

Criteria for Evaluating Academic Programs: English, Theatre, Communication

Criteria 1. Impact and overall essentiality of the program in connection to mission/vision/ASU 2020.

English/Communication Academic Program Goals

(APG1) To develop the abilities of all students in the college to read, write, listen, speak, and think critically.

(APG2) To enable students to recognize and evaluate the literary traditions and contributions of diverse cultures.

(APG3) To prepare teachers of English for service in the schools of the state and nation.

(APG4) To produce students with advanced skills in writing, reading, and reasoning that will enable them to enter the work force directly or via professional or graduate schools.

(APG5) To prepare students for a career in media.

(APG6) To provide service and leadership to the Adams State University campus.

(APG7) To provide leadership and cooperation in improving the teaching of English to children in the San Luis Valley.

Theatre Academic Program Goals

(APG1) To develop students' general theatre knowledge and skills which stem from a study of theatre history, dramatic literature, critical theory, and production practice, including acting, directing, management, design and craft aesthetics.

(APG2) To enhance students' critical thinking skills within an active learning environment.

(APG3) To enable students to pursue theatre related careers and provide direction in the development of related professional skills.

(APG4) To provide a cultural and academic resource in theatre for Adams State University, the San Luis Valley, and Adams State University's region of responsibility as a Regional Educational Provider.

(APG5) To develop students' basic speech competencies which stem from an understanding of fundamental performance and communication theories united with the development of basic performance and communication skills.

(APG 6) To prepare teachers of English /Theatre for service in the schools of the state and nation.

(APG7) To provide leadership and cooperation in improving the teaching of English and Theatre to students in the San Luis Valley.

(APG8) To provide opportunity and support for faculty development.

ASU 2020 Goals	EC Acad. Prgm. Goals	THTR Acad. Prgm. Goals
Goal 1: Academic Excellence: Adams State University will provide challenging and responsive curricula that educate, serve, and inspire our diverse populations.	1, 2, 3, 4, 5	1, 2, 5, 6

Goal 2: Student Success: ASU will address diverse student needs by offering varied learning opportunities and support services for all students to achieve educational, personal, and career successes.	1, 2, 3, 4, 5	2, 3, 4, 6, 7
Goal 3: Personal and Professional development: ASU will provide educational and professional development opportunities for faculty and staff.	6	7, 8
Goal 4: Access and Affordability: ASU will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels and delivery models.	N/A	N/A
Goal 5: Community Relations: ASU will collaborate with the community to provide culturally responsive and sustainable development opportunities that mutually benefit the campus and the San Luis Valley community.	7	4, 7

Criteria 2. Quality of the Program Outcomes.

Results of Annual Assessment Reports: English programs & Mass Communication program.

In May of each year, EC applies a rubric to evaluate student papers included in the senior portfolio, our primary source of program evaluation.

We evaluate these five areas: 1) Content; 2) Organization; 3) Diction & Style; 4) Grammar; 5) Mechanics.

Portfolios were assessed on a 4-point scale (1 = unacceptable, 2 = acceptable, 3 = above average, 4 = excellent).

In AY 15-16, the department applied a new rubric in an attempt to measure items more precisely, including research and critical approaches, and that scale rated categories from 1 (lowest) to 10 (highest).

In AY 16-17, we implemented a revised rubric (see below) and re-implemented the 1-4 scale (see above).

Academic Year	Graduates*	Portfolios Reviewed
2014-2015	15	13
2015-2016	15	15
2016-2017	18	18

Results of Evaluation with the Official Rubric

Table 1 reflects new criteria that the department measures as opposed to past AYs. We have also divided the English programs (Liberal Arts, Secondary Education, Creative Writing) from the Mass Communication program.

Table 1: Total Combined Averages of Senior Portfolio Evaluation AY 2016-17 – New Rubric							
	Total Score	Phrasing	Organization	Dev. of Ideas	Controlling Idea	Research	Notes
English programs	2.6	2.7	2.85	2.79	2.72	1.94	
Comm. Program	2.17	1.97	2.44	2.05	2.41	1.99	

Table 2 “Comparison of Annual Scores” through AY 2015-16.

