

Appendix A4.4.14

Theatre

FLORIDA A&M UNIVERSITY
COLLEGE of ARTS and SCIENCES
Questions from Governor Rick Scott
Response Document for Academic Deans

Name of DEPARTMENT: Theatre

Note: The listing of questions A through Q has gaps in the lettering because they correspond to the Governor's request, and the deans are not being asked to respond to every question. Please use the lettering as they appear below for each of your responses.

	QUESTION	GUIDANCE	RESPONSE
A.	<i>What studies has your university done in the last three years to ensure your graduates are meeting the needs of employers?</i>	Provide pertinent information that may include the involvement of advisory boards in your programs, the composition of the advisory boards to include employers and industry representatives in the profession, any employer surveys and alumni surveys conducted in the past three years. Also include accreditation standards that deal specifically with competencies required in professional practice.	In the area of Drama Education, the COE is required by the state to maintain contact with graduates and their employers for up to 3 years after graduation to determine, through the use of Employer Satisfaction Survey and Graduate Satisfaction Survey, the success of graduates meeting the needs of their employers. Additionally, the program in Theatre maintains contact with graduates to ascertain what they are doing and how well its being done post graduation. A recent Theatre alumni reunion revealed that Theatre graduates are doing very well working in the profession or extending their education and training in graduate school programs across the nation.
B.	<i>Do you have measurable goals to meet employers' current needs? If so, please provide them. How often are these goals updated?</i>	List pertinent goals/learning outcomes to meet needs of employers from accreditation standards or other means such as professional standards or your advisory board's input. How often are such goals revisited?	The university's FAMOUS Assessment helps us to maintain measureable goals in the areas of Collaboration, Communication, Critical Thinking; Theatre Design, Management, and Technology; and Theatre Education . As required by the university, these goals are measured and updated each year through an annual report.
C.	<i>Do you have measurable goals for each graduate in the areas of writing proficiency and critical thinking? If so, please send them to me with the goals and include the results for the last five to ten years.</i>	List specific measurable goals in your program relating to writing proficiency and critical thinking. At a minimum, these should be reflected in your Academic Learning Compacts. Also include requirements in these two areas reflected in accreditation/industry standards and competencies tested in licensure examinations. Provide any summary results of assessment that demonstrate graduates have met writing proficiency and critical thinking goals, preferably for the past five to ten years.	Yes, the programs does have measureable goals in the areas of writing proficiency and critical thinking. These goals are part of the program's Academic Learning Compact and the FAMOUS Assessement system. Expected Learning Outcome #2: "Graduates should be able to demonstrate proficiency in varied forms of recognized communication" 2.5 Transmit ideas through formal and creative writing. Expected Learning Outcome #3: "Graduates should be able to utilize creative and critical thinking in the major." 3.1 - Read with critical comprehension, 3.2- Identify and compare various historical, social and cultural influences and traditions in the arts and entertainment, 3.3- Evaluate and interpret works of art orally and in writing, 3.4- Analyze a work for its production needs and costs, 3.5- Utilize critically-based knowledge in practical/creative projects.

	QUESTION	GUIDANCE	RESPONSE
E.	<p><i>Are professors required to integrate writing proficiency and critical thinking into all courses? If so, what oversight is provided to ensure that these skills are being taught? How are these skills integrated into course assessments?</i></p>	<p>This is related to your response to item C above. Elaborate on your response, relative to the responsibilities of faculty members related to integrating writing and critical thinking, and oversight to ensure this is occurring. Please include any state mandated writing and critical thinking requirements which must be reflected in course syllabi. Include sample syllabi.</p>	<p>The very nature of Theatre and Theatre production requires the integration of writing and critical thinking in all aspects of Theatre studies. Courses such as THE 2300: Critical Analysis, TPP 3310: Fundamentals of Play Direction; TPP 2110: Elements of Acting and TPP 2111: Advanced Acting all require that students make use of analytical and critical/creative thinking skills in all assignments. Secondly, courses in the areas of Costume and Scenic Design require use of the same skills. Additionally, all students who enroll in Theatre related Humanities courses THE 2000: Introduction to Theatre, or THE 3112 or THE 3113; Theatre History I & II are required to meet Gordon Rule writing requirements. Course syllabi and annual faculty evaluations help to ensure that the skills are integrated into the course assessments.</p>

	QUESTION	GUIDANCE	RESPONSE
F.	<p><i>Do you have measurable goals for student success after graduation? If so, please send me the goals and the results for the last five to ten years.</i></p>	<p>Information in the following two categories would be useful:</p> <ol style="list-style-type: none"> 1. Any goals the programs have relative to student success in the form of outcomes such as percent of graduates finding employment within a specified time, average salaries garnered by recent graduates, types of jobs graduates find, etc. Note any alumni who have gained prominence in the profession. 2. Any goals the programs have in terms of what competencies students should be able demonstrate upon employment in the profession For example, engineering programs must identify learning outcomes and program objectives as required by ABET to ensure competence once employed. List specific accreditation requirements that are pertinent to this question. For programs not undergoing accreditation, list other relevant program goals. Other sources of information may include employer surveys and alumni surveys. Provide summary results for the past five to ten years demonstrating the goals are met. 	<p>Persons graduating with a degree in Theatre acquire knowledge and skill sets that employers find useful in a variety of areas. In addition to work in the areas of Theatre performance, and design and technology; graduates may find success in Theatre Management, Production Management, House Management, Marketing and Sales, and Event Planning. Theatre graduates have gone on to become Lawyers, Casting Agents, Social Workers, Educators, Producers, and Directors; just to name a few. Some of our most celebrated alum include Anika Noni Rose, Daniel Sunjata, T'Keyah Crystal Keymah and Meshach Taylor- all noted television and film stars; and James Webb, current winner of the Kennedy Center/American College Theatre Festival Lorraine Hansberry Playwright's Award. Additonally, several Theatre graduates are part of the design and production team for the national and international tour of the currently running stage production of <u>Drumline</u>. 2. Again, the Theatre's Academic Learning Compact have stated goals that outline the skills sets that students will have acquirde when obtaining a degree in Theatre from Florida A&M University.</p>
M.	<p><i>M. What programs do you have to educate students regarding job opportunities? What are your measureable goals for each program? Do you use information similar to the data available from the Florida education and Training Placement Information Program (FETPIP) to prepare students prior to admission and prior to selection of major? Please provide me the results for the last five to ten years .</i></p>	<p>State the mechanisms in place <u>at the program or college level</u> to educate students regarding job opportunities, and the measurable goals for each program regarding education about job opportunities and student placement.</p>	<p>Students are constantly made aware of job opportunities made available through audition/interviews and job placement services offered through Florida Theatre Conference (FTC), Southeastern Theate Conference (SETC), and University/Resident Theatre Association (URTA); in addition to notices placed on the department call board, and the theatre capstone course Senior Project.</p>
Q.	<p><i>Q. Please provide me with any additional information you think way be helpful, including your thought process to make sure we are headed in the right direction .</i></p>	<p>Provide data and other specifics on how your programs are addressing workforce needs in some significant way, such as producing x% of African American workforce in a particular field. Include here or under relevant question <u>examples of outstanding accomplishments</u> relating to any questions. Also include any other pertinent thoughts.</p>	<p>The Drama Education program is the only state approved program educating those who want to be teachers of Theatre Arts. Unfortuantely, budget cuts over the last few years have forced many schools to begin elimination of arts programs from school curriculums; which has a negative impact on the number of students who are able to find work here in the State of Florida. This forces them to relocate to other places outside of the state to find work in their field thus resulting in a brain drain of the Florida education system.</p>