor's first program review, giving us an opportunity to assess, to consider future developments, and to adjust elements of the program, as needed.

The Theatre Arts Minor curriculum supports the FSU Mission for a "broad-based education" as techniques learned in the theatre expand students' horizons and build an appreciation for facets of the world beyond their major and can be applied to many careers. The Theatre Arts Minor also has special connection to President Eisler's aim to make Ferris State University a "student-centered" institution. Being part of a theatrical



production is an intensely creative and unique event and all involved must make a collaborative effort and take an active role for any performance to succeed. Theatre Arts Minors receive the dual benefits of a formal education in theatre classes and direct experience in applying the practices of theatre logically and artistically in their personal and professional lives.

### *B. Program Visibility and Distinctiveness*

In creating the Theatre Arts Minor, no other program/university with a Theatre Minor only was found. This makes the FSU program unique in its ability to add to a student's transcript without requiring the full time commitment to a major program. The Theatre Arts Minor/Theatre Area is one of the few academic degree programs where students can receive training and work with peers outside their Majors (where they often get isolated). It offers an opportunity for those who have always wanted to learn about Theatre, as well as an outlet for those who want to continue participation in something they love to do without having to focus on it as a profession. The Theatre Arts Minor program and the related classes give students formal training in the art and craft of theatre as well as a creative product that they can be proud of.

The Theatre Arts Minor does need to recruit more students and to circulate information in additional ways. Current types of publicity include the FSU webpage, posters/flyers to indicate auditions and productions. In addition, the program is publicized internally through college and department meetings and with college counselors for class offerings. Plans for 2008 include an "Interest Card" (Appendix E) handed out to all new students, meeting again with college counselors as well as with some individual program advisors. This year the Theatre Area was part of a COMM 499 project to test its 'visibility' and the Theatre Area intend to take those students' suggestions under consideration (Appendix K).

Unlike some university theatre programs which are exclusive to Major or registered theatre students, the FSU theatre productions and hence, the Theatre Arts Minor, are open to all, experienced or inexperienced. Students come to the Theatre Arts Minor from many programs throughout Ferris State University: from Automotive to Education to MIMA to Nursing to TDMP and many other curricula. Our recent survey of students who auditioned revealed 33 separate Majors including 8 Pre-Pharmacy students. Students who choose the Theatre Arts Minor in addition to their academic load must have time, energy and fortitude but that doesn't dissuade many-even the busiest. 52% of the students who took part in theatre productions this past year are self-declared Theatre Arts Minors with an additional 16% wishing to become minors and 20% of those students are also currently Honors Program students.

In comparing the FSU Theatre Arts Minor and other university theatre programs, the largest disparity is that the FSU Theatre Area has no independent facility for the theatre classes/productions. Thankfully, the Theatre Area has an amiable relationship with the Williams Auditorium but even with FSU's 'theatre for life'-type of approach, not having a dedicated space, neither a classroom nor a lab, causes some difficulties in providing a quality experience for students. Also, programs that have Theatre Minors (along with Majors) generally ask for standard evaluative tools for students such as portfolios and final auditions. Fewer opportunities mean fewer assessment tools, for the

program as well as the students and fewer ways to ascertain if the present curriculum structure and context are meeting the needs of the students in theatre.

### *C. Program Relevance*

As far as the Theatre Area can determine, students do not come to FSU for the Theatre Arts Minor but they find the Theatre Arts Minor a supplement to their major fields of study. In answer to ‘Has the Theatre Minor made a difference in your professional situation?’ (Graduate Alumni Survey), one student replied:

–The experience I gained in the Theatre Program at Ferris has proven very useful in my non-theatre career. Most notably, the stage management experience and course gave me the opportunity to manage larger groups of people and complex projects & deadlines. I am now able to do this on a daily basis. I also learned critical thinking and problem solving skills on the stage that I now apply in my professional situation.”

The Theatre Area is fortunate to have one-on-one contact and rapport with our students so the Theatre Area can gauge the program’s effect to an extent. Unfortunately, this doesn’t create formal records for measurement and progress. The Theatre Area use standard assessment tools (SAIs and IDEA forms) as well as this year’s Graduate Survey. The Theatre Area is working on an online registration for the Theatre Arts Minors whose purposes include:

- a) students registering their intent to pursue the Theatre Arts Minor
- b) making all students more aware of the possibility of a Theatre Arts Minor
- c) keeping Minor students aware of what necessary classes are coming up
- d) alerting the university to what other opportunities there are within the Theatre Program/Minor.

### *D. Program Value*

The Theatre Arts Minor/Theatre Area has a double positive effect and benefit in that the Theatre Area & Minor provide formal classes for academic learning as well as the creative ventures of the theatre productions. Anecdotal evidence shows that students say their confidence level is boosted from working on the shows and that they become proud of themselves and their efforts —I love when I was in the play, it was an excellent experience.” (Quote taken from an IDEA form for a theatre production).

Graduates of the Theatre Arts Minor have gone on to study law, become nurses and manage a successful Computer Consulting Business. A few have even expanded their experiences to work in the professional theatre world and/or pursue theatre in Graduate School. Many students involved in the Theatre Program are FSU Honors students, serve as RAs and are active in a number of other organizations on and off campus. A recent Construction Management Major managed to combine his major program of study with his passion for theatre. While at FSU, he worked in the Theatre Shop, as well as being a featured performer in many shows and was hired as Technical Director for Tibbits Opera House. He then returned to FSU to finish up the Theatre Arts Minor in preparation for Graduate School and is currently at U of Wisconsin-Madison – a very prestigious theatre program

## **Section 2: Collection of Perceptions**

### *A. Graduate Follow-up Survey*

The Graduate Follow-up Survey was modeled after the Bachelor of Integrative Studies (BIS) APR survey (2007) and reviewed by all Theatre Arts Minors APR committee members. The Theatre Area have experienced 'difficulty' keeping track of official Theatre Arts Minors as they are involved in a number/variety of majors and colleges, all of which report to the Registrar's office differently. Often the student's own advisor or college doesn't know that their students have been working in the Theatre Area and sometimes, even though all of the program work has been completed, the student's transcript does not show the Theatre Arts Minor. The Theatre Area are working on improving the record keeping on all spectrums but this also delayed us on the sending out of the Graduate Survey (and may have effected the return rate).

The Graduate Survey (Appendix A), was sent in paper form to 15 Theatre Minor graduates, and as of 6/14/08, 3 surveys (20%) were returned. Students that did responded did so enthusiastically on all factors, noting the exceptional quality of the experience. The survey consisted of general identification and then 5 questions in an objective response format. Because of the unique nature of the Theatre Arts Minor, the survey included items addressing respondents' information source for the Theatre Arts Minor, their previous background in theatre, competencies and skills acquired through the program and purposes for enrolling in the program. The survey also included 3 open-ended questions (cited in Section 1C), and a subsection of scale-item responses seen below.

### **Graduate Survey Responses Chart**

Rate the following areas of the Theatre Minor program on a scale of 1 (weak) to 5 (strong)

1	2	3	4	5	Statement
				3	The Theatre Minor Program allowed me to develop competencies which complement a variety of disciplines.
			1	2	The Theatre Minor Program offered me an additional program of study for my professional and/or academic goals.
			2	1	Overall, the Theatre Minor program prepared me to achieve my personal goals/objectives.
			2	1	Overall, the Theatre Minor program prepared me to achieve my professional goals/objectives.
				3	Overall, the Theatre Minor program helped to acquire skills useful for my professional and/or academic pursuits.
				3	Overall, the Theatre Minor program helped to acquire skills useful for my personal and/or leisure pursuits.
		1		2	The Theatre Minor allowed me to (or will allow me to) advance in my profession/job.

Overall, the biggest strength appears to be “acquiring skills and competencies” for future use in professional and personal life.” The remaining questions resulted in good or excellent ratings, with an average rating of 4.5 to 4.3. These related to:

- professional and/or academic goals
- professional and personal goals/objectives.
- advance(ing) in a profession/job.

Though this is a limited response, it is distinctly positive. Written comments are found throughout this report. A copy of the Graduate Follow-up Survey is in Appendix A.

### *B. Employers Evaluation*

The Theatre Arts Minor students are preparing for any number of career paths so an employer survey was not conducted.

### *C. Graduation Student Exit Survey*

As a new program (i.e., one that has not gone through an APR process before) we have had no formal process for an Exit Survey. As a minor program only the Theatre Area has had much difficulty claiming any formal final meeting with students as they approach their remaining time as undergraduates. This is a time when they must be concerned with their Major’s Program requirements. The Theatre Area is working on redesigning the Theatre Arts Minor paperwork to require a Graduate Clearance. This would then set a precedent for a concluding meeting and provide us with an opportunity for an Exit Survey. Until this or a similar process is in place, making an Exit Survey mandatory is currently not viable.

### *D. Student Evaluation of Program*

As mentioned before, the Theatre Area is working on creating an “Exit Survey.” In all forms of survey/assessments currently conducted, respondents replied very positively about the Theatre Arts Minor (SAI overall number averages around 4.7). Anecdotally, students see the Theatre Arts Minor/Theatre Area as a venue for creation, as well as an opportunity to develop competencies and acquire interdisciplinary skills for their use in life and often in their chosen careers. When formally surveyed about their “Overall satisfaction with the Theatre Minor program” on the Graduate Survey, replies included:

- “(I am) Very satisfied. The Theatre Program was one of the few places where I felt my cost of tuition was justified.”
- “I am completely satisfied with the program. I learned so much in so many different disciplines. It has become very useful in my personal and professional life.”

The Theatre Area is also fortunate to receive similar comments on our SAI/IDEA forms evaluations such as:

- “Everything about the experience was strong.”
- “The People are great, the plays are amazing.”
- “It allowed me to work on my leadership skills, and to be a part of the art of theatre.”

The Theatre Area also solicited opinions at the start of the school year via an informal email inquiry which brought this comment from one of our recent Theatre Arts Minor graduates:

“I am glad theatre found me because it was through theatre that I found myself.”

#### *E. Faculty Perceptions:*

The Faculty Survey (Appendix B), designed along the same perimeters as other APR surveys, was sent in electronic form to the 2 Theatre Faculty. The survey consisted of 15 questions in an objective response format with a range of A—Excellent, rated at 5 to E—Poor (seriously inadequate) rated at 1. The 15-item instrument was utilized to secure faculty perceptions from both faculty members.

Overall, the biggest strength appears to be ‘administrator involvement in seeking faculty input’ with an average score of 5. Nearly half of the remaining questions resulted in good or excellent ratings, as an average of both respondents. Average ratings of 4.0 or higher related to:

- Curriculum meeting graduates’ needs
- Faculty involvement in Theatre Arts Minor evaluation
- Secretarial support
- Level of instructional support staff
- Quality of the Faculty

Ratings of 3.0 – 3.5 (Acceptable) accounted for 20% of the responses. They related to

- Written goals for the Theatre Arts Minor
- Administrative support
- Library support

All remaining responses or nearly 30% were within an “unacceptable range”, i.e., 1.0 to 2.5, (poor to less than acceptable) as averages. These relate to

- Laboratory space (average score of 1)
- Provision for students with disabilities (1.5)
- Number of faculty assigned to the Theatre Arts Minor (1.5)
- Lab equipment (2.5)

Of greatest concern are the three lowest averaged results in the 1.0 to 1.5 range. While written comments were not noted, these results lead to serious questions about the viability of the physical environment in which to provide educational experiences for the Theatre Arts Minor. Specific concerns about facilities are discussed in Section 4A. A copy of the full report concerning Faculty Perceptions is in Appendix B.

#### *F. Advisory Committee Perceptions*

There is currently no Theatre Arts Minor Advisory Committee.

## Section 3: Program Profile

### A. Profile of Students

The Theatre Arts Minor is open to any student admitted to FSU and pursuing a baccalaureate degree. As previously mentioned, the official list of Theatre Arts Minors is somewhat incomplete/contradictory even on FSU/Banner records. Each Major program keeps records differently and often students' advisors are unaware of their advisees' minor program. The Theatre Area is reassessing its process and creating a more complete in-house list of Theatre Arts Minors which includes each student's Major program Advisors to assist record keeping. The 15 graduated Theatre Arts Minors from the official list 2004-2007 (Appendix C) includes 10 males 5 females, 2 African-Americans, one out of state, all but one full-time.

Acquiring specific demographic information such as the range and average GPA of all students currently enrolled in the program is difficult because they are not primarily "our" students. The same holds true for awards, etc. The Theatre Area does award a Theatre Ability Based scholarship every year and the new Sakalauskas scholarship will always have very worth candidates. 20% of Theatre Area participants this past year were Honors Program Students. Known theatre student accomplishments include being some of President Eisler's exemplary graduates, a Homecoming Queen and a founder of the RSO First Expressions. Although the Theatre Arts Minor is not a career oriented program, a recent graduate was hired to come back to teach at FSU in the TDMP program. Theatre students also share themselves with the community at large, helping with organizations such as Stage-M, WISE (student coordinator for the main project), church programs/boards, community bands, orchestras & choirs here and in their hometowns.

### B. Enrollment

There have been a steady number of minors, 3-4 per year, since its inception. The number does seem to be growing (68% of the people who auditioned this year identify themselves as Theatre Minors or interested parties-Audition Survey-Appendix I). Those that start the process with actual applications and subsequent admission generally do fulfill all the requirements for the Theatre Arts Minor (80% this past year). The problem again is finding complete demographic information on these students. The Theatre Area has limited access and different sources from FSU/Banner records disagree. The Theatre Area is working to improve our own record keeping as previously discussed. Of the numerous students that inquire about the minor some have scheduling difficulties (Major programs must come first). Other students transfer to another school (often because they had a good experience in theatre arts at FSU and have decided that they want to major in theatre or an arts related program) or they have the lack of funds to take the additional classes for the Theatre Arts Minor.

Enrollment in theatre classes is down (Student Contact Hours Chart-Appendix D) but the number of people coming to auditions and taking part in the theatre productions continues to increase dramatically. The number of people wanting to be in theatre productions is at an average of 60+ students for most auditions. The SCH chart **does not** reflect the professor to student contact hours created through productions even when the student is registered for Theatre Practicum (not required for the student to

participate in the theatre productions). These student/professor contact hours generally run 12-18 hours per week when the Theatre Area are in rehearsal and building time (about an 8 week session per show). Commitment time for productions, in which all Theatre Minors must take an active role, requires many evenings and some weekends. As this is the first APR review, the Theatre Area intends to keep a watchful eye on all information but hasn't acquired enough demographic data.

### *C. Program Capacity*

As stated above, the Theatre Arts Minor is not a stand-alone program; rather, it is designed to complement other degree programs. The Theatre Arts Minor has had a steady number of 3-4 people per year but seems to be slowly growing. The number of people wanting to be in theatre productions is tremendous (the Theatre Area generally attract 3 times the amount of people needed for each show). The Theatre Arts Minor serves the Theatre Area and vice-versa. Gauging the capacity of the program is complex in that it involves factors such as facility limitations and the number of area faculty (which affect time and the amount of class offerings and related projects). The Theatre Area is looking to recruit students for classes by 50% and increase numbers for the Theatre Arts Minor as well.

Facilities are shared with Williams Auditorium and although the arrangement has been amiable it is limiting in many ways (for both parties). Theatre rehearsals must often be held in places other than Williams Auditorium (generally small classrooms) and this affects the theatre area production cast size even as, adversely, the number of aspiring FSU actors continues to rise. The limitations of the Set Shop space (left of the stage) holds safety concerns even at current lab class size as well as causing concerns for building the sets. The whole Theatre Arts Minor/Area would be aided in its endeavor to expand by improving the current facility. Unfortunately, these issues will, most likely, require major adjustments but it would assist both the Theatre Area and Williams Auditorium and, in turn, the rest of the FSU campus.

### *D. Retention and Graduation*

The theatre productions are our strongest factor for student retention and have served as the primary method of attracting the students to the theatre program as a whole. Anecdotal evidence has shown this to be successful for the students but not overly successful in getting the Theatre Arts Minor at capacity or even getting the paperwork to the Registrar. Specific demographic information is difficult to obtain. The Theatre Area is working to create a better system of communication and record keeping to help identify the students the Theatre Area do have. Most students decide their sophomore/junior year to officially become a Theatre Arts Minor. The Theatre Area has had better luck these past few years getting people to declare earlier on in their undergraduate career which makes the process easier. This past year, 2 students have entered the Theatre Arts Minor program as first-year college students. The Theatre Area also needs to expand all publicity measures to include the Theatre Arts Minor outreach and do a better job of 'selling' the Minor as a logical and/or enjoyable extension of the FSU experience.

Theatre Arts Minors come from a vast variety of juxtaposed major programs—all of their schedules differ—which makes it difficult to create a plan of classes that

satisfies the masses. The Theatre Area are working on a way to better communicate when specific classes are being offered and which people and programs to contact to get the necessary information out to the proper students so that they can register for the right classes (such as the link on the FSU Theatre website). The Theatre Area tries to schedule classes to fit within timeframes so that generally the Theatre Arts Minor falls into place in a normal 4-5 year undergraduate experience. The Theatre Arts Minor has no prescribed time for graduating, especially as students enter the program at very different stages of progress and with different program goals, as well as with varying numbers of credits. Those who officially apply for the Theatre Arts Minor generally stay and complete it (80% this past year).

#### *E. Access*

The Theatre Arts Minor program's practice of accepting applications to the program through the year makes it very accessible. Due to the nature of the theatre specific facilities are required (ex: set shops for building and a performance space for productions) and therefore most classes for the Theatre Arts Minor must be held on FSU's main campus. Some classes can be transferred from other universities and some classes are offered at Kendall. Since most classes are hands-on, (exs: *Acting* and *Technical Theatre*) fully on-line classes are not an option. Both faculty have taken FerrisConnect and are aiming to use the system for some possible online application of some class work including syllabi, glossaries, calendars and for production and rehearsal schedules.

#### *F. Curriculum*

The Theatre Arts Minor requires a minimum of 21 credits with a minimum 2.0 grade average in these courses (Worksheet-Appendix F). Base classes are *THTR 219-Technical Theatre* (Syllabus-Appendix G) and *THTR 222-Acting* (Syllabus-Appendix H). Other required courses include Stage Management and one Theatre History Class (Prerequisite-ENG 250). Each student is also required to take at least one credit of *THTR 224 (Practicum)* either Technical or Performance and two 300+ level & one level class of their choice. 50% of the credits for this Minor must be taught at FSU and a 2.0 GPA must be reached in the theatre classes. The Theatre Area maintains a two-year rotation and offers Special Studies when needed. All theatre classes are considered General Education and Cultural Enrichment. This is the first time the Theatre Arts Minor has been through Program Review and adjustments to the program are being discussed. Possibilities being considered; replacing the *Theatre History* requisite with the *Introduction to Theatre* class to help facilitate the Theatre Arts Minor. Other potential prospects include adding a class in *Playwriting* (because it has been offered 3 times as a —Special Study” class due to student interest) which could also be of service to Language & Literature and TDMP students amongst others. Another consideration, creating a capstone course which would involve student generated productions has also been discussed (which is an exciting idea but not viable/practical under current facility conditions).



### G. Quality of Instruction

Though the Theatre Arts Minor is not a major or a career focused program, it does seem to serve well for student mastery of the subject area. The aforementioned Theatre Arts Minor graduate student in graduate school was praised in his readiness for his assistantship because he had both theatre (his Minor) and management skills (Major in Construction Management). As noted in the graduate survey and general SAI/IDEA assessments, student perceptions of the quality of instruction in the Theatre Area at FSU are high. The Theatre Area has always been fortunate to receive such student evaluations: —It's the people and the instructor(s) that make this experience as great as it is. I always learn so much.” and —absolutely love this course & I will most definitely be back! (It) Changed the direction of my life completely”

The Theatre Area is committed to ‘Student Engagement’ for all of our classes. The Theatre Area requires students to see the FSU productions to give them practice at evaluating live theatre as well as peer evaluation. Other focused performances have included the —Live at Wilms”, —As & Lectures Series” and other viable productions on or off campus. The Theatre Area have also been lucky to include special projects like a —TalkBack” session with the Cast of Jekyll & Hyde and a Stage Combat workshop from the tour that brought Richard III to campus.

The Theatre Area has worked collaboratively with the Political Engagement Project for productions such as Speak Truth to Power and Dead Man Walking, shows with social conscious raising subject matter that can be used to support the PEP’s goal of ‘political engagement.’ The Study Abroad in Summer 2008—between TDMP and Theatre allowed for a unique way to fulfill THTR 331 (a Theatre Arts Minor requirement) with a studio production class. Eight out of the ten students on the trip were Theatre Arts Minors. The resultant final project, a modern interpretation of the medieval morality play Everyman, may be used in the future by the TDMP department, the Theatre Area and the Language & Literature Department.

All mainstage theatre productions are by their nature an interaction of students and faculty. The area has worked to support a Theatre Student RSO (which first sprung out of an interest from Directing Class students) and worked to support other student organizations ‘outside’ of the department. Expanding the learning environment for all concerned, The Theatre Area also took Theatre Arts Minor students to USITT Conference (professional conference for Theatre Technicians) in 2003.

Both professors regularly take *Writing Across the Curriculum* and *Center for Teaching and Learning*/Professional workshops at FSU and the Theatre Area have attended ATHE (Association for Theatre in Higher Education) conferences to enhance their mastery of new techniques/processes so they can pass that knowledge on to the students.

### H. Composition and Quality of Faculty Professors

The Theatre Area consists of 2 full-time Tenure Track Faculty, Katherine La Pietra—Associate Professor (tenured)—main focuses, Theatre Performance classes and serves as the Director of all 3 productions per year (currently serving as Program Coordinator and production costumer) and Trinity Williams—Assistant Professor—main focuses, all Technical Theatre and *Introduction to Theatre* classes and Theatre Designer who builds/creates sets, props, lighting and sound for 3 full theatrical

productions per year. No adjunct or part-time instructors are involved in classes but the Theatre Area recently received some production assistance in assorted venues from Michael Terry, Williams Auditorium Manager. Both faculty members balance the teaching of classes and receive release time for their production responsibilities. The classes are assigned in accordance to each faculty member's area of expertise (ex: Technical classes vs. Performance classes) and are taught in a two-year rotation.

The Theatre Arts Minor/Theatre Area is housed in the Humanities Department/College of Arts & Sciences and all policies and procedures such as —Diversity Goals” “Orientation” and “Reward Structure,” are designated by the department/college. Policies regarding access to conference monies and professional development (PDI/ earned workshops) are also set by the college and department.

### *I. Service to Non-Majors*

The Theatre Arts Minor compliments many programs and provides students with a broad range of experiences. All Theatre Area classes serve for General Education and Cultural Enrichment. All classes and productions are open to all FSU students.

The FSU Theatre Arts Minor/Area allows students to explore theatre arts without the pressure of a full major progression of study. Theatre production work is a place for student/learner centered development as students must take active responsibility in the process. Students become a part of a creative enterprise that they can show off to friends and community, giving them an artistic endeavor to be proud of. It gives them opportunities to develop proficiency in collaboration and group work as well as self-confidence skills. Students involved in the theatre program also have a chance to work with peers outside of their own college/program. Along with this, the Theatre Area aims to develop an appreciation of theatre and all performance arts for a foundation of future involvement. Even these students not directly involved in Theatre classes or productions are encouraged to become audience members. Thanks to increase publicity, audience numbers have increased by 24%. The Theatre Arts Minor has as its emphasis on: student responsibility for learning, collaboration with faculty/advisors in program design and completion, and active engagement for all students and faculty at FSU.

### *J. Degree Program Cost and Productivity Data*

As a Non-Major program, Institutional Research and formal productivity information is difficult to find. Enrollment in classes is down at present showing a high cost as it were, but student/professor hours of interaction involved for the theatre productions are significant (approximately 95-150 hours per student per production for performers-technical hours differ depending on assignment). SAI/IDEA evaluations of productions find that the students feel well served: —It allowed me to work on my leadership skills, and to be a part of the art of theatre” (comment on IDEA form for productions). This year the Theatre Area added an Exit Survey for FSU's production of The Full Monty (Appendix L), with the help of Michael Terry. Reactions were generally favorable from peers and other audience members. Examples include:

- Best theatre production I have seen while at Ferris :)”
- loved it and it gave my boyfriend and I a chance to bond. Plus he enjoyed a musical for once.”

And, from another audience member, —It was the most entertaining event I have gone to in many years, I loved it! What talented students we have!! —

The Theatre Area does receive funding from the College of Arts & Sciences for the theatre productions to pay royalties, building expenses, publicity, etc. It is relatively difficult to assess true satisfaction vs. the cost of a production. Since audiences are generally going to express more enjoyment watching a comedy than a drama, productivity of shows must be measured by more than just audience reaction (or box office receipts) as those statistics do not trace the effect of the whole process of theatre. Part of the responsibility of an educational theatre program is to provide a well-rounded experience to the students involved as well as their audiences. In an effort to create additional traceable assessment measures, the Theatre Area is now creating formal objectives for each production. The FSU Theatre Area's goal is to provide quality productions for all involved.

#### *K. Assessment and Evaluation*

During this first APR of the Theatre Arts Minor program, assessment tools are still being designed and decided upon. The Theatre Area is fortunate enough to have a lot of one-on-one communication with our students but that is often difficult to document. Recently the Theatre Area has added evaluation and communication tools including an Audition Survey to trace outreach/publicity (Appendix I). The Theatre Area was also part of an aforementioned COMM 499 course to trace the overall visibility of the Theatre Area on campus with suggestions (Appendix K) and Exit survey from The Full Monty (Appendix L). The Theatre Area created the Graduate Survey for the APR and is considering creating an exit survey along these lines to be conducted with next year's graduates. The Theatre Area is also in the process of revamping the Theatre Area website to include an interactive sheet to track Theatre Arts Minors and give them another way to evaluate their process. The program review cycle, yearly annual administrative reviews and SAI/IDEA forms will still be used for program evaluation.

#### *L. Administrative Effectiveness*

As shown in the Faculty Perception Survey, the faculty view administration and related clerical support as involved in the processes of the area.

The Humanities Department is under relatively new administrative leadership but the current administration is helping the Theatre Area to meet new FSU criteria, create better assessment tools and fulfill university requirements (ex: serving on this APR committee). The administration also supports the creation of special interdepartmental projects with PEP such as Dead Man Walking and other ventures involving community outreach (such as Festival of the Arts).

Class and teaching schedules are prepared by the Area Coordinator, approved by the Department Head and facilitated by the Clerical Staff. Due to the small number of faculty and usage of Williams Auditorium and connected facilities, Theatre classes can only be taught on a two-year rotation. This limited calendar can cause some concerns for students trying to juggle a variety of schedules/Majors. Recently the Area Coordinator and Humanities Department Head met with colleagues from Communication and Education to help facilitate the needs of Speech Communication Teaching Minors.

## **Section 4: Facilities and Equipment**

### *A. Instructional Environment*

One of the Theatre Arts Minor/Theatre Area's current largest concerns is the facilities. The classroom (WIL 166), the scene shop and costume area (WIL 165) do not adequately support theatre area programming. At present WIL 166 is used as a classroom and lab for most theatre courses and all facilities and equipment are shared (Appendix J). The 'Green Room' (WIL 166) also serves as the makeup and common room for incoming performances. When that room is required as part of the contractual rental agreement for Williams' or other events, theatre classes and/or production rehearsals, are required to relocate. Relocation is not uncommon nor can it be avoided in the current situation. Approximately 25%-30% of theatre production rehearsals cannot be held in Williams Auditorium because it needs to be available for other programs.

Scheduling and space conflicts also arise from the location of the scene shop, directly off the auditorium stage to the left. Once again, when the Auditorium rents the space the Theatre Area is unable to construct scenery. Construction is messy no matter how clean a shop is kept; this too is a struggle with maintenance and upkeep of the Williams Auditorium as well as the shop area. Also, when the Auditorium is rented the construction of costumes must be halted. The present costume shop is a 12' X 8' room that was once an office. Most costume construction is required to take place in the classroom (WIL 166).

The scene shop poses another difficulty, safety. As the scene shop now stands there is not enough space to safely manage 12 students (the current cap for each Lab session of THTR 219) working on a variety of projects. These projects involve the construction of scenery, props, and painting, which constitutes about half of the Technical Theatre 219 labs. In addition, the performance space is damaged as scenery and platforms are moved on and off stage, walls and floors are marred with paint. The barn, currently used for furniture storage, is an inefficient and dangerous space. Much of the material stored in the barn is unusable and should be discarded. The Theatre Area and Williams Auditorium have been working, along with FSU —Risk Management' to improve conditions of the facility. Projects already completed include: improved ventilation, the catwalk is currently being brought up to code and a new wheelchair/ access lift should be ready by this Fall Semester, but there are still concerns. The back of the building is not easily accessible, especially in the winter with the back dock area having a very slippery surface.

The Theatre Arts Minor/Area would be aided by having a dedicated classroom. Improving the current facility would relieve scheduling and the majority of the remaining safety issues. Unfortunately, these issues will, most likely, require major adjustments but they would assist both Theatre Area and Williams Auditorium and, in turn, the rest of the FSU campus. The Theatre Arts Minor/Theatre Area is worthy of the continued support of Ferris State University.

### *B. Computer Access and Availability*

Williams 165 (the 'shop' area by the Theatre Area's main classroom-Williams 166) has computer with standard programs and a printer. This is used quite heavily for

the audition process and is also used for research for the costume and set shop and sometimes for the ordering of supplies. The printer needs replacing. The Internet connection is shaky and DOES NOT extend into the classroom (and is therefore unusable for any classroom activities.) Computer Tech support has been very good- and the Theatre Area often needs it. The computer unit (minus the Internet connection) is on a cart and can be rolled into the classroom (WIL 166). There is also a projector connected to the computer for PowerPoint presentations and similar usage.

### *C. Other Instructional Technology*

In Williams 166, the Theatre Area has an overhead projector (which the Theatre Area actually uses for classroom and set work). There is a TV cabinet which holds a TV, VCR/DVD player (purchased with Theatre Area budget monies). The Theatre Area also own a digital camera for use in classroom (Make-up class amongst others), also used to record still pictures of productions, for auditions and to keep a record of the performances. The Theatre Area is currently using a personal digital video camera for class needs which needs to be replaced when possible. Use of the Humanities Department cameras is limited due to access as well as the fact that those cameras which only record for short stretches of time.

### *D. Library Resources*

First and foremost, the Instruction Librarians at FSU have been exemplary in assisting Theatre Area Professors and students in various Theatre classes (including 215, 222, and 423) with their research projects.

Though the library's book appropriation for Theatre is rather modest (\$421 in FY 08), acquisition of contemporary and/or international play scripts over the past few years has started to fill this gap in the library's collection. Furthermore, additional monies have been made available for this purpose in recent years (more than \$2000 in FY 06 and about \$1000 in FY 07). Including reference books and Theatre criticism, the library has added over 600 theatre-related books to its collection since FY 02 which was sorely needed. Most importantly, perhaps, circulation of recently acquired play scripts has been relatively healthy.

The Theatre Faculty takes an active role in collection development, alerting the library to many important titles and even advising in the areas of what is not needed. The library has attempted to honor all acquisition requests, failing only when books are out of print or otherwise unavailable for purchase.

(This section prepared with assistance from Paul Kammerdiner—FSU Librarian)

## Section 5: Conclusions

### A. Relationship to FSU Mission

As a degree whose basic purpose is to expand a students' general college experience in inventive ways, the Theatre Arts Minor serves the FSU student population. It gives students new or added value to existing FSU programs by providing students with an inlet to learning and an outlet for expressing themselves in combination with their traditional degree. It is also in line with Ferris State University's mission to provide —~~trad~~-based education,” with opportunities for —~~lifelong~~ learning.” Ferris currently holds as one of its three pillars the goal of becoming a —~~stud~~ent-centered institution,” and the Theatre Arts Minor reflects these essential elements: active engagement in the process, student responsibility for learning and collaboration with fellow students and faculty. This is particularly apparent in the creation of all theatre productions where more than half of the students involved are Theatre Arts Minors. Theatre productions are prime examples of a group effort and, though they are guided by the faculty, they must be student-driven to succeed.

Special interdepartmental projects assisted by the Theatre Area/serving the Theatre Arts Minors includes work with PEP and The Study Abroad-Summer 2008. FSU has had a long tradition of preparing students for diverse careers. The combination of Construction Management and Theatre resulting in a new and exciting career for one student is a good example of this tradition.

### B. Program Visibility and Distinctiveness

The Theatre Arts Minor is unique to the state; its purpose-to compliment existing FSU major programs. The Theatre Area should continue its efforts to improve program visibility and provide information to students and especially to university-wide program coordinators and academic advisors. The Theatre Area attracts a large number of students who want to audition for the productions (2-3 times the amount needed) but theatre class enrollment is down and more people could be added to the Theatre Arts Minor without [troubling] the load of the current faculty. The Audition and Graduate Survey review data revealed that the two most significant sources of information about the Theatre Arts Minor were word of mouth and information from theatre classes. One dominant goal for 2008-09 is to improve information availability and increase the publicity about the Theatre Arts Minor through some or all of the following actions:

- Review/modify FSU webpage as needed to update information and include an interest sheet that can be used for record keeping and assessment.
- Create an —~~Interes~~Card” to be given to incoming students (already being used this summer)
- Meet with advisors and program coordinators in colleges to acquaint them with the class offerings and the Theatre Arts Minor as a addenda/compliment to any program
- Work at —~~Day~~ Days,” summer orientations and other welcome programs

The Theatre Arts Minor will also review the COMM 499 class report (Appendix K) to study and evaluate their suggestions for improving Theatre Area visibility.

### *C. Program Value*

The Theatre Arts Minor clearly is recognized anecdotally by participating students as a valuable program option as well as by the survey and assessment tools used. A plan to develop a more specific survey for theatre participants is under discussion. This would formally cover such issues as —Why do students participate in theatre? and —What makes theatre a meaningful experience?”

The Theatre Arts Minor does bring a variety of creative experiences and unique skill sets and/or it is fun. Theatre Arts students come from a myriad of programs which can benefit by the classes and experiences integral to the Theatre Arts Minor and the Theatre Area. The Theatre Area has attracted many participants from the School of Education, Teachers trainees who can use theatre techniques in their classrooms and TDMP majors who gain additional training in production and performance. Digital Animation students can gain knowledge of characters analysis before they have to create them for games and Business students can gain in leadership and presentation skills. Theatre Arts Minors have discovered an interest in and passion for management are now pursuing careers in jobs or Disney and other corporations. Specifically and directly the Theatre Arts Minor offers students a unique opportunity to experience theatre and learn theatre skills and techniques and be able to adapt them for their everyday future endeavors. The Theatre Area is an integral part of Ferris State University as whole—not just a quaint little extra-curricular activity— It presents services and opportunities to the whole university and community.

### *D. Enrollment*

The Theatre Arts Minor has a steady and slowly growing number of graduates but there is room for more. The number of students auditioning for shows is growing dramatically even as the number registered in classes is falling. Since starting the APR process it seems that the Theatre Area's first focus needs to be on routing those students who want to take part in the productions voluntarily into the classes and officially into the Theatre Arts Minor.

The biggest impediments to increasing enrollment seem to be 1) promotion of the classes, and 2) scheduling. The Theatre Area has been discussing ways to improve publicity and outreach (mentioned throughout this report) but it is agreed that this is a key concern. Scheduling difficulties are another concern which was expressly mentioned in the response section of the Graduate Survey as a hindrance in completing the Theatre Arts Minor. In a related answer, 1/3 of the people on the Audition Survey answered that time issues affected their not choosing to become Theatre Arts Minors (though some of this may not schedule related). Working around all of the varied Major programs and making all classes accessible is difficult especially with the issue of space. Theatre classes, labs and rehearsals/performance share the facility with Williams Auditorium. This affects Theatre Area Program scheduling (already a concern), some safety factors (in the case of the Tech Theatre lab classes) and show selection. Finding an alternate and dedicated space for performance and rehearsal would support the theatre program and the large numbers of people coming to take part in theatre productions.

### *E. Characteristics, Quality and Employability of Students*

Although demographic information was not easily or uniformly accessible through Banner or other FSU records, information that was gathered from direct knowledge of the students involved found that academically the Theatre Arts Minor students overall GPA were average to above average (and 20% of people involved in theatre productions are Honors Program students). Because this is a student-driven Minor, the quality of those students who end up finishing the program is quite good.

One observation of the APR in this first-time review is the need for establishing more complete student and program records. Overall, it was often a challenge to obtain the demographic information for Theatre Arts Minor students as indicated. As always, this year's Theatre Arts Minor graduates come from a variety of programs—Digital Animation, Marketing, Medical Technology and Psychology.

The Theatre Area noted several factors that may account for difficulty in tracking demographics and academic status as Theatre Arts Minor data:

- The relative newness of the program
- Students come from a wide variety of Majors-not all paperwork gets to the right people

The Theatre Area plans to continue with the goal of designing a database for contact information, correspondence records, current Theatre Arts Minor activity/enrollments, as well as ongoing program review data.

The Graduate Surveys the Theatre Area did receive indicate that students do feel well-served by the Theatre Arts Minor in reference to future employment. The need for and usefulness of follow-up employment data on Theatre Arts Minor graduates is not a primary concern as the program is not career based but recent trends indicate that today's employers are actively looking for people with creative/arts experience as they are resourceful problems solvers when it come to the workplace and dynamic workers. Again, the students say it best: "The strongest part of this experience was developing skills & learning to work with others." (Quote from recent IDEA form).

### *F. Quality of Curriculum and Instruction*

Maintaining a high quality of all aspects of the Theatre Arts Minor as an academic program is necessary. Our review of the data and of the overall development of the Theatre Arts Minor program this past year indicates that these roles have been carried out with success but that there is room for improvement/adjustment of curriculum. As this is the Theatre Arts Minor's first program review, the Theatre Area are still gathering input but APR provided us with opportunity to reflect on the requirements for the Minor and some changes are being considered, including the possibility reworking some requisites of the program and adding an Honors section.

### *G. Composition and Quality of Faculty*

Two full-time faculty dedicated to the Theatre Area/Minor maintain a load which includes all theatre classes and all facets of 3 full Theatre Productions for each year including designing, building, scheduling (classes, lab hours and rehearsals-especially because of the shared facility), budgeting and securing all necessary items for all productions. This year the Theatre Area thankfully received some design and technical assistance from the Williams Auditorium Manager.



## **APPENDIX A**

### **FERRIS STATE UNIVERSITY THEATRE MINOR GRADUATE SURVEY**

#### **General Information**

Full Name

Major(s)

What semester did you apply to/begin the Theatre Minor?

Year of Graduation (projected)

Were you a full-time or part-time student?

Current Year in School or Position

#### **1. How did you find out about the Theatre Minor? (please check all that apply)**

I took a Theatre Class and was told then

I found it on the FSU website

I heard from someone else

I heard from my Advisor

Some other way (Please explain)

---

#### **2. What is your theatre background before you came to FSU? (please check all that apply)**

Did Theatre in High School

Did Theatre at a Community Theatre

Have done College Theatre elsewhere

Other (please explain)

#### **3. What related Theatre Activities did you experience? (please check all that apply)**

Acting

Singing

Dancing

Painting

Sewing

Building/Carpentry

Lighting

Sound

Stage Management

Design (please say which area[s])

Publicity/Marketing

Other (please explain)

#### **4. What skills learned/experienced as part of the Theatre Area have proven useful? (please check all that apply)**

Have increased knowledge of the basic techniques, methodology and vocabulary of theatre

Have a basic, working knowledge of how to perform a scene for the stage

\_\_\_\_\_ Have a basic, working knowledge of how to build, create for the technical needs for the stage

\_\_\_\_\_ I am able to recognize and respect the demands of theatre production

\_\_\_\_\_ Gained knowledge of group work and communication skills applicable to the work force

\_\_\_\_\_ To expand knowledge by reading and evaluating plays as literature

\_\_\_\_\_ Have an increased ability to interpret theatrical works as part of a culture around the world

\_\_\_\_\_ Have an increased ability to interpret theatrical works as a reflection of history

\_\_\_\_\_ Any other outcome \_\_\_\_\_

**5. Purpose: +enrolled in the Theatre Minor Program primarily to. . .” (circle all applicable)**

- a. to complete a degree for which FSU had no set program of study.
- b. to add to my transcript in a way I thought useful.
- c. to complement my Major.
- c. to take an active part in a program of personal interest.
- d. Other (please specify)

**6. Rate the following areas of the Theatre Minor program on a scale of 1 (weak) to 5 (strong)**

1	2	3	4	5	Statement
					The Theatre Minor Program allowed me to develop competencies which complement a variety of disciplines.
					The Theatre Minor Program offered me an additional program of study for my professional and/or academic goals.
					Overall, the Theatre Minor program prepared me to achieve my personal goals/objectives.
					Overall, the Theatre Minor program prepared me to achieve my professional goals/objectives.
					Overall, the Theatre Minor program helped to acquire skills useful for my professional and/or academic pursuits.
					Overall, the Theatre Minor program helped to acquire skills useful for my personal and/or leisure pursuits.
					The Theatre Minor allowed me to (or will allow me to) advance in my profession/job.

***Open-Ended Questions***

**7. Has the Theatre Minor made a difference in your professional situation? (may include how it helped advance in job, pursuit of further education, etc.)**

**8. How would you describe your overall satisfaction with the Theatre Minor program?**

**9. What recommendations do you have for improving the Theatre Minor Program?**

## FERRIS STATE UNIVERSITY THEATRE MINOR GRADUATE SURVEY-RESULTS

### General Information

Full Name

Major(s) *Education (2), CIS (1)*

What semester did you apply to/begin the Theatre Minor?

Year of Graduation— *1-'04, 1-'06, 1-'07*

Were you a full-time or part-time student? *All Full-time students*

Current Year in School or Position

### 1. How did you find out about the Theatre Minor? (please check all that apply)

2 I took a Theatre Class and was told then

0 I found it on the FSU website

0 I heard from someone else

0 I heard from my Advisor

1 Some other way (Please explain) —*Through existing Theatre Program*

### 2. What is your theatre background before you came to FSU? (please check all that apply)

3 Did Theatre in High School

1 Did Theatre at a Community Theatre

0 Have done College Theatre elsewhere

0 Other (please explain)

### 3. What related Theatre Activities did you experience? (please check all that apply)

3 Acting

1 Singing

0 Dancing

1 Painting

0 Sewing

1 Building/Carpentry

2 Lighting

0 Sound

2 Stage Management

1 Design (please say which area[s]) *sets, costumes*

1 Publicity/Marketing

1 Other (please explain) *1 playwriting class*

### 4. What skills learned/experienced as part of the Theatre Area have proven useful? (please check all that apply)

3 Have increased knowledge of the basic techniques, methodology and vocabulary of theatre

2 Have a basic, working knowledge of how to perform a scene for the stage

2 Have a basic, working knowledge of how to build, create for the technical needs for the stage

- 3 I am able to recognize and respect the demands of theatre production
- 3 Gained knowledge of group work and communication skills applicable to the work force
- 1 To expand knowledge by reading and evaluating plays as literature
- 1 Have an increased ability to interpret theatrical works as part of a culture around the world
- 2 Have an increased ability to interpret theatrical works as a reflection of history
- 1 *–Gained the ability to read students while working with them to improve viability as a teacher.*

**5. Purpose: –enrolled in the Theatre Minor Program primarily to. . .” (circle all applicable)**

- a. to complete a degree for which FSU had no set program of study. 1
- b. to add to my transcript in a way I thought useful.
- c. to complement my Major. 2
- c. to take an active part in a program of personal interest. 2
- d. Other (please specify)

**6. Rate the following areas of the Theatre Minor program on a scale of 1 (weak) to 5 (strong)**

1	2	3	4	5	Statement
				3	The Theatre Minor Program allowed me to develop competencies which complement a variety of disciplines.
			1	2	The Theatre Minor Program offered me an additional program of study for my professional and/or academic goals.
			2	1	Overall, the Theatre Minor program prepared me to achieve my personal goals/objectives.
			2	1	Overall, the Theatre Minor program prepared me to achieve my professional goals/objectives.
				3	Overall, the Theatre Minor program helped to acquire skills useful for my professional and/or academic pursuits.
				3	Overall, the Theatre Minor program helped to acquire skills useful for my personal and/or leisure pursuits.
		1		2	The Theatre Minor allowed me to (or will allow me to) advance in my profession/job.

**Open-Ended Questions**

**7. Has the Theatre Minor made a difference in your professional situation? (may include how it helped advance in job, pursuit of further education, etc.)**

- *Yes. The Theatre Arts Minor allowed me to competently substitute teach in areas I would otherwise avoid. Similarly, it is currently helping by showing my abilities to potential employees.*
- *Not yet, but I'm hopeful*

- *The experience I gained in the Theatre Program at Ferris has proven very useful in my non-theatre career. Most notably, the stage management experience and course gave me the opportunity to manage larger groups of people and complex projects & deadlines. I am now able to do this on a daily basis. I also learned critical thinking and problem solving skills on the stage that I now apply in my professional situation.*

**8. How would you describe your overall satisfaction with the Theatre Minor program?**

- *Very satisfied. The Theatre Program was one of the few places where I felt my cost of tuition was justified.*
- *I am completely satisfied with the program. I learned so much in so many different disciplines. It has become very useful in my personal and professional life.*
- *I am very satisfied with the Theatre (Arts) Minor program and I'm glad Ferris created the program in time for me to be part of it.*

**9. What recommendations do you have for improving the Theatre Minor Program?**

- *The only recommendation I have is to place classes differently so that sessions are easier to take...sometimes it was hard to place them.*

**APPENDIX B**  
**FERRIS STATE UNIVERSITY**  
**COLLEGE OF ARTS & SCIENCES**  
**THEATER MINOR**  
**FACULTY PERCEPTIONS OF MINOR**  
**(Return to M. Parry, VFS 332)**

Every 6-7 years, programs and minors are required to undergo a review by a college-wide committee. The purpose of this review is to ensure that the programs and minors are meeting the needs of its customers. As a faculty member in the Theater Minor, your input is valued. Please complete the following survey with your experiences or belief about the minor. Please be very candid and honest in your answers. Simply write the letter (A, B, C, D or E) to the left of the question. Add your personal comments on the reverse side.

Please rate each of the following statements using the following scale. If you are unable to answer the statement, please just skip it rather than answering:

- A Excellent (top 5-10%)**
- B Good (top 1/3)**
- C Acceptable (middle third)**
- D Below Expectations (bottom 1/3)**
- E Poor (seriously inadequate)**

1. Administrators involved in developing and revising the plan for this minor seek and respond to faculty input.
2. Written goals for this minor state realistic outcomes.
3. The curriculum is designed to meet the needs of graduates.
4. I am involved in minor evaluation.
5. Administrative support for the minor is
6. Laboratory space for the minor is
7. Laboratory equipment for the minor is
8. Library support for the minor is
9. I receive adequate support for professional development.
10. The advisory committee for the minor is
11. Provision for students with disabilities is
12. Secretarial support for the minor is
13. Instructional support staff for the minor is
14. The number of faculty assigned to the minor is
15. The quality of the faculty assigned to the minor is

Again, please note any comments on the reverse side.

Thank you for your participation.

**APPENDIX B**  
**FERRIS STATE UNIVERSITY**  
**COLLEGE OF ARTS & SCIENCES**  
**THEATER MINOR**  
**FACULTY PERCEPTIONS OF MINOR**  
**RESULTS**

**Faculty perceptions survey**

A 15-item instrument was utilized to secure faculty perceptions of the Theater minor. Handwritten comments were optional. Full-time on-campus Theater faculty were surveyed for an n=2. The composition of faculty included:

Theater	1 tenured faculty 1 tenure-track (in 3 <sup>rd</sup> year) faculty
	<b>2 total</b>

Evaluations encompassed perceptions from both an experienced faculty member and a tenure-track faculty member. Thus the range includes somewhat inexperienced to very experienced in the minor's role in meeting its purpose. Interpretation of results should consider the degree of knowledge & background that supports the perceptions. It is expected that there would be a somewhat divergent range of responses and comments. That was the case.

Instructions for answering questions were provided:

—Please rate each of the following statements using the following scale. If you are unable to answer the statement, please just skip it rather than answering:

- A (5) Excellent (top 5-10%)
- B (4) Good (top 1/3)
- C (3) Acceptable (middle third)
- D (2) Below Expectations (bottom 1/3)
- E (1) Poor (seriously inadequate)

Please note any comments on the reverse side.”

Detail (frequency, mean and standard deviation) by question will be followed by a combined summary. For computational purposes, values were assigned to A, B, C, D and E as noted above, e.g., A (5) designates that a value of 5 was assigned to an A response. These values are noted here for explanatory reasons. They were not included in the actual instructions.

1 Administrators involved in developing and revising the plan for this minor seek and respond to faculty input.

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2	2					5.0	-

2. Written goals for this minor state realistic outcomes.

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2		1	1			3.5	.7

3 The curriculum is designed to meet the needs of graduates.

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2	1		1			4.0	1.4

4 I am involved in minor evaluation.

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2	1		1			4.0	1.4

5 Administrative support for the minor is

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2		1		1		3.0	1.4

6 Laboratory space for the minor is

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2					2	1.0	-

7 Laboratory equipment for the minor is

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 5			1	1		2.5	.7

8 Library support for the minor is

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2		1	1			3.5	.7

9 I receive adequate support for professional development.

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2		1	1			3.5	.7

10 The advisory committee for the minor is

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2	1					5.0	n/a

11 Provision for students with disabilities is

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2				1	1	1.5	.7

12 Secretarial support for the minor is

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2	1	1				4.5	.7

13 Instructional support staff is

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2	1		1			4.0	1.4

14 The number of faculty assigned to the minor is

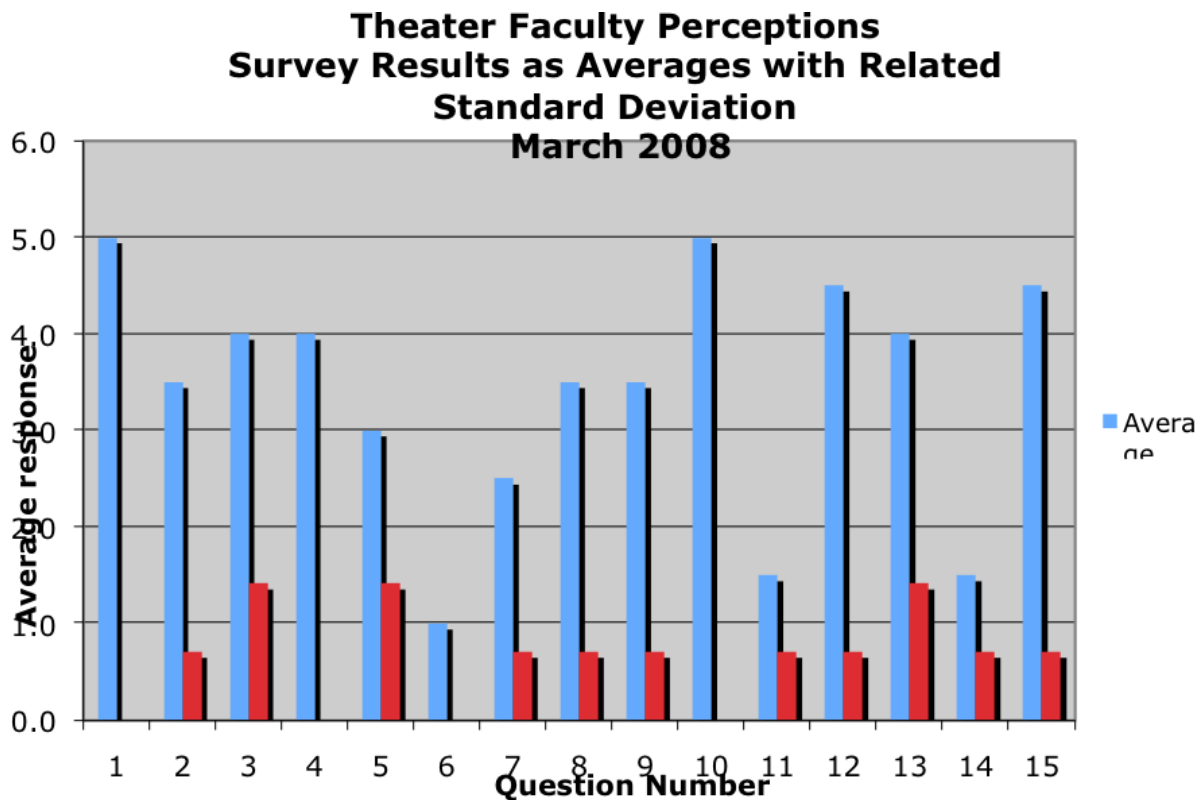
Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2				1	1	1.5	.7

15 The quality of the faculty assigned to the minor is

Frequency	A	B	C	D	E	Mean	Standard Deviation
n = 2	1	1				4.5	.7



The following chart reflects the averaged responses, ranging from one to five, with the related standard deviation for each instrument question.



Nearly half of the questions resulted in good or excellent ratings, as an average of both respondents. Average ratings of 4.0 or higher, on a scale of 1-5, related to

- administrators seek and respond to faculty input in developing and revising minor plans
- curriculum meeting graduates' needs
- involvement in minor evaluation
- advisory board
- secretarial support and
- the level of instructional support staff

for the minor. The largest standard deviation, 1.4, related to two questions: The curriculum is designed to meet the needs of graduates' and Secretarial support. Since this is a minor rather than an actual program, it is reasonable that interpretations of the intent of the graduates' question would differ. Secretarial support simply had a divergence in perception. The question related to the advisory board had one response with a comment from the other faculty member I have no idea who they are. Given the normal role of an official outside advisory board, it is probable that this question was inappropriate for a review of a minor.

Average ratings of 3.0 – 3.5 accounted for 20% of the responses. They related to

- written goals for the minor

- administrative support and
- library support

for the minor. The standard deviation for each of these was consistent at .7.

All remaining responses or nearly 30% were within an “unacceptable range”, i.e., 1.0 to 2.5, (poor to less than acceptable) as averages. These relate to

- laboratory space
- lab equipment
- provision for students with disabilities and
- the number of faculty assigned to the minor

Of greatest concern are the three lowest averaged results in the 1.0 to 1.5 range. While written comments were not noted, these results lead to serious questions about the viability of the physical environment in which a limited number of faculty provide the educational experiences for the minor.

#### Summary

Overall, faculty perceptions of the minor range from 1.0 to 5.0 on a 1 to 5 scale. Strengths appear to be administrator involvement in seeking faculty input, although administrative support itself was simply “acceptable”, curriculum meeting graduates’ needs, involvement in minor evaluation, secretarial support and the level of instructional support staff. The areas that need the greatest improvement rest in the number of faculty in the minor and issues related to laboratory space, laboratory equipment and provision for students with disabilities. The latter most likely is related to the lab space and equipment issues. Attention to these areas is warranted.

**APPENDIX C**

**THEATRE ARTS MINORS**

(Those on record at the Registrar's Office)

**Graduated Winter =04**

Kurt Zettel  
Michael McCarthy

**Graduated Winter =05**

Scott Dreyer  
David Mirfin, Jr.  
Bethany Wagner  
Courtney Benjamin

**Graduated 05-06**

Kaiya Hamilton  
Stacey Jacobs  
Nick Kuiper

**Graduated '06-07**

David Pierce  
Steve Erickson  
Matthew Gates  
Kevin Kowalkoski  
Cary Smith  
Megan (Ramsey) Stout

**Graduated 07- 08**

Keith Bogucki =  
Lena Jager  
Joe Young  
Saralyn Wilmhelmi  
Erin Wyer

**APPENDIX D**  
**STUDENT CREDIT HOURS**

Pref ix	Year	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Sum mer	Fall	Wint er	F + W (a)	Summ er	Fal l	Wint er	Avg F+W (b)	Summ er	Fall	Wint er	F + W (a/b)
THT R	2002- 03	0.00	312. 00	264. 00	576. 00	0.00	2.2 6	2.00	2.13		138. 05	132. 00	270.4 2
THT R	2003- 04	0.00	255. 00	275. 00	530. 00	0.00	2.0 0	2.00	2.00		127. 50	137. 50	265.0 0
THT R	2004- 05	33.00	224. 00	235. 00	459. 00	0.13	2.2 5	2.00	2.13	264.00	99.5 6	117. 50	216.0 0
THT R	2005- 06	21.00	203. 00	292. 00	495. 00	0.25	2.0 0	2.00	2.00	84.00	101. 50	146. 00	247.5 0
THT R	2006- 07	0.00	279. 00	278. 00	557. 00	0.00	2.0 0	2.00	2.00		139. 50	139. 00	278.5 0

# APPENDIX E INTEREST CARD

**FERRIS STATE UNIVERSITY** **MUSIC, THEATER & ART EXPERIENCE FORM**  
*This card to be completed by all individuals with music, theater and/or art experience accepted to FSU*

(Please Print)

1. Name \_\_\_\_\_  
Last First
2. Address \_\_\_\_\_ Phone ( ) \_\_\_\_\_  
Area Code
3. \_\_\_\_\_ High School \_\_\_\_\_  
City State Zip
4. E-mail Address \_\_\_\_\_
5. When do you plan to enroll at Ferris: Fall 200\_\_ Winter 200\_\_ Summer 200\_\_
6. In which curriculum have you been accepted? \_\_\_\_\_
7. Major instrument or voice part \_\_\_\_\_ Secondary \_\_\_\_\_
8. Theater Experience \_\_\_\_\_ 9. Art Experience \_\_\_\_\_
10. After each of the activities listed, mark an "X" for each year of participation:  

Grade	9	10	11	12
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orchestra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jazz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade	9	10	11	12
Theater-Acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theater-Tech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studio Fine Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Awards & Recognitions \_\_\_\_\_



NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES



**BUSINESS REPLY MAIL**  
FIRST-CLASS MAIL PERMIT NO. 8 BIG RAPIDS MI

POSTAGE WILL BE PAID BY ADDRESSEE  
**ATTN: MUSIC CENTER (10000 33505 552)**  
**FERRIS STATE UNIVERSITY**  
**111 W KNOLLVIEW DR**  
**BIG RAPIDS MI 49307-9930**



**APPENDIX F**  
**THEATRE ARTS MINOR CHECKSHEET**

***THEATRE ARTS MINOR***

**FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES**

**ADVISOR: Katherine LaPietra**

**PHONE: (231) 591-2108 E-MAIL: Katherine\_LaPietra@ferris.edu CAMPUS ADDRESS: ASC 3048**

**Why Choose the Theatre Arts Minor?**

The Theatre Arts minor is designed for students who are interested in theatre and want to add to their knowledge at the college level. Theatre compliments many programs including Television Production, Education, Recreation, Music Industry, Communication and Business. This minor involves course work in both the performance and technical aspects of theatrical production. It will provide students with a broad range of experience to balance their college experience and provide them with a unique and diversified background for future employment.

**Admission Requirements**

This Theatre Arts minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree. The minor is designed to complement any Ferris major program.

**Graduation Requirements**

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. This minor requires a minimum of 21 credits with a minimum 2.0 grade average in these courses. Also, 50% of the credits for a minor must be taught by Ferris State University.

**Required Courses**

THTR 219	Beginning Technical Theatre
THTR 222	Acting
THTR 224	Theatre Practicum
THTR 319	Stage Management

**Choose one:**

THTR 331	Theatre History 1
THTR 332	Theatre History 2

**Electives – Choose 9 credits from the following:**

(Include at least 6 credits at or above the 300/400 level)

THTR 220	Scene Painting
THTR 224	Theatre Practicum
THTR 225	Stage Makeup
THTR 255	Educational Theatre
THTR 322	Advanced Acting
THTR 331	Theatre History 1 (if not selected above)
THTR 332	Theatre History 2 (if not selected above)
THTR 350	Lighting Design
THTR 423	Directing
THTR 424	Advanced Practicum
MUSI 251	Concert Choir
MUSI 458	Music Technology
COMM 231	Interpretive Reading

**COLLEGE OF ARTS AND SCIENCES - ACADEMIC MINOR CLEARANCE FORM**

**MINOR IN THEATRE ARTS**

NAME \_\_\_\_\_ STUDENT NUMBER \_\_\_\_\_

STUDENT'S COLLEGE: \_\_\_\_\_ B.S./B.A. PROGRAM: \_\_\_\_\_

**Procedures:**

- 1) The student and the advisor for this minor will review and complete the General Requirements and Required Courses sections of this form (Section A).
- 2) Upon completion of Section A, this form will be sent to the department office for approval. The original form will be filed in the appropriate office (either the advisor or the department) and copied for the student. Students in Bachelor of Arts degree programs must also provide a copy of this form to both the B.A. coordinator and their faculty advisor. All deviations from or substitutions for courses listed in this original plan must be approved by the Department Head on official Course Substitution Forms and must accompany this form.
- 3) Upon completion of this minor, the student will notify the advisor of the minor. The department and the advisor will verify that the student has completed the minor and will forward the original form to the College of Arts and Sciences Dean's Office for approval and from there it will be forwarded either to the Registrar's Office (Section B) or to the B.A. coordinator as appropriate.

<b>SECTION A</b>	<b>General Requirements:</b>				
	1) At least 50% of the credits of the minor must be numbered 300 or higher				
	2) At least 50% of the credits of the minor must be Ferris State University credits				
	3) This minor requires a minimum of <u>21</u> credits				
	4) This minor requires a minimum GPA of <u>2.0</u> in these courses.				
	5) A minor will not be entered in the academic record until the student has been certified for a bachelor's degree				
	<b>Required Courses</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Semester Completed</b>
	THTR 219		3		
	THTR 222		3		
	THTR 224		1		
	THTR 319		2		
	Choose one: THTR 331 or THTR 332		3		
Directed Elective		3			
Directed Elective 300+ level		3			
Directed Elective 300+ level		3			
<b>Signatures</b>		<b>Date</b>			
Student					
Advisor					
Department					

<b>SECTION B</b>	<b>Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)</b>		<b>Date</b>
	Department		
	CAS Dean		
	Registrar		

DECLARATION SENT TO RECORDS \_\_\_\_\_

COMPLETION SENT TO RECORDS \_\_\_\_\_

**APPENDIX G**  
**SYLLABUS-TECHNICAL THEATRE**

**THTR 219-211 & THTR 219-212**  
**Beginning Technical Theatre**  
Ferris State University Spring 2008  
MW 9:00 – 9:50 Lab M / W 10:00 – 11:50  
Williams Auditorium 166

**Instructor:** Trinity Williams **Phone:** 591-5325 **E-mail:** TrinityWilliams@ferris.edu

**Office:** ASC 3031 **Hours:** M&R 1:00 – 3:00 & by appointment

**Required Text:** NONE

**Coarse Materials:**

One student ticket for the FSU Theatre production of *Full Monty*

Writing utensils & paper for note taking

Notebook to keep handouts & class notes

Materials necessary for computer generated & stapled papers

Various art materials for collage work

Drafting Pencil: (1) 0.5mm size with a supply of HB leads & a white plastic

eraser

**Course Description:**

This course will explore the contextual and historical areas of theatrical design and technical production. Areas include scenic design, costume design, lighting design and stage management. This course meets General Education requirements: Cultural Enrichment.

**Learning Outcomes:**

The primary objective of this course is to introduce students to the fundamental elements of stagecraft in an active manner. Upon successful completion of this course, the student will:

Have an increased ability to interpret cultural works as a part of a culture through the following coursework:

Blocks, lighting and design projects

Be able to justify those interpretations with an understanding of the interpretive process by completing the following assignments:

Design and Parrish projects including the Production Technical Review

Be able to look at theatrical works and performance events from different perspectives with experiences provided by:

The Parrish project and production run crew or shop hours

Exhibit improved distinctions in perception and craft upon completion of the following projects:

Baby flat, ground plan, blocks, prop, painting, design and Parrish projects also

participation in a production run crew or shop hours

Have increased knowledge of the techniques and methodology in technical theatre by partaking in the assigned group projects:

Blocks, lighting, communication, prop & Parrish projects including participation in production run crew or shop hours

Be able to identify/demonstrate knowledge of theatre architecture, its areas and



equipment; responsibilities of the production staff and their procedures used in preparing and running a production; basic materials and standard fabrication methods; including safety and organization of common hand and power tools through:

Two examinations and Parrish projects including participation in a production run crew or shop hours

### **Instructional Methodologies:**

Due to the multiple styles of learning found in all persons, this course will employ aspects of learning involving traditional as well as nontraditional processes. These will include, but are not limited to lecture, discussion, presentations, research, reading, critical thinking, peer & self-evaluations, writing and active participation in theatre. In this cooperative/active, learning environment students will be responsible for setting the criteria and the final assessment of the participation portion of the course.

### **Expectations:**

The classroom learning environment at FSU should be one of mutual respect and responsibility, it is for this reason this course will follow the college's Disruptive Behavior Policy. Interpretation, examples and procedures dealing with disruptive behavior are discussed in the Ferris State University Disruptive Behavior Policy. Cell phones should be turned OFF while in class. Please speak with the instructor prior to class if an urgent message is expected. If a cell phone rings and/or is answered or a text message is received/sent during class it will count against the student as an unexcused absence. Sleeping during class also will count as an unexcused absence.

### **Grading Policies:**

#### **Attendance**

Attendance is mandatory for all classes, except for emergencies. **Each student is allowed 2 unexcused absences after which each unexcused absence will result in the reduction of 10 points in the area of Attendance.** No class notes will be available from the instructor after the date presented in class. If you must miss class, be sure to get the notes from a classmate, the instructor will not provide them. **Should you miss a group or in class assignment, a written excuse must be provided for the instructor: note from medical doctor, death in the family, military or courtroom obligation. NO makeup projects will be given for any other reason. NO EXCEPTIONS!**

#### **Participation**

Learning is a shared venture; therefore, the class participation portion of this course will be modeled after this collaborative nature. All students will be involved in creating the criteria and individual peer assessment.

#### **Exams**

Exams will be multiple choice, short answer & fill in the blank. There will be questions from the lectures, discussions and assigned readings. **If you should miss an exam, you must provide a written excuse to the instructor: note from medical doctor, death in the family, military or courtroom obligation. NO makeup exams will be given for any other reason. NO EXCEPTIONS!**

#### **Run Crew Assignment**

In order to achieve the quality of production, which our audiences are accustomed, **it is imperative that everyone attends all technical rehearsals and performances.** If

you have a conflict during tech week or performances, see the instructor early in the semester. Arrangements can generally be made to allow uninterrupted attendance if steps are taken early. The Run Crew component of this course will be evaluated by the student's promptness and reliability, organization, effectiveness and attitude.

**Shop Hours** All students choosing this option will be required to work 20 shop hours **beyond** class time during the shop hours. –Shop Hours” are defined as production & maintenance work in set, lights, props, sound and costume departments. A Shop Hours sign up sheet will be posted the second week of classes. If a student signs up for a time slot they must attend, failure to do so will result in a deduction of hours/points equal the time scheduled. Below are the shop hours available during the semester, with exceptions due to space scheduling conflicts.

<u>Scene Shop</u>		<u>Costume Shop</u>	
Wednesday	3:00 – 6:00	Wednesday	3:00 – 6:00
Friday	12:00 – 4:00	Friday	12:00 – 4:00

**Safety**

You must come to lab dressed in work clothes. Open toed shoes are NOT allowed in the shop, if you have long hair it is MUST it be kept back. This is for your safety. Failure to comply to the safety rules will result in an unexcused absence.

**Papers**

All papers must be computer generated, double-spaced and stapled with name on each page. NO EXCEPTIONS!

**Extra Credit**

Extra credit may be obtained through the hours worked in excess of the 20 required hours. Two extra credit points per one extra hour for a maximum of 20 points will be granted.

**Late Projects**

Please note all projects are due on scheduled dates in the syllabus. Any project not in by the beginning of class period on the due date will be downgraded. **For every class period that an assignment is late, a full letter grade will be deducted.** For example, a B+ will become a C+ when turned in one class meeting late.

**Academic Dishonesty Policy**

This course will follow the college’s academic dishonesty policy. Interpretation, examples and procedures dealing with academic dishonesty are discussed in the Ferris State University Academic Integrity Policy. This policy upholds the values endorsed by the college and the higher education community. These values are keys to the education and personal development of the student. It is for this reason that evidence of plagiarism, falsification and copying will be dealt with severely with the minimum penalty being zero on the assignment for all students involved.

**Ferris State University Production Dates**

**Attendance is required for *Full Monty*, no exceptions.**

<i>Full Monty</i>	April 10, 11, 12	8:00 PM Williams
Auditorium	April 13	2:30 PM

## Course Requirements:

### I. Creative and Technical Application

- A. Baby Flat
- B. Ground Plan
- C. Design Project
- D. Painting Project

### II. Written Communication

- A. Production Technical Review

### III. Hands on Learning

- A. Production Run Crew
- B. OR 20 shop hours

### IV. Exams

- A. 2 Exams

### V. Collaborative Process

- A. Participation
- B. Prop Project
- C. Block Project
- D. Lighting Project
- E. Communication Project
- F. Parrish Project

### Grade Breakdown:

Attendance	60 pts.	12%
Participation	60 pts.	12%
Blocks Project	15 pts.	
	3%	
Ground Plan	40 pts.	8%
Baby Flat	20 pts.	4%
Prop Project	15 pts.	3%
Painting Project	20pts.	4%
Communication Project	15 pts.	3%
Lighting Project	15 pts.	3%
Design Project	40 pts.	8%
Production Technical Review	30 pts.	6%
Parrish Project	50 pts.	10%
Production Run Crew	60 pts.	12%
or Shop Hours		
<u>Exams 2 @ 30 pts. each: total</u>	<u>60 pts.</u>	<u>12%</u>

## Grading Percentages:

100% = A+    89% - 87% = B+    79% - 77% = C+    69% - 67% = D+    59% - 0% = F  
 99% - 94% = A    86% - 84% = B    76% - 74% = C    66% - 64% = D  
 93% - 90% = A-    83% - 80% = B-    73% - 70% = C-    63% - 60% = D-

Assignment	Value	Earned
Blocks	15	
Ground Plan	40	
Baby Flat	20	
Exam #1	30	
Communication	15	
Lighting	15	
Painting	20	
Exam #2	30	
Props	15	
Production Review Paper	30	
Design	40	
Parrish Project	50	
Run Crew or Hours	60	
Attendance	60	
Participation	60	
Total	500	
Maximum Extra Credit	20	

### Tentative Class Schedule Tech Theatre Spring 2008

Professor reserves the right to change the schedule to better suit class needs. \*Please Note on 2-11 2-13, 2-18 & 2-20 you are to bring your drafting instruments. Failure to do so will be counted as an unexcused absence.

DATE	TOPIC	DUE
M 1-14	Syllabus	
W 1-16	History of Scenic Practices	
LAB	Production Organization	
M 1-21	NO CLASS – Martin Luther King Jr. Day	
W 1-23	Theatre Architecture & Equipment	
LAB	NO LAB	
M 1-28	The Scenic Designer	
W 1-30	Scenery & Materials	
LAB	Blocks	Blocks Project <b>IN</b>
<b>CLASS</b>		
M 2-4	Construction	
W 2-6	Drafting - Hand out Drafting Packets	
LAB	Work on Baby Flat	
*M 2-11	Work on Ground Plan	
*W 2-13	Work on Ground Plan	
*LAB	Work on Ground Plan	
*M 2-18	Work on Ground Plan	
*W 2-20	Work on Ground Plan	
*LAB	Work on Ground Plan	
M 2-25	Stage Management	Ground Plan
W 2-27	<b>Exam #1</b>	Baby Flat
LAB	Communication Project	Communication Project <b>IN</b>
<b>CLASS</b>		
M 3-3	Scene Painting	
W 3-5	Costuming	
LAB	Work on Painting Project	
M 3-17	The Lighting Designer	
W 3-19	Lighting Design	
LAB	Work on Painting Project	Painting Project <b>IN</b>
<b>CLASS</b>		
M 3-24	MONDAY SECTION ONLY	Lighting Project <b>IN</b>
<b>CLASS</b>		
W 3-26	WEDNESDAY SECTION ONLY	Lighting Project <b>IN CLASS</b>
LAB	Lighting Design Project	Lighting Project <b>IN</b>
<b>CLASS</b>		
M 3-31	MONDAY SECTION ONLY Props Project	Props Project <b>IN CLASS</b>
W 4-2	WEDNESDAY SECTION ONLY Props Project	Props Project <b>IN CLASS</b>
LAB	Production Work	
M 4-7	Video: <i>The Stagehand's Ring Cycle</i>	
W 4-9	Video: <i>The Stagehand's Ring Cycle</i> & Assign Design Project	
LAB	TBA	
M 4-14	Assign & Work on Parrish Project	
W 4-16	<b>Exam #2</b>	
LAB	NO LAB	
M 4-21	Work on Parrish Project	Production Review Paper <b>E-MAIL</b>
W 4-23	Work on Parrish Project	
LAB	Work on Parrish Project	
M 4-28	Work on Parrish Project	Design Project
W 4-30	Work on Parrish Project	
LAB	Work on Parrish Project	
<b>M 5-5</b>	<b>FINAL</b>	Present Parrish Project
<b>8:00 – 9:40</b>	Peer Evaluations	

## **APPENDIX H**

### **SYLLABUS-ACTING**

ACTING THTR 222—001 Ferris State University  
Spring 2008 Monday & Wednesday 1:00-2:50 PM Classroom: WIL 166 3 Credit Hours  
Instructor: Katherine La Pietra Office Hours MT 3-5 Office ASC 3048, ext 2108 e-mail [lapietrk@ferris.edu](mailto:lapietrk@ferris.edu)

#### **Course Description:**

An active exploration of Acting through scene study, exercises and direct experience. This class is required for the Theatre Minor and the Digital Animation & Game Design Major, serves as an elective for some Communication programs and counts toward General Education & Cultural Enrichment credits. There are no prerequisites.

#### **General Education Outcomes:**

##### *Writing and Speech Outcomes*

Upon successful completion of this course, students will be able to demonstrate through their writing:

2. The intended audience & the purpose of their writing and appropriate beginning organization, editing, problem-solving and research skills

Upon successful completion of this course, students will be able to distinguish in speech:

1. The use of verbal and non-verbal techniques to achieve presentational goals

#### **Cultural Enrichment Outcomes:**

Upon successful completion of this course, students will:

1. Have an increased ability to interpret theatrical works as part of a culture and to be able to justify those interpretations with an understanding of the process in performance
2. Be able to look at works of theatre from a different and/or fresh perspective.
3. Exhibit improved distinctions in perception and craft of performance and be able to compose justified aesthetic critiques with a focus on self-reflection/evaluation and peer evaluation
4. Have increased knowledge of the techniques, methodology and vocabulary of theatre performance

#### **Specific Course Outcomes:**

Upon successful completion of this course, students will:

1. Develop a basic, working knowledge of how to perform a scene for the stage, and recognize the demands of theatre production
2. Be able to disseminate this knowledge to create performances able to reach an audience affectively through acting
3. Collaborate as a team, gaining knowledge of group work and communication skills
4. To expand knowledge by reading & evaluating plays as literature & categorizing them as tools for the actor

#### **Required Supplies:**

A notebook and/or folder for taking notes and collecting handouts

A separate journal for writing (can be most shapes and sizes as long as it is manageable/easily carried.)

Access to Microsoft Word for all formal documents

Access to a computer, printer and all related necessary supplies

Approximately \$ 8 for tickets for Tartuffe and The Full Monty

#### **POLICIES AND PROCEDURES**

You are responsible for reading and understanding this syllabus including all attachments. If you have any questions as to the contents, please let me know ASAP. This course will follow the College of Arts & Sciences' policies on Academic Misconduct (please see the attached —College of Arts & Sciences Syllabus Attachment" and —Disruptive Behavior Policy Statement"). All work submitted for this course must be **original, first-time work**. Plagiarism and cheating will carry penalties ranging from dismissal and/or failure for the course to dismissal from the University—If you have any questions, please ask me BEFORE you turn in any work.

##### Attendance Policy

The art of acting is something learnt by doing. Class attendance is expected and multiple absences and/or continued tardiness will be of particular concern. Excused absences include personal illness [Doctor's note required upon return], Civic or Military duty or a death in the family. Everyone is allotted 4 absences, excused or unexcused, and any more **will impact your final grade and this includes extra time you are absent around planned school breaks**. Accidents, incidents and \_\_\_ do happen—please keep this in mind and don't take \_\_\_personal health' days lightly. In-class rehearsal and scene performance days CANNOT be made up *regardless of the reason*. Please make all efforts to be in class on those days (we don't have understudies/swings). Individual but rare exceptions will be dealt with on an individual basis. In a class such as this, your absence can adversely affect someone else's grade. Please keep this in mind and exhibit professional courtesy. Please speak to me in advance if you know that you will not be in class or call my office **by 1:00 PM the next day** for unexpected absences. You are responsible for getting any missed notes from your peers and asking me for handouts.

##### Cell Phone Policy

Turn your phones OFF for class (not just on vibrate). If a phone rings during class or you text someone during class *you will lose partial credit for that day*. If you have a near emergency and must be page-able please let me know before each class starts.

## Papers

All formal papers must be full paragraph/essay style, 2-4 pages in length. They must be typed/computer generated hard copy or sent by e-mail.

Please be aware of the vagaries of the computer systems which have been known to take up to 24 hours + to get material through and PLAN AHEAD. Email work a) needs to be sent BEFORE class on the date they are due. Fortunately-email is time stamped but if your papers consistently don't get through on time another method will need to be chosen. b) If I do not immediately send you an email response or tell you in class THAT day that your paper has been received-please contact me by phone and we'll see if we can trace it down. All formal papers must be original, legible, well structured, proofread, and comprehensible. Paper work —on forms", (such as Character Bio #1 provided by the instructor) may be handwritten. Late work will be lowered approximately ¼ grade for each **day** it is late. Problems due to emergencies and/or sickness will be considered on an individual basis.

**GRADING SCALE**—different projects are worth different percentages but assignments will be graded on this scale

A+=100+-99	B+=89-88	C+=79-78	D+=69-68	F=59-0
A=98-93	B+=87-83	C=77-73	D=67-63	
A-=92-90	B-=82-80	C-=72-70	D-=62-60	

**ASSIGNMENTS**—see calendar for due dates

## ATTENDANCE AND PARTICIPATION

Active participation in the daily exercises and constructive discussion of the course content is expected and you ARE graded for it. Students need to come to class on time, prepared, ready to focus on the activities of the day. The aim is to establish a professional-type of work ethic-suitable for ALL occupations. Acting is MUCH MORE than just memorizing your lines, much of your work for this class is supportive in nature, including exercises, research, reading and sharing acquired knowledge and opinions. Acting is also a very collaborative art-how you work with your peers affects everything you do (as in real life). One thing I will not tolerate in the classroom is intolerance (unintended). Stereotypes are not inventive and can be hurtful-please reject them whenever possible. Also as a performer-you need to be able to look at issues from ALL sides. Your opinion matters and so does everyone else's—please extend the same respect.

## IN-CLASS WORK

Some In-Class Work warrants individual attention and grading. Most of these will be completed totally in class though some will take minimal preparation. Those will be outlined further during class time (but one example is that you will be graded on your in-class rehearsals). These assignments need to be taken as seriously as any other (but I hope they are fun as well).

## FORMAL PERFORMANCES

### SCENE 1

Scene 1 will be selected and cast by the professor and will be worked on in class (though some out of class review will be necessary). Lines will not have to be memorized for the first presenting Feb. 18 but you need to be Off book (memorized with prompting) for the presentation Feb. 27. Use of approximate props & costume pieces should prove helpful but aren't required (they will be considered extra credit). Basic tables, chairs and the blocks will be available. You get the chance to perform the scene twice so that you can get feedback and then get to rework/improve. Please take these opportunities seriously—**you are graded on both presentations** (think of Feb. 27 as a second draft).

### MONOLOGUE & FINAL/SCENE 2

**Your Monologue and Final Scene must be chosen from published and produced plays written from 1900 to the present.** Be wary of plays off the internet (most aren't published) and avoid all verse plays and overly strange or 'absurd' scenes. **ALL MONOLOGUES & SCENES MUST BE FROM PLAYS** (no movie scenes/monologues, also, NO pieces from FSU's current season or the past 5 years are allowed). I will assist in the selection of Final Scenes if necessary but you must have something (and a partner[s]) selected by the deadline or points will be deducted from your Scene 2/Final grade.

### MONOLOGUE

You are responsible for selecting a monologue 1-3 minutes in length. You get the chance to show off the monologue twice, the first (a run-thru on book) so that you can receive constructive criticism and the second is a performance (off-line). Use of approximate props & costume pieces should prove helpful but aren't required (they will be considered extra credit). Basic tables, chairs and the blocks will be available. As with Scene One, you are graded on both presentations. The monologue will also be formally critiqued by your peers.

### SCENE #2

Scene #2 and partners will be arranged by the students (with instructor approval) and will serve as your Final. Two person scenes are ideal, three people in a scene is the maximum. Select a scene (4-7 minutes in length) that is balanced between characters. Scene #2 will be treated as close to a Final Performance as possible. **You must be off-line and use appropriate representational props & costume pieces for your Final/Scene 2.** Basic tables, chairs and the blocks will be available.

## TESTS

There will be 3 tests on material covered in lecture, discussion and handouts. Their purpose is to develop a common theatre vocabulary.

## JOURNAL

Each student will create a journal documenting various thoughts/reactions over the semester as they relate to the class. There will be time set aside on Wednesdays for writing but additional writings/reflections will add to the student's individual grade. (A base grade of a "C" will be given if ONLY short/small entries of in-class assignments are all that are in the Journal. In-depth, detailed entries may bring the grade up to a "B" and additional ideas/entries (some of which will be suggested by the Professor) could bring the Journal grade up to "A". The journal will be collected at various times throughout the semester (check the syllabus calendar).

JOURNAL ASSIGNMENTS—include but not limited to:

### WEEKLY —SACRD WRITING TIME"

These will be outlined and created during the class period each Wednesday.

### CHARACTER BIOGRAPHIES

You will prepare a —Character Biography" for Scene #1, the Monologue and Scene #2, the last will involve some research. Outlines/needs for each Biography will be provided by the professor. These will come back to you to be put in your journal.

### SELF ASSESSMENT

You will critique your performance and progress/improvement for Scene 1. Each critique is expected to be honest, in-depth, legible and in keeping with the theories discussed in class. The professor will supply a form. This will come back to you to be put in your journal.

PEER CRITIQUE You will critique a classmate's Monologue performance. Each critique is expected to be honest, in-depth, legible and in keeping with the theories discussed in class. The professor will supply a form. This will come back to you to be put in your journal.

## PLAY PAPERS (2)

Each student will read and evaluate two full-length plays that are written for live theatre (no movie/TV scripts) *PLEASE NOTE: Full-length means at least 2 Acts and/or multiple scenes. Plays found on the Internet are often not full-length and/or are classic plays.* Plays must be written from 1900-present day. NO pieces from FSU's past 5 seasons or current season are allowed. Please check with me BEFORE you start to read the play if you have any concerns.

Each paper will contain:

- a brief (no more than one paragraph) synopsis of the plot/story of the play
- an evaluation of the play as a reflection of its culture/era in which it was written (1-3 sentences)
- a list of major characters (if the cast is huge, at least mention 10)
- an evaluation of the play as a source for scenes and/or monologues
- your choice and explanation of the character you would most like to portray.

Plays can be found in the various places, there are MANY new plays in FLITE-I have a list. We also have a small collection of older plays that can be checked out. *You will share this information with the class on the days that the papers are due-please come prepared.* HINT: Use these play readings to search for monologues and scenes.

## PRODUCTION REVIEWS

You must attend and review FSU Theatre's production of Tartuffe (Jan. 31-Feb. 3) and The Full Monty (April 10-13). If you are cast in the FSU shows, you must choose a fellow performer to review. Each paper will contain:

- a brief (no more than one paragraph) synopsis of the plot/story
- an evaluation of ONE actor as to how they used Vocal Characteristics/Speech including Diction/Clarity & Dialect, Volume, Rate, Inflection/Pitch
- an evaluation of how that actor used Physicality including Movement, Spatial Awareness, Non-verbals & Gestures
- your general reaction to the presentation including the overall effect of technical aspects

EXTRA CREDIT (for those who want to work above and beyond/earn an -A"—Make-up work is a separate entity) *Two projects maximum*

1. Attend and take part in Mainstage auditions at FSU (even if you can't be cast in the show-but it needs to be a serious audition).
2. Attend live at Williams' or other live Theatrical performances (NO Talent Shows-check with me BEFORE you go to for equivalency/viability. Write a critique similar to the —Production Review."
3. You may read additional plays and write a formal evaluation like the —Play Paper."

**EVALUATION OF ASSIGNMENTS**

- 1. ATTENDANCE AND PARTICIPATION 10%
- 2. IN-CLASS WORK 10%  
Includes: Mini Assignments (2), Research Project, Rehearsal, Peer Assessment, Mock Audition, Self-Assessment
- 3. FORMAL PERFORMANCES
  - SCENE # 1 (performed and graded 2 times) 10% 1<sup>st</sup> time 10% 2<sup>nd</sup> time
  - MONOLOGUE 10% 1<sup>st</sup> time 10% 2<sup>nd</sup> time
  - SCENE #2 (Final) 15%
- 5. PLAY PAPER (2) 5%
- 6. PRODUCTION REVIEWS 5%
- 7. TESTS (3) 5%
- 8. JOURNAL 10%

**THTR 222 Schedule/Calendar—Fall 2007**

January	14	Introductions	
	16	TEST 1 then Relaxing and —Stage Fright”	
		<b>NO CLASS—Martin Luther King Jr. Day—January 21</b>	
	23	Getting Physical—“Bring” Someone to Class & Getting Emotional	
	28	Being Understood/Speak the Speech—Bring a Voice to Class	
	30	Being Understood/Interp	
		<b>PERFORMANCE—FSU Theatre <u>Tartuffe</u> Jan 31-Feb 3—Williams Auditorium</b>	
February	4	Relating to Things/Relating to each other	
	6	The Rehearsal Process PLAY PAPER #1 DUE	
		<b>AUDITIONS—FSU Theatre <u>The Full Monty</u>—February 11-13—Williams Auditorium</b>	
	11	Work Scene 1	
	13	Work Scene 1	
	18	PERFORM SCENE 1 —Rehearsal on-book” & CHARACTER BIO 1 DUE	
	20	SCENE 1 re-rehearsed	
	25	SCENE 1 re-rehearsed	
	27	SCENE 1 PERFORMED AGAIN/REVISITED—First Day Off-Book”	
March	3	Creating a Monologue and Character Work SELF ASSESSMENT DUE	
	5	TEST 2 & —Scoring a Scene” <b>You NEED your Monologue for class TODAY</b>	
		<b>NO CLASS—SPRING BREAK March 8-16</b>	
	17	Monologue Rehearsal/Assessment	
	19	Monologue Rehearsal/Assessment	
		<b>NO CLASS—Midterm/Easter Break March 20-23</b>	
	24	MONOLOGUE PRESENTED CHARACTER BIO 2 DUE	
	26	MONOLOGUE PERFORMED	
	31	Mock Audition PEER CRITIQUE DUE	
April	2	Research—MEET IN FLITE	
	7	Actor’s Etiquette and Different approaches/”Methods” of Acting	
	9	PLAY PAPER #2 DUE & SCENE 2 DUE FOR APPROVAL	
		<b>PERFORMANCE— FSU Theatre <u>The Full Monty</u>—April 10-13—Williams Auditorium</b>	
	14	Some -work” on Final Scene in class	
	16	Other Character Analyzing tools	
	21	TEST 3	
	23	More Work on Final Scene in class	
	28	How to throw a punch—PRODUCTION REVIEW & ALL EXTRA CREDIT DUE	
	30	Wrap-up/Catch-up—JOURNALS & CHARACTER BIO 3 DUE	
		<b>No paper/work will be accepted after this date</b>	
May	7	FINAL PERFORMANCE—Wednesday 12:00-1:40	

***All subject to change with due notice***

**Due dates for assignments will not change unless things due later than originally scheduled.**



# APPENDIX I

## SURVEY—AUDITIONS

### General Information

Name \_\_\_\_\_  
Major \_\_\_\_\_  
Minor \_\_\_\_\_  
Current academic standing/year in school \_\_\_\_\_  
Planned year of Graduation \_\_\_\_\_

### Theatre Auditions

How did you find out about auditions? (please check all that apply)

- I saw a flyer in my Residence Hall  
 My R.A. told me  
 I found it on the FSU website  
 I heard from someone else  
 My roommate/friend dragged me here for moral support  
 From information in class. Please tell me which class(es) \_\_\_\_\_  
 Some other way (Please explain) \_\_\_\_\_

Have you auditioned at Ferris before? (please circle one) Yes/No

If not at Ferris but you have somewhere else, where have you auditioned \_\_\_\_\_

If no, what made you come this time \_\_\_\_\_

What is your theater background? (please check all that apply)

- Never had the opportunity-no experience  
 tried out a few times, never got a role  
 Did Theatre in High School  
 Did Theatre at a Community Theatre  
 Have done College Theatre elsewhere  
 Have done College Theatre here  
 Other (please explain) \_\_\_\_\_

What are your related Theatre Skills? (please check all that apply)

- Acting  
 Singing  
 Dancing  
 Play a musical Instrument \_\_\_\_\_ (please say which)  
 Painting  
 Sewing  
 Building/Carpentry  
 Other (please explain) \_\_\_\_\_

### Classes

Have you ever taken Theatre classes @ FSU? (please circle one) Yes/No

If yes, which one(s) \_\_\_\_\_

If no, why not \_\_\_\_\_

Did you know that FSU has a Theatre Minor? (please check)

- Yes, and I am one  
 Yes, and I wish I could be one but I didn't have the time  
 Yes, But I'm not interested  
 No, but how do I sign up  
 No, but tell me more  
 No, but I don't think I have time  
 No, and I'm not interested, thank you.  
 Other (please explain) \_\_\_\_\_

Please leave us ways to contact you if you are interested in being contacted with (please check all that apply)

- More information on the Theatre Minor  
 Information on the next auditions  
 Information on special Theatre Projects, like Directing scenes and film projects (which will need actors)  
 Information on working on Theatre Crews  
 Information on the next performance

\_\_\_\_\_ email  
\_\_\_\_\_ cell phone and/or residence

**THANK YOU FOR YOUR TIME!**

**APPENDIX I**

**SURVEY DURING AUDITIONS-RESULTS**

**Many people auditioned for all 3 shows during the year-we only asked them to fill this out once for the whole year.**

**General Information**

Name

*Major-from those that listed a choice plus two undecided*

Automotive 1  
Biology 2  
Business 1  
Business Administration 1  
Communication 2  
Computer Network Services 1  
Criminal Justice 2  
Digital Animation 2  
Elementary Education 2  
English 1  
English Education 4  
Forensic Biology 1  
Graphic Design 4  
Healthcare Administration 2  
History Education 1  
Hospitality Management 2  
Journalism 1  
Marketing 3  
Math 2  
Math Education 2  
Music Industry Management 3  
Nuclear Medicine 2  
Nursing 2  
Plastics 1  
Pre-Med 1  
Pre-Pharmacy 8  
Pre-Vet 1  
Psychology 2  
Public Administration 1  
Science Education 2  
Social Work 2  
Sociology 1  
Television Digital Media Production 6

*Minor-from those that listed a choice*

Chemistry Education 1  
Communication 1  
English Education 1  
International Business 1  
Manufacturing 1  
Math 1  
Physical Education 1  
Physics Education 1  
Professional Writing 1  
Public Relations 1  
Science 1  
Sociology Education 1  
Spanish 2  
Speech 6  
Sports Management 1  
Theatre 17 declared-more inquiries

Current academic standing/year in school  
varied

Planned year of Graduation  
varied

**APPENDIX I**  
**SURVEY DURING AUDITIONS-RESULTS (cont.)**

**Theatre Auditions—some of these answers were multiple**

How did you find out about auditions? (please check all that apply)

- 14 I saw a flyer in my Residence Hall
- 3 My R.A. told me
- 16 I found it on the FSU website
- 25 I heard from someone else
- 5 My roommate/friend dragged me here for moral support
- varied From information in class. Please tell me which class(es)
  - 17 Acting One
  - 2 Acting Two
  - 5 Directing
  - 7 Introduction to Theatre
  - 1 Technical Theatre
  - 2 Communications Class
  - 3 Orientation to Honors class
  - 2 Recreation class
  - 1 FSUS (Note: we sent out flyers to ALL FSUS classes this fall-not a good investment it would seem)
- \_\_\_\_\_ Some other way (Please explain)
  - Already Involved/I Live at the theatre"
  - Went looking for it"
  - E Mail
  - Flyer in Hallway/backstage
  - Facebook

- Have you auditioned at Ferris before? (please circle one) Yes ( 23) No (26)
- If not at Ferris but you have somewhere else, where have you auditioned High School (15)
- If no, what made you come this time
- "try/new experience" 10
  - Interest 6
  - Class credit 2
  - Done playing soccer" 1

- What is your theater background? (please check all that apply)
- 6 Never had the opportunity-no experience
  - 4 tried out a few times, never got a role
  - 53 Did Theatre in High School
  - 17 Did Theatre at a Community Theatre
  - 2 Have done College Theatre elsewhere
  - 30 Have done College Theatre here
  - in middle school, dance concerts, recreation/camp expereince Other (please explain)

- What are your related Theatre Skills? (please check all that apply)
- 67 Acting
  - 48 Singing
  - 31 Dancing
  - Play a musical Instrument \_\_\_\_\_ (please say which)
    - Drums 3
    - Bass/Guitar 7
    - Piano 5
    - Trombone 3
    - Saxophone 2
    - Flute/Piccolo 4
    - Oboe 1
    - Violin 2
    - Trumpet/French Horn 2
    - Clarinet 2
  - 22 Painting
  - 9 Sewing
  - 15 Building/Carpentry
  - Other (please explain)
    - Stage Combat, House, Crafts/Props, Makeup, Lights, Sound

**APPENDIX I**  
**SURVEY DURING AUDITIONS-RESULTS (cont.)**

**Classes**

Have you ever taken Theatre classes @ FSU? (please circle one)

If yes, which one(s)	Acting One	36
	Acting Two	8
	Technical Theatre	12
	Educational Theatre	5
	Makeup	6
	Scene Painting	5
	Directing	10
	Theatre History 1 & 2	6
	Lighting	5
	Stage Management	7
	Intro to Theatre	8

If No, If no, why not

First year-haven't had time yet	7
Not my major	3
Too busy/full a schedule	8
Didn't know about them	1

Did you know that FSU has a Theatre Minor? (please check)

18	Yes, and I am one
20	Yes, and I wish I could be one but I didn't have the time
5	Yes, But I'm not interested
4	No, but how do I sign up
8	No, but tell me more
9	No, but I don't think I have time
7	No, and I'm not interested, thank you.

\_\_\_\_\_ Other (please explain) Transferring, I plan to be

(Note: we need to add a -Yes, please tell me how to sign up)

Please leave us ways to contact you if you are interested in being contacted with (please check all that apply)

15	More information on the Theatre Minor
42	Information on the next auditions
26	Information on special Theatre Projects, like Directing scenes and film projects (which will need actors)
17	Information on working on Theatre Crews
32	Information on the next performance

\_\_\_\_\_ email  
 \_\_\_\_\_ cell phone and/or residence

**THANK YOU FOR YOUR TIME!**

## **APPENDIX J**

### **FACILITIES FOR THEATRE AREA & WILLIAMS AUDITORIUM**

#### Shared Resources:

Auditorium Stage and Seating Area – Floor plan

Rigging System – PDF File

Lighting System – PDF File

Sound – PDF File

Will 166 – Classroom (897 square feet), (24) seats, (16) make-up stations, piano

Washing machine/dryer (in custodial closet)

Dressing Rooms

33 square feet each, 1 men's and 1 women's

Do we need to include: lift, ladders, folding chairs, grand piano

#### Primarily Theatre Area

##### Scene Shop:

625 square feet

10" Table Saw

Radial Arm Saw

Band Saw

Compound Miter Saw

Mig welder

(2 ) Circular Saws

(2) Saber Saws

Cutawl

Sawsall

Pneumatic nailer

Pneumatic wide crown stapler

(2) Pneumatic narrow crown staplers

Pneumatic brad gun

(8) 18 volt battery operated portable drills

Belt sander

Grinder

Router with table

(2) Dust collection units

A variety of hand tools (tape measures, hammers, wrenches, saws, framing squares)

Flammables storage cabinet

Dorm size refrigerator

Stereo

##### Loft Storage

625 square feet

Storage for:

Upholstery fabrics

Soft goods for masking (theatre drapery)

Soft goods for productions (curtains, linens and pillows)

Soft flats for productions & class

Wood trim

Carpet & rugs

##### Barn Storage

2280+ square feet not including upper storage lofts

Storage for:

Platforms

Stair Units

Hard Flats

- Door & Window units
- Furniture (couches, chairs, benches, beds, tables, refrigerators)
- 3 Dimensional Scenery (rock, trees, columns, bikes, pianos, fireplaces)
- Pipes & metal goods
- Supplemental building materials
- Large properties (electronics, phones, non-working computers, light fixtures, suitcases and bags)
- Portable Lighting system for class use
- Stage weaponry cabinet

#### Prop Storage

198 square feet

Storage for:

- Kitchenware and dishes
- Set dressings (pictures, knick-knacks, flowers, vases, books)
- Toys
- Paper products (money, letters, tickets, maps, magazines)
- Medical supplies
- A variety of items not easily categorized

#### Costume Shop

136 square feet

Portable computer/projection unit (project unit needs repair or replaced)

- steamer
- (4) sewing machines
- (1) serger
- (4) irons
- (3) ironing boards
- (2) Dress dummies
- Various storage and shelving units
- Coffee pot and microwave
- Portable Stereo

#### Costume Storage

117.3 square feet total, 11 different cabinets

#### Cabinet Storage

- (7) cabinets at 6' x 4' x 2' each currently located in back hallway
- Rigging supplies
- Material storage for costumes
- Make up and hair supplies
- Class materials and supplies
- Wigs
- Scripts and books for class
- Properties for current production

Will 166 – TV, VCR & DVD

**APPENDIX K**  
**COMM 499 REPORT**

Ferris Theatre

Client paper

Andrew Gallavan

Bri Richardson

Megan Money

## **Introduction**

Ferris State Theatre offers students a chance to not only experience, but participate in the arts through three productions each year. Although involvement within the program is well supported by students each show, the performances has suffered from low attendance and a lack of enrollment in the minor offered. The goal of this research was to discover the student's attitudes and awareness of the Theatre department. In addition to understanding these factors, the study also sought to pinpoint how best to communicate with students so as to increase interest, awareness, and attendance for the program and its events.

## **Problem**

As stated above the Theatre program has suffered from decreased enrollment, reduced funding and lack of attendance. The Theatre department has expressed concern over the decline in enrollment and wonder if a lack of awareness to the program is contributing. Also student attendance to Theatre productions have increased 6% this year, however the attendance to shows is greatly below capacity. With over 9,000 students on campus, the shows are generally only bringing in 200-500 in total attendance. There is concern that both problems not only suffer from awareness but from attitudinal barriers within the student population.

## **Methods**

The data was collected using random sampling sent to every student via FSU i-mail. 177 students responded to the survey. The survey itself was a mix of data, and content analysis. There were two questions left open-ended, which judged attitude towards the Theatre, and asking them to judge how well the Theatre communicates with students. For the section on attitude we themed the responses into the categories, positive, negative, and indifferent, then a total of each was counted and a percentage determined. For the communication, a similar approach was used; the only difference was that the theme was high, medium, and low effectiveness.

## **Results**

The first question asked whether the students were aware of the Theatre minor or not. Out 177, 176 completed the questionnaire. The results were that 58% were not aware of the minor, leaving 42% aware. Out of the 177, only two were currently taking the minor. However, it should be noted that 65 students did not answer this question. In addition to not being aware of the minor only 34.5% were even aware of the Theatre classes. The significance of this data affirms that Ferris Sate students are not aware of classes or even a minor that are offered by the Theatre Department.

This affirms that the minor is not well known among the students and needs increased awareness brought to it. Part of the problem lies in the fact over a quarter of those who answered, didn't realize there were even classes offered. By implementing anew communication strategy, we can use this as a platform from which to improve. However what is the best means to communicate becomes the next question to be answered and evaluated.

Out of the six possible mediums there was less than a 1 % difference between posters, FSU i-mail, and Facebook being the most effective. Facebook received



71.6%, FSU i-mail received 72.2%, and posters received 72.7% making these the three most effective means to communicate. It should be noted that the FSU TV channel received only 13.1 % and professors received only 38.1 %.

When looking at the next effective means of communication, electronic in combination with print seems to be the most preferred. Therefore if the Theatre needs to communicate with the student body, we believe these are the three focal points. Many students are online now more than ever. Therefore we suggest a major focus on mass media channels. Posters are important as well as students are constantly walking across campus and advertising in the proper spots is essential and may help influence those to attend.

The next section of the survey was asking the participants to rank the effectiveness of the Theatre's communication with them. This was an open-ended question, and we used content analysis on this section. A total of 106 people completed this part of the survey. Out of that three people said they did not understand this question, or did not know how to answer. Therefore we omitted three people from this survey. Out of a 106, 40%, (43 people), ranked the Theatre as being highly effective in their communication. 26.4%, (28) believed the Theatre had medium effectiveness. Finally 30.2% (32) felt that the Theatre had low effectiveness when communicating information.

The data reflects that the department seems to be communicating well on a whole. However we feel that high effectiveness should have more than a 10% difference from low. The data is supportive, but since 30% is still significant, this may account for the lack of awareness by the student population. Even still, with medium and high combined, you are looking at 64.4% effective which is successful, still this number needs to increase to solve for the problems the program faces.

The next open-ended question asked participants to discuss their attitude towards Theatre here at Ferris; 116 completed this section and none had to be omitted. For this section we used the theme of, positive, negative, and indifferent attitudes. For positive, 69.8% (81) believed they had a positive attitude towards the Theatre. This was the overwhelming majority of people surveyed. In contrast, 13.8% (16) had a negative attitude towards the Theatre, and most implied the arts in general. Finally 16.4% (19) said they were indifferent towards Theatre, stating they usually went if someone asked them, but didn't care either way.

This data shows positive results for the Theatre here at Ferris. It is important to note some answers were towards the Arts in general, as they had not been to a show here. Even still this shows there is strong population to influence towards the Theatre here, and those that do attend have a positive view of Theatre here. If the Theatre could promote to the indifferent and those who have positive image of Theatre, but have not been here, they could increase both attendance and enrollment. If you can communicate effectively, you may be able to gain their attendance, and through that change their attitude.

Looking at the attitude and awareness gives an idea of where the Theatre stands, the next part of the survey asked, if they have attended, did they enjoy it, and why they attended. This section of the survey started with a yes/no question, if they selected no, questions two through six did not appear since it was relevant to their experience at the show and why they went. The next part of the survey asked them to

click all that apply.

Out of the 117 surveyed, 51.4% (91) have attended a Ferris production, leaving 48.6 (86) never attending a show. This number reflects that a large amount of surveyed have not attended, which reflects the concern of low enrollment and awareness. With those attending barely half, this number highlights an area that is vital to solving the shortage for Theatre.

With 91 attending a show, 87.6% (78) felt they enjoyed the performance attended, leaving 12.4% (11) having a negative experience. One of the major factors to whether someone will participate in the arts is experience. This number is a positive note for the Theatre and can help with retaining those who come to return again. This number suggests if we can get more attendance at the productions, the program will be able to retain members.

In addition to attendance and experience, the research looked to understand why people attended the performances, which 90 participants answered. This question allowed participants to check all that apply; which consisted of, Honors, class requirement, fun, and to support friends/family. Each answer was out of 90 total, and each percentage is specific to the reason attended. Attendance for personal enjoyment ranked highest at 81.1 % (73). Honors only accounted for 30% (27), and support was slightly higher at 38.9% (35). Class requirement was the lowest at 26.7% (24). The numbers clearly show that attendance is more for personal enjoyment than obligation.

With these figures it is clear that when the Theatre department wants to design a new communication approach, focusing on personal enjoyment can be the center of the message. In addition talking to professors to require attendance is low, which might be part of the problem of lack of awareness. However these figures are still positive and reflect well on the Theatre, which could be linked to people enjoying themselves when they do attend.

Finally, we asked the participants what play they would most likely attend, since one goal is to draw people to experience the Theatre. This question format was identical to the one above. However 21 participants did not complete the question, the data is out of 156. When asked what style of play, comedy was the clear favorite with a 92.9% (145) selecting this as the most likely to attend. A mystery was second with 61.5% (96) saying they would attend. Both drama and musical averaged 57% (50) for likeliness to attend.

When the Theatre is looking at potential rights to purchase, we believe they should focus on comedy and drama. In addition to this, they should communicate clearly that the play coming is a certain style. With the exception of comedy, no other style was a heavy favorite suggesting all are likely to draw attendance, but comedy could draw in the additional attendance the productions are looking for.

## **Recommendations**

After looking at our research and analyzing the data, we have come up with the following recommendations. We would like to divide these into two sections, for the Theatre Minor, and for the Theatre Productions. In the past there has been a registered student organization for the students in the Theatre minor. We would like to suggest reactivating this RSO for recognition. Students seem to be very aware of RSO's on campus and with a Theatre RSO they will become incoming freshman and incoming

transfer students. Representatives from the Theatre program or the Theatre organization should go and speak to students and teach them about the minor. Many students come to Ferris not knowing for sure what they want to do; having the opportunity to learn about the Theatre minor will eventually bring more students into the program.

To go along with the exposure in the FSUS classes, we suggest sending mass e-mails through the FSU i-mail at the beginning of each fall and spring semester to students who are either new or have been at Ferris less than two years. This is another way to communicate to the students here at Ferris that there is a Theatre program and to educate them on the courses offered. We would also like to encourage the students already enrolled in the Theatre program to participate in Bulldogs in Action and other Welcome Week activities. These are key networking services on campus and can serve as excellent ambassador opportunity. Theatre minor's could also sidewalk chalk so that the campus is brightly colored with Theatre spirit when the new students arrive, drawing their attention to the program. In addition, the Theatre students and RSO work with the AdGroup to achieve more publicity for the minor.

As for the Theatre productions, the reactivation of the Theatre RSO will be beneficial because the RSO can sponsor or co-sponsor these productions. RSOs have the ability to bring additional attention to anything they are involved with on campus. By having an RSO, you have the ability to network further with other groups as well as greater exposure. The RSO can work with other groups on projects to raise awareness of their existence, as well as involvement on campus, which can help students feel welcome

When speaking to the incoming students, advising them that Ferris Theatre is truly open to all interested can be a vital way to encourage some to audition. If someone is thinking of joining Theatre, especially for the first time, there can be a stigma of exclusion, this would help to negate that and draw in new talent. We want the students to know that anyone can and will be cast. Again, with working with the AdGroup can give Theatre original designs and ad campaigns that will appeal to students, such as the movie-poster concept. We would like to see them placed all over campus, including in the student lounge of the Rankin Center where they currently place movie posters. The next suggestion stemmed from a comment made within the survey.

This next recommendation came from a student commented they only knew we had a Theatre, after they saw Shakespeare in the Quad. With this in mind, during the fall show we believe holding short clips from the upcoming show in the Quad would help bring new attention to the production and increase attendance. Once the weather conditions do not allow for this, we believe holding them indoors at Rankin would help keep this new idea affective year round. Additionally, we believe that the RSO could hold small clips of other various plays throughout the year to bring attention to the program as a whole. We think that this will inform students not only that there is in fact a production coming up, but also what the production is about. We found in our research that not many students care to go to Theatre productions because they don't know what they are about. We think that if we are able to inform the students they will be more inclined to come to the productions. A significant problem we found was the inability of people to make the distinction between the productions that the Ferris Theatre program is putting on, and others that William's Auditorium is holding.

This issue could affect the Theatre negatively if they believe all events are William's events, which could explain why some do not realize we have a program. Also, some students expressed they did not understand what a production was about, or what type of show it is. We suggest movie size posters with language not centered towards those who understand theatre. An example of this is "French Satire," those in theatre may understand this is a sarcastic comedy. However someone unfamiliar may not understand it and be turned off to a show they otherwise may enjoy. Therefore, we suggest the movie size posters with more information and language friendly to those not versed with theatre.

In addition to posters, we believe constant advertising on bulldog radio could help reach more students. Although not asked in the survey, many students leave the channel on while listening to music. Having the OJ's announce information about Theatre could help in reaching more students. Even if they only hear a section, it could raise interest to investigate further. This will help to get a more diverse system of communicating to students.

The program is one that is diverse in a way that reflects Ferris' mission, with that in mind; we believe the Theatre should work with the office of Multicultural Student Services (OMSS). We believe smaller diverse plays could help expand on the programs awareness, as well as bring new ways to express the arts. Some of the ways this could benefit is through smaller productions put on by the RSO in coordination with OMSS to help diversity here at Ferris.

Finally, we know and have found that Facebook is the information highway. It has become the grapevine in written form. Many students get their information about what is going on over the weekend through Facebook. We would like to capitalize on this phenomenon. Making a Facebook group for the minor, as well as increasing information sent via Facebook will benefit the program completely.

## **Conclusion**

The Theatre program here is struggling with awareness of productions and academic programming. Through a new concentration of mediums and message design, we believe the department can rebuild and expand. The main focus should rest on neutral language, larger displays, and creating new methods of creating awareness. The data supports that people do attend and enjoy themselves. In addition there is a substantial population who are undecided that would experience theatre if persuaded by the right communication. With this in mind we believe the theatre program, in conjunction with our recommendations, can increase awareness and attendance.

**APPENDIX L**  
**EXIT SURVEY FOR THE FULL MONTY**

## Theatre Area Survey

The Theatre program at Ferris State University needs your feedback to help assess whether or not their performances are engaging and meaningful to you, our audience! Being on the stage is one experience, being in the audience is a very different one...let us know what your experience is by completing the short survey below. Your help is appreciated!

**Q1** What event did you just attend?

**Q2** Please rate your level of agreement with each of the following statements.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I found the event captivating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending this event was a pleasurable/entertaining experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned something about myself or someone close to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I understand other people/cultures better as a result of attending this event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the time and money spent to attend this event was worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe this event enriched the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe this event enriched the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe this event enriched my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the event expressed the beliefs and values of this community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my social connections with the community were enhanced as a result of attending this event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would attend this event again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would attend similar events in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q3** Please indicate which of the following best describes you.

- FSU student
- FSU faculty/staff
- Community member

**Q4** Please use this space to provide any additional comments.

**Thank you for your time and participation.**

# Theatre Area...Full Monty Production

## Frequencies

Prepared by: Institutional Research & Testing, 04/08

## Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Event	80	0			
q2a Found event captivating	80	0	3.71	4.00	.599
q2b Attending was pleasurable/entertaining	80	0	3.83	4.00	.546
q2c I learned something about myself/someone close to me	79	1	2.76	3.00	.909
q2d I understand other people/cultures better	79	1	2.65	3.00	.833
q2e Time & money spent to attend was worthwhile	80	0	3.76	4.00	.601
q2f Event enriched the campus	79	1	3.53	4.00	.731
q2g Event enriched the community	79	1	3.41	4.00	.809
q2h Event enriched my life	78	2	3.22	3.00	.935
q2i Event expressed the beliefs/values of this community	78	2	2.60	3.00	.931
q2j My social connections w/ community enhanced	79	1	2.78	3.00	.842
q2k I would attend this event again	80	0	3.65	4.00	.765
q2l I would attend similar events in the future	77	3	3.81	4.00	.563
q3 Best describes you	80	0	1.69	2.00	.608
q4 Additional comments	80	0			

## Frequency Table

### q1 Event

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The Full Monty	80	100.0	100.0	100.0

### q2a Found event captivating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.5	2.5	2.5
	Somewhat Agree	17	21.3	21.3	23.8
	Strongly Agree	61	76.3	76.3	100.0
	Total	80	100.0	100.0	

### q2b Attending was pleasurable/entertaining

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.5	2.5	2.5
	Somewhat Agree	8	10.0	10.0	12.5
	Strongly Agree	70	87.5	87.5	100.0
	Total	80	100.0	100.0	

### q2c I learned something about myself/someone close to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	10.0	10.1	10.1
	Somewhat Disagree	20	25.0	25.3	35.4
	Somewhat Agree	34	42.5	43.0	78.5
	Strongly Agree	17	21.3	21.5	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

### q2d I understand other people/cultures better

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.5	7.6	7.6
	Somewhat Disagree	28	35.0	35.4	43.0
	Somewhat Agree	33	41.3	41.8	84.8
	Strongly Agree	12	15.0	15.2	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



**q2e Time & money spent to attend was worthwhile**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.5	2.5	2.5
	Somewhat Disagree	1	1.3	1.3	3.8
	Somewhat Agree	11	13.8	13.8	17.5
	Strongly Agree	66	82.5	82.5	100.0
	Total	80	100.0	100.0	

**q2f Event enriched the campus**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.8	3.8	3.8
	Somewhat Disagree	2	2.5	2.5	6.3
	Somewhat Agree	24	30.0	30.4	36.7
	Strongly Agree	50	62.5	63.3	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

**q2g Event enriched the community**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	5.0	5.1	5.1
	Somewhat Disagree	4	5.0	5.1	10.1
	Somewhat Agree	27	33.8	34.2	44.3
	Strongly Agree	44	55.0	55.7	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

**q2h Event enriched my life**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.5	7.7	7.7
	Somewhat Disagree	9	11.3	11.5	19.2
	Somewhat Agree	25	31.3	32.1	51.3
	Strongly Agree	38	47.5	48.7	100.0
	Total	78	97.5	100.0	
Missing	System	2	2.5		
Total		80	100.0		

**q2i Event expressed the beliefs/values of this community**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	15.0	15.4	15.4
	Somewhat Disagree	19	23.8	24.4	39.7
	Somewhat Agree	35	43.8	44.9	84.6
	Strongly Agree	12	15.0	15.4	100.0
	Total	78	97.5	100.0	
Missing	System	2	2.5		
Total		80	100.0		

**q2j My social connections w/ community enhanced**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.5	7.6	7.6
	Somewhat Disagree	20	25.0	25.3	32.9
	Somewhat Agree	38	47.5	48.1	81.0
	Strongly Agree	15	18.8	19.0	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

**q2k I would attend this event again**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	5.0	5.0	5.0
	Somewhat Disagree	2	2.5	2.5	7.5
	Somewhat Agree	12	15.0	15.0	22.5
	Strongly Agree	62	77.5	77.5	100.0
	Total	80	100.0	100.0	

**q2l I would attend similar events in the future**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.5	2.6	2.6
	Somewhat Agree	9	11.3	11.7	14.3
	Strongly Agree	66	82.5	85.7	100.0
	Total	77	96.3	100.0	
Missing	System	3	3.8		
Total		80	100.0		

### q3 Best describes you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FSU student	31	38.8	38.8	38.8
	FSU faculty/staff	43	53.8	53.8	92.5
	Community member	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

### q4 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		32	40.0	40.0	40.0
	Best producton yet!	1	1.3	1.3	41.3
	Best theatre production I have seen while at Ferris :)	1	1.3	1.3	42.5
	Bravo to the director and the cast. I haven't laughed so hard in a long time. The students took a big step past their safety zone to produce this one & it was done very tastefully. Thank you.	1	1.3	1.3	43.8
	By far the best amateur play I have ever been to!	1	1.3	1.3	45.0
	Clearly one of the best productions of University Theatre. They are all good but this one took the icing on the cake!	1	1.3	1.3	46.3
	Everything was excellent except for the sound in the last act because the actors weren't individually miked.	1	1.3	1.3	47.5
	For a minor program I am impressed on how well they produce these shows. I would have not expected such a good production. Keep up the good work.	1	1.3	1.3	48.8
	Full Monty is the best thing I have seen at Williams in my 2 years here!	1	1.3	1.3	50.0
	Great cast....great singing voices. Best show I have seen at Williams. Totally entertaining. However, the seats in Williams need to be replaced. They are very uncomfortable because the cushions are worn out & they aren't placed in manner that you can see over the person in front of you. I was constantly leaning back & forth to see. I'm average height & so was the person in front of me.	1	1.3	1.3	51.3
	Great performance!	1	1.3	1.3	52.5
	Great show! Congrats to Katherine, Trinidad, Mike, & the cast & crew.	1	1.3	1.3	53.8
	Great show. Entertaining, talented actors. I liked the way the show dealt w/ complicated issues like body image & gender roles. And, it was dealt with well. Thanks for the experience.	1	1.3	1.3	55.0
	Hilarious. I loved it.	1	1.3	1.3	56.3
	I applaud our talented students!	1	1.3	1.3	57.5
	I attended the Friday night performance. I was very impressed with the performance & enjoyed it immensely. If there's any way to tone down the volume of the music while the performers are singing, I would recommend that. At times, the music was too loud and it drowned out the singing. (Or perhaps the singing was supposed to be louder? Not sure.) Anyway, great performance, and I'll probably be back for the Saturday or Sunday performance!	1	1.3	1.3	58.8
	I attended the matinee showing. The musicians played very loudly, which made it difficult to hear the actors. Additionally, sometimes mikes would cut in & out, which also made it difficult for the performace. All in all, the event was quite enjoyable.	1	1.3	1.3	60.0
I loved it & it gave my boyfriend and I a chance to bond. Plus he enjoyed a musical for once! =-)	1	1.3	1.3	61.3	

**q4 Additional comments**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	I loved it, but almost 3 hours is a LONG time. It was great though, funny, entertaining.	1	1.3	1.3	62.5
	I thought the entire play & the music was outstanding. I enjoyed the cast & their performances. It was a bit long, but the music was just amazing! BRAVO	1	1.3	1.3	63.8
	I thought the performance was gutsy & still tasteful. It was extremely well done.	1	1.3	1.3	65.0
	It was awesome!	1	1.3	1.3	66.3
	It was the most entertaining event I have gone to in many years, I loved it! What talented students we have!!!	1	1.3	1.3	67.5
	One of the best theatre productions I have attended in the last 2 years. Thanks.	1	1.3	1.3	68.8
	Please, please, please fix the sound system at Williams. The actors were great but hard to understand. The sound kept fading in & out.	1	1.3	1.3	70.0
	Really good production!	1	1.3	1.3	71.3
	Some incredibly talented young people on this campus! Bravo, Katherine.	1	1.3	1.3	72.5
	The cast & crew did a great job.	1	1.3	1.3	73.8
	The Full Monty was AMAZING! The cast & crew did a great job. Congrats!	1	1.3	1.3	75.0
	The Full Monty was fantastic. My face hurt from laughing and smiling so much during the show!	1	1.3	1.3	76.3
	The only negative we noticed was that at times, the music overpowered the dialogue & we couldn't hear that actors. Otherwise, we loved it!	1	1.3	1.3	77.5
	The show was amazing, everyone did a spectacular job. The costuming & stage craft were all great. Wonderful job!	1	1.3	1.3	78.8
	The show was great. The students did an awesome job. They handled diverse situations with great enthusiasm & wit. I don't know how they could have done it better.	1	1.3	1.3	80.0
	The students did a fantastic job. The director did a excellent job assigning the roles. Nice job, everyone.	1	1.3	1.3	81.3
	There is no room in your survey for a neutral answer, nor for a solid "disagree" or "agree". I may more than "agree" but not "strongly agree" I may more than "somewhat disagree" but less than "strongly agree", and I may have no feelings one way or another. You need more choices for answering.	1	1.3	1.3	82.5
There were some frustrations. A group of us went together & when we got out tickets, discovered that we were not sitting together. We were going to go exchange our tickets so that we could sit together & the ushers (2) & sound guy all told us that it was not assigned seating so sit wherever. We were moved twice. Then 10 minutes after it began, someone came & said we were in their seats. We stated that it wasn't assigned seating & they went somewhere else. There was a group in front of us that had been there half an hour before the show was set to start & another group made them move so they could sit there. Very confusing & frustrating!	1	1.3	1.3	83.8	
There were times when the musicians were so loud you couldn't understand the vocalists. There were times when it seemed that the cordless mikes were not working (not when the musicians were playing). Other than that, it was just awesome! My hubby liked it so well, he was telling all the co-workers at his plant & several of them came before it was over!	1	1.3	1.3	85.0	

### q4 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	This play was extremely entertaining & also made people think about what it does to people & families when the male/father loses his job. The social aspects are important, but so are the entertainment factors.	1	1.3	1.3	86.3
	This was an amazing production! I was thoroughly impressed!	1	1.3	1.3	87.5
	This was fun, not deep or enriching, just fun.	1	1.3	1.3	88.8
	This was the best FSU musical I've attended since I've been a part of the Ferris community.	1	1.3	1.3	90.0
	This was the best musical Ferris has ever done. Congrats to Kathryn LaPietra!!!	1	1.3	1.3	91.3
	Thought the show was well done, the students did a great job, wonderful voices. Too many set changes, moving panels were pointless. Show was vulgar but apparently that's what FSU students like.	1	1.3	1.3	92.5
	Ticket sales should be much better & the programs as well, overall, great show!!!	1	1.3	1.3	93.8
	Very enjoyable performance.	1	1.3	1.3	95.0
	Very funny!	1	1.3	1.3	96.3
	Very unprofessional. The singing, acting and musicians were not well practiced. I'm sure there were a few students that really had talent, but the students that didn't really overshadowed those that did. I left during intermission because I honestly couldn't handle it anymore. So did 3 people sitting next to us. Really disappointed. I recommend you go back to the plays where the audience sits on the stage. I really enjoyed those. There is a need to go back to basics. I love supporting the arts, but I will hesitate the next time I consider a FSU play/musical.	1	1.3	1.3	97.5
	Was impressed with the quality of the performance & respect the students who were self confident enough to participate.	1	1.3	1.3	98.8
	Wonderful performance. I really enjoyed it.	1	1.3	1.3	100.0
	Total	80	100.0	100.0	