Table 2: Comparison of Annual Scores							
	Total Score	Content	Organization	Diction & Style	Grammar	Mechanics	
AY 15-16*	2.8	2.9	2.9	2.8	2.7	2.7	
AY 14-15	2.7	2.7	2.7	2.6	2.7	2.7	
AY 13-14	3.1	3.2	3.2	3.2	3.1	2.9	
AY 12-13	2.8	2.75	2.81	2.76	2.83	2.65	
AY 11-12	2.8	2.90	2.93	2.83	2.89	2.56	
AY 10-11	2.7	2.82	2.84	2.83	2.77	2.46	
AY 09-10	2.7	2.95	2.84	2.61	2.61	2.36	

*AY 15-16 numbers are approximate, as the department was experimenting with a new rubric and a new measuring system on a scale of 0-10.

Comparison of Annual Theatre Summary Reports: 2011 to 2017

January 2011

Faculty and Staff:

- 3 full-time faculty
- 1 part-time instructor

Number of Majors:

- 54

January 2017

Faculty and Staff:

- 3 full-time faculty
- 1 part-time instructor

Number of Majors:

- 45

Scholarships:

- *1 Acting Talent Scholarships awarded at \$1,000/year/renewable*
- *Foundation Theatre Scholarships awarded to out-of-state high school seniors and/or community college transfers, annual amount **from interest paid on \$103,500.***
- *Richard Tally Musical Theatre Scholarship*
- *Alton Cole Scholarship*
- *\$10,000 (total) in Incentive Grants for in-state high school seniors and Activity Grants for retention of enrolled theatre majors.*
- *William and Lenora Gilmore Scholarship*
- *Dr. Paul S. and Patti K. Newman Theatre Education Scholarship*
- *Peggy and Tim Merit Theatre Scholarship*

Financial Aid:

- *Over 24 work-study students*

Student Support:

- *World of Theatre First-Year Interest Group with a predetermined, first semester curriculum*

Number (annual) of Theatre Productions:

- *3 faculty-directed*
- *6 student-directed*

Scholarships:

- *2-4 Theatre Merit Scholarships awarded at \$1,000/year/renewable with an initial offer of \$1,500 - \$2,000 for the first year.*
- *Foundation Theatre Scholarships awarded to out-of-state high school seniors and/or community college transfers, annual amount **from interest paid on \$151,948.97.***
- *Richard Tally Musical Theatre Scholarship of \$200 a year.*
- *Alton Cole Scholarship of \$2,000 a year.*
- *\$12,000 (total) in Incentive Grants for First Year Theatre Majors and Activity Grants for retention of enrolled theatre majors.*
- *1-2 William and Lenora Gilmore Scholarships of \$500 - \$1,000 a year.*
- *Dr. Paul S. and Patti K. Newman Theatre Education Scholarship of \$500 a year.*
- *1-4 Merit Theatre Scholarships awarded to junior and senior theatre majors for \$250 - \$1,000 a year. The Peggy and Tim Walters Merit Theatre Scholarship has been discontinued.*

Financial Aid:

- *Over 24 work-study students*

Student Support:

- *First Year Immersion (FYI) Theatre cohort, with a prescribed first and second semester curriculum*

Number (annual) of Theatre Productions:

- *3 faculty-directed*
- *6 student-directed*

*Additional programming includes monthly **Lost and Found** comedy improv performances, periodic **Will Act for Change** (theatre and social change) performances, and other examples of*

special programming such as professional actor Ernie Hudson premiering his new play Ghost in the House in the Main Stage Theatre in 2013, Assoc. Prof. Jenna Neilsen in the one-woman show Rachel Corrie in 2011, evenings of performance art, censored works, and more.

ASU Theatre averages at least one production a month between September and April.

Scores of Graduates on National Assessments

There is one large-scale national examination or assessment for graduates in English, The Major Field Test. The English programs do not subscribe to it. However, our secondary education majors must take the **PRAXIS** exam in order to earn teacher certification, and those results are, in brief: **of 23 who took that exam between January of 2012 and August of 2016, 21 passed (some on a subsequent attempt) and 2 failed.**

No national assessments exist in Mass Communication or Theatre.

Jobs Secured by Graduates

- English Programs:
English Liberal Arts: unknown.
English Creative Writing: unknown.
English Secondary Education: see table below.

Grad class of 2014	Grad class of 2015	Grad class of 2016
Jobs secured	Jobs secured	Jobs secured
7/7	4/5*	2/3*

*The fifth graduate from 2015 is in graduate school.

*The third graduate of 2016 is in graduate school.

- Mass Communication: MC administered a survey to graduates (self-reporting) in January of 2018. 34 respondents (29 former majors, 5 former minors). 47% (16) currently work in the media industry. 20% (7) currently work in education. 23% (8) work in other industries. 3 did not respond. Mass Communication maintains an alumni Facebook group, which allows *informal* tracking of Mass Communication alumni.
- Theatre: Administered a survey to graduates (self-reporting) in January of 2018. 68 individuals contacted, 62 respondents, 22 of whom have graduated in the past 5 years. Of total respondents, 98% are working either in a theatre/arts or education field (or both). 69% are working in a theatre-related field. 39% are working in education. 16% of respondents are working in another field.

Admission rates to graduate or professional schools

- English Programs: Unknown.
- Mass Communication: Quoting the survey above, 11% have obtained an advanced degree (2 MBAs, 1 MA, 1 MLIS).
- Theatre: Quoting the survey above, 34% are pursuing or have obtained an advanced degree.

Criteria 3. Demand for the Program.

Internal Demand. Service to General and Developmental Education.

General Education and Developmental ETC Courses (Main campus, only)

Fall 2014-Summer 2017

Courses	<i>ENG 096</i>	<i>ENG 101</i>	<i>ENG 102</i>	<i>THTR 180</i>	<i>COMM 255</i>	<i>ENG 203</i>	<i>Total</i>
Students	216	1120	1223	654	264	435	3912
SCHs	45	198	180	57	18	63	561

Notes.

1. Total number of students and CRNs is based upon fall, spring, and summer enrollments as they are currently listed in BANNER.
2. SCHs do not reflect the actual number of course offerings, as FIG classes and “regular” classes would meet in the same place and time. (E.g., THTR 180 actually had 16 offerings, 3 of which were cross-listed with FIGs.)
3. COMM 255 has only been a General Education course since Fall 2014.

Internal Demand. Service to Other Areas.

Writing Studio / Number of clients*

AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
1007	632	649	1031	608

Over the past five academic years, the predominant users of the Writing Studio have come to work on papers for:

- English (39 percent average)
- Sociology (14 percent average)
- Psychology (7 percent average)
- AAA (6 percent average)
- Business (5 percent average)

In addition to the uses above:

- The top three program users attend classes in McDaniel Hall, so at a total of 60 percent of the use, the location is convenient for these students. (More data is available upon request.)
- McDaniel Hall is located in central campus and students from Business and HPPE, whose use is increasing (11 percent in the last year), can easily stop on their way to the SUB from either Business or East Campus.
- The average visits for the last four academic years is 714.
- In 2015-2016 visits were more than a thousand, but may have been artificially elevated by the interim director.
- Therefore, the past two years’ visits are closer to average than 2015-2016.
- Student visits in Fall 2017 were 269 (and should more than double by the end of Spring 2018), and as the new director continues to reach out to students and professors, this number should increase to closer to the average visits.
- The Writing Studio Director, an English Instructor with a 3/3 course load, teaches in McDaniel Hall, making the supervision of student tutors consistent and shifts regular.

- Tutors also assist graduate students with writing via on-line tutoring or face-to-face at McDaniel Hall 220, which is in close physical proximity to several grad programs.
- Academic Years 2013-2014 and 2014-2015 were transitional years between directors in the Writing Studio. In AY 2016-2017, the Writing Studio suffered significant setbacks including the death of an adjunct English instructor who served in the studio, a double overload schedule for the chair who was also the interim director of the studio, and a second interim director in the spring.
- The Writing Studio collaborates with Counselor Education as well as Title V and receives 1.5 FTE funding from these programs.

English (ENG) and Theatre (THTR) courses required on outside degree plans.

- ENG 226, Basic Grammar: required of all students seeking the 1) B.S. in Computer Science or B.S. in Information Technology and 2) B.S. in Mathematics (all programs).
- Either ENG 357, Introduction to Linguistics, or ENG 363, Advanced Composition: required of all students seeking the 1) B.S. in Computer Science or B.S. in Information Technology and 2) B.S. in Mathematics (all programs).
- The courses in our “core” English/THTR Liberal Arts program overlap with our courses in our Secondary Education Program, and thus address Colorado Standards for Teachers. In this sense we are serving Teacher Education (and the state).

Colorado Standards that ETC courses address include:

8.07 (1-2) To be endorsed in drama theatre arts, an applicant shall hold an earned bachelors or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in drama theatre arts; be knowledgeable about the Colorado Academic Standards in drama and theater arts.

These standards include knowledge of classic literature through contemporary Theatre history, including technical aspects that involve directing, managing, and staging goals. The theatre arts instructor must be able to instruct, effectively demonstrate, and provide experiences in all aspects of theatre arts pedagogy and practice.

8.09 (1-10) The English language arts educator is knowledgeable about the content of the English language arts and is able to develop English language arts skills in students based on an applicable understanding of the history and structure of the English language including, but not limited to, the impact of literary and psycholinguistic, sociolinguistic, cultural, familial and other relevant factors.

These standards include knowledge of classic literature, current literary trends, adolescent literature, oral and written communication skills, an understanding of contemporary media and of visual rhetoric. The educator must also be knowledgeable in literary critical theory and in pedagogical approaches.

According to the US Department of Education, Liberal Arts and Sciences, General Studies, and Humanities degrees accounted for 54% of Adam State’s total undergraduate enrollment (<https://collegescorecard.ed.gov>), of which English, Theatre, and Communication are a part.

Employment trends: Mass Communication.

According to the Bureau of Labor Statistics (2018), “Employment of media and communication occupations is projected to grow 6 percent from 2016 to 2026...which will result in about 43,200 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.”
(<https://www.bls.gov/ooh/media-and-communication/home.htm>).

Further, the National Communication Association (2017) notes that from 2012-2015, the most recent data available, Communication experienced an 8% growth in the number of undergraduate degrees awarded. NCA notes that the US Department of Education reported that nearly 25% of all Humanities degrees awarded in 2015 were in Communication
(https://www.natcom.org/sites/default/files/publications/NCA_C-Brief_2017_July.pdf). Therefore, demand for Communication and media-related degrees nationally is strong.

Employment Trends: Theatre.

Due to the popularity of reality television, there was a significant decline in the number of roles for professional actors on television during the first decade of the 21st century. Since 2009, there has been a record-breaking increase in original scripted television shows on broadcast networks, cable stations, and streaming services. In 2009, there were 210 original scripted TV shows. In 2017, there were an all-time record 487 programs. This trend will continue well into the future. This means an increased demand for actors, writers, directors, designs, people working on the business side, etc.

<https://www.statista.com/statistics/444870/scripted-primetime-tv-series-number-usa/>
<http://www.indiewire.com/2018/01/how-many-shows-on-tv-2017-fx-john-landgraf-tca-1201913645/>

Employment Trends. English.

English majors enter varied fields, thus making “employment trends” impossible to track after the BA has been earned. These fields include teaching, journalism, publishing, entertainment, public relations, non-profit administration, medicine, mental health, law, finance, technology.
<https://english.stanford.edu/information-for/undergraduates/careers-after-english-major>

4. Size, Scope and Productivity of the Program.

Degrees awarded, Fall 2012- Spring 2017

English	Communication	Theatre
39	33	36

Degrees per full-time tenured / tenure track faculty member (includes Visiting Professors occupying t/t lines), Fall 2012- Spring 2017

English	Communication	Theatre
6.5	16.5	12

Notes.

1. English programs f/t faculty members average 6 per AY; however,
2. One line was left unfilled last year;
3. Writing Studio director teaches a 3/3 load, and

4. Dept. Chair (member of English program since before 2012) teaches a 2/2 load, and
5. The American Lit. position has only been f/t since 2014 (not factored in above).
6. Two theatre professors teach a 3/3 load, thus this number is a simple division of graduates by faculty members, *not by SCH*.

Total SCH generated by program/s

Credit Hour by Subject						
Undergraduate Hours						
Subject Code	Subject Description	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
COMM	Mass Communication	X	X	735	946	726
JOUR	Journalism	437	476	30	X	X
ENG	English	9369	11231	10337	8201	6399
ENG	Dev. Ed. / 096	X	X	X	309	339
READ	Dev.Ed. / 090	504	624	360	X	X
SPCH	Speech	111	87	72	54	78
THTR*	Theatre	1377	1504	1474	1463	1270
TOTAL		12068	13922	13008	10664	8473
CAMPUS TOTAL		72432.5	78050	77959	69747	61216
ETC % of Credit Hours		16.6%	17.8%	16.6%	15.3%	13.8 %
ETC's responsibility for Credit Hours over past 5 years:						16%

Notes:

1. From Fall 2012 through Spring 2015. READ 090 and ENG 090 were 4-credit courses. These courses were combined into one 3-credit course, ENG 096 in Fall 2015.
2. ENG 090 and its successor ENG 096 are included in ENG / ENGLISH total. The ENG 096 numbers for Fall 2015 through Spring 2017 are included for reference purposes only and do not count towards the total number or percentage of credit hours.
3. Percentages except for the final total have been rounded up or down to the closest tenth of a point.
4. The SCH totals include courses delivered via Extended Studies. Such courses include General Education courses and courses in our major.
5. JOUR and COMM are the same program. During the 2014-15 AY the Mass Communication program transitioned from JOUR to COMM.

***Theatre Program.**

Subject Code	F/T Faculty	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
THTR	Theatre	459 (551*)	501 (601*)	491 (590*)	487 (585*)	423 (508*)

Notes:

Number within the parentheses takes into consideration 2 THTR faculty members are on a 3/3 course rotation. The number outside the parentheses is 3 F/T faculty members. These calculations do not include 1 adjunct instructor for this period.

Criteria 5. Cost and Benefit of the Program.

Salaries and program delivery costs:

THEATRE Programs

Avg. graduates from FA 14-SP 17: 8.3 (Total: 25 graduates)

<u>Expenses /Description.</u>	<u>FY 17-18</u>
THTR Faculty Compensation:	201,862
Faculty Benefits:	95,558
Operating Expenses:	8,232
Other:	2,000
¼ Admin. Asst.*:	13,520
Total:	\$321,172

ENGLISH Programs

Avg. graduates from FA 14-SP 17: 16.3 (Total: 49 graduates)

<u>Expenses /Description.</u>	<u>FY 17-18</u>
EC Faculty Compensation:	427,363
Faculty Benefits:	177,873
Student Assistants:	4000
Operating Expenses:	7527
Reserves:	2000
¾ Admin. Asst.*:	40,560
Total:	\$659,324

Note: *ETC shares one administrative assistant who spends approx. ¼ time with Theatre duties and ¾ time with EC duties.

Cost per faculty member AY 17-18:

English / Communication—8 faculty	Theatre—4 faculty (1 new member as of Fall, 2017)
\$82,415	\$75,879

Cost per graduate: Average degrees awarded Fall, 2014 through Spring, 2017

Total degrees / cost	Total degrees / cost
English programs w/ Communication: 16.3	Theatre: 8.3
\$40,449 per graduate	\$38,695 per graduate

Cost per SCH:

English SCH 6399	Communication SCH 726	Theatre SCH 1348	ETC total SCH 8473
\$74	\$217	\$169	\$101

Developmental education:

Fall 2016 enrollment	Spring 2017 enrollment	Total HC	Total SCH	Cost per student	Cost per SCH
100	13	113	339	\$107420/113 = \$951	\$317

Service to campus, from Fall 2012 through **Fall 2017**, tenured and tenure-track *only* who are still currently employed.* 6 f/t faculty members total.

Campus wide committee assignments /service	Campus wide committee chairs / Leadership roles	Searches outside dept.	Community service ¹ & Service to Profession
42	9	9	22

Narrative:

- Given ETC's high turnover (retirements of 3 very active tenured professors in the past 5 years) and the replacement / resignation of 6 assistant or visiting professors, this data suggests limited involvement, although our department has always prided itself on its contributions to service. Unfortunately, the complete records of those who have left the department cannot be recovered, and if so, cannot be validated.
- We do not include service provided by our instructors, which has traditionally been very active.
- Community service cannot be accurately measured. We do not include here Theatre productions, public readings, or high school visits, among other forms of service we do. We do include service on professional organizations. (More information below.)
- Among **the campus wide committee assignments/ service**, we include these: faculty senator(s); HIPs Research Cmte.; Curriculum Review Cmte.; Institutional Review Board; General Education Coordinating Cmte.; Extended Studies Migration Cmte.; Campus Renewal and Planning Cmte.; Participation in "Last Lecture Series;" ASU Communications Board; HLC criterion committees; Health Professionals Advisory Cmte.; Admissions Interviews for TED; Developmental Education Task Force; Participation in "Standing Strong: The ASU Equality Project;" Faculty Lecture Series, "The Art of Making a Difference: Theatre and Social Change;" Faculty Technology Advisory Committee; Residency Appeals Committee; Intellectual Property Policy Ad Hoc Cmte.; numerous events and performances held through the Theatre Program; Teri McCartney Faculty Award in the Creative Arts (x2); Academic Master Plan Cmte.; Faculty Presenter(s), ASU Faculty Orientation, Judge for Student Scholar Days, Judge for Pan-Am Days. This is only a partial list.
- Among the **campus wide committee chair and leadership roles**, we include these: Chair, International Programs Office Exploratory Cmte.; Chair, Retention and Promotion Cmte. (x2); Leadership, Winter Retreat, Office of Title V Initiatives; Director, "Standing Strong: The ASU Equality Project;" Director, "Of Words and Walls: The Anne Frank Theatre Project"; Chair, Adams State Graduation Committee; Unidos Summer Equity Institute Facilitator; Chair, Institutional Review Board; Chair, General Education Coordinating Committee; Founder, Hispanic Caucus (later "LatinX").
- Among **searches outside the department**, we include these: Chair of Psychology search; member, Admissions Director search; member, Instructional Librarian search; Faculty Representative, ASU Presidential Search cmte.; member, member Director of Library search; other departmental search committees.

- Among **community service and service to the profession**, we include these: Organizers¹ of the (now titled) Adams State Conference for Middle and High School English Teachers' Conference; Presenter, national Alliance of Hispanic Serving Institutions (AHSIE) 8th Annual AHSIE Best Practices Conference; Judge, Alamosa Library Literary Contest; Board Member, Valley-Wide Health Services; President, Rocky Mountain Theatre Association; External Program Reviewer, Western State Colorado University Communication Program; Co-Founder, Our Lady of Guadalupe Parish Youth Group; President, Rocky Mountain Communication Association; Rocky Mountain Communication Association Facebook page administrator; Keynote Address, Antonito High School graduation ceremony; Referee, Southern Colorado Film Festival; Member, Advisory Board, Kentucky English Bulletin; Respondent, numerous stage productions; Theatre fundraising event for La Puente Home "Share the Magic"; Judges, Alamosa Optimist Club essay contests (annual, only listed once above); Reviewer, numerous professional publications. This is only a partial list.

¹Every full time tenured professor, tenure-track professor, and instructor, as well as some visiting professors and part-time instructors, has served as organizers and support personnel in some role for our annual teachers' conference.

Mass Communication Program. The vast majority of the Mass Communication program's costs are covered by the ASU Communications Board, as many of the Mass Communication courses overlap, and therefore collaborate, with Student Media (e.g., the radio station is run by Student Media, which is run by the Communications Board, but COMM 190 Radio Practicum is also offered in this space). Other costs are covered by a student fee imposed for taking video courses. Equipment was also paid for by grants received in AY 2012-13 and 2015-16 (see below).

Theatre Program. Revenue generated.

Ticket sales: non-AS&F audience members only*

2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017
\$20,510.18	\$27,990.44	\$16,592.25	\$15,058.00	\$12,435.00

* Ticket prices ranged from \$5 - \$10

Summary:

Our box office receipts supplement the College Service Fee that Theatre receives (1% = \$17,000 of which around \$15,000 is budgeted for our production season). We rely on our box receipts to be able to afford to produce our production season (production royalties, lumber, paint, fabric, costume rentals, technology, publicity, etc.) We also apply any box office receipts left at the end of the year to our reserve fund. We carefully build and manage this fund so that we have resources to replace building equipment (technology, seating, etc.) for which no other fund exists. Our College Service Fee only provides enough funds to partially fund our theatre season. It is not enough to allow for funds to replace, repair, or purchase new equipment. Ticket sales are our only consistent way to fully fund our production season and to build a reserve to replace, repair, or purchase new equipment with going to administration or Facilities for funds.

The range from a high of \$27,990.44 to a low of \$12,435.00 can be explained by multiple factors. In 2013 – 2014, we staged Main Stage productions that proved highly popular (*Sleeping Beauty* and *The Outsiders*). Additionally, we did a fourth faculty directed production (*The Santaland Diaries*). In 2016 – 2017, we only had two faculty directed productions because we only had two faculty directors on staff. Without a fall production, our box receipts were lower.

The factors which impact our box receipts include the plays we select to produce as well as the number of school matinees we are able to present. As an academic department, we select shows to produce based on a variety of criteria. Sometimes that means we produce plays which may not have broad-based audience popularity or be suitable for school matinees. *Standing on Ceremony: The Gay Marriage Plays* (The Standing Strong Project) is a good example of this. It did not sell well to the larger SLV community, but it was well-attended by campus community. Arguably, it was a meaningful and important work for us to do on our campus. When we produce plays that have more academic merit than box office appeal (*Marat Sade* 2-14 - 2015, *Arcadia* 2015- 2016), it will impact how much money we earn at the box office. *The Diary of Anne Frank* (Of Words and Walls Project) in the fall of 2017 is good example of a classic work that did very well at the box office garnering \$7,600+ in ticket sales.

ASU Theatre Foundation Scholarship:

As of January 2017, our fund totaled \$151,948.97 based on donations from the “purchase” of seats in the Main Stage Theatre. With a minimum donation of \$250, a person or business may get a permanent seat plate on a chair in the theatre. This scholarship fund was established in 2001 when we moved into the new Theatre building. We continue to grow this fund which allows us to use the interest from the principal sum as scholarships for new, transfer, and continuing students.

William and Lenora Gilmore Merit Theatre Scholarship:

This scholarship awards \$500 to sophomore Theatre majors

Paul S. and Patti Newman Theatre Scholarship:

This scholarship awards \$500 - \$1,000 to a theatre education major during their student teaching semester.

Grants:

In the summer of 2017, we received a \$5,000 grant for the Leslie and Maury Lieberman Foundation to fund the *Of Words and Walls: The Anne Frank Theatre Project at Adams State University* implemented in the Fall, 2017.

\$3,000 in underwriting for the 2017 holiday season production.

\$2,500 in underwriting for the 2016 holiday season production.

\$2,500 in underwriting for the 2014 season production.

Work Study:

The ASU Theatre Program is more than an academic unit. We are **a theatre company that produces 6-8 productions an academic year plus a variety of additional performances.** To make that happen, we hire, on average, **24 work study students** to work in our shops, box office, publicity office, etc. We are assigned **33,000 total hours of work study.** Through Work Study, our students are gaining valuable experience that helps to make them competitive after graduation.

Sharing the Magic: La Puente Fundraising Event

As of 2016, our annual holiday show production had raised \$500,000 since 2008. With the 2017 production of *A Midsummer Night's Dream*, we have raised over \$550,000.

Mass Communication. Grants/Scholarships.

- The Mass Communication successfully applied for two grants of \$5000 each in Fall 2015 for the production of a documentary produced to air on PBS about hunger in the San Luis Valley titled *A Meal Out of Reach*. The funds came from the ASU Foundation and from the Colorado Film Commission. The documentary debuted on February 27, 2017 at Adams State University.
- The Mass Communication Program is custodian of the Brooks Haynie Memorial Scholarship, currently valued at \$2740. This scholarship has not been awarded since AY 2013-14 about the time that Journalism (JOUR) transitioned to Mass Communication (COMM). The Haynie family could not be contacted to gain permission to change the scholarship terms until November, 2017.

- The Mass Communication program also received a partial grant from FTAC during AY 2012-13 in the amount of \$2500.

English emphases. (Secondary Education, Creative Writing, Liberal Arts).

- The English program is custodian of the Erin Gilmore Memorial Scholarship, an award of \$500/AY based on a student's continuing enrollment at ASU and the strength of their creative writing sample.
- The English Program routinely offers public readings that are **free and open to the public**. The English program typically pays **\$800/speaker, taken from our Revenue Sharing** dollars. Some speakers decline the fee or accept less. ETC pays for refreshments.

Readings/Events with invited guest readers (including capstone public readings)

Acad. Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
No. of Events	4	5	3	1*	3

*The decline in events is due in part to anticipated declining revenue in Rev. Sharing dollars.

English, Theatre, and Communication also began hosting an annual **middle and high school teachers' conference**, offered in 2016 and 2017 (and again this year). This is **free and open to the public**. Title V and the university offered some funding in the past. This year ETC is funding it alone.

Formal and Documented Recruiting Efforts.

Theatre.

Theatre Scholarship Audition Day:

Each February, high school students and transfer students from around the state are invited to attend. On this day, student attend a class, tour campus, meet with Admissions, participate in a comedy improv workshop, have lunch with current theatre majors, and audition for scholarships.

Since 2013, 70 people have submitted registrations for attending the Theatre program's "Scholarship Day." Between 40 - 50 students have actually attended Theatre's Scholarship Day since 2013.

Theatre Festival Recruiting Trips:

Theatre faculty interview 50+ first-year candidates each year at Colorado Thespians. At The New Mexico High Desert Theatre Festival event, we talk with 20+ (3 recruited in Fall 2104). Theatre faculty visit regional high schools (including 4 high school visits to the Front Range by the ASU improv troupe, "Lost and Found," in 2012).

Hobsons Notification Reports:

Twice a month, we receive Hobson reports from Admissions. Using this list, we email, text, and send mail (letters, postcards, etc.) to any student who has indicated interest in ASU Theatre. Typically, we will contact each 3-4 times as we encourage them to register for and attend our scholarship audition day.

Scholarships:

Theatre receives \$12,000 from the ASU administration to use as Incentive Grants to award to new and returning students. Music and Art have similar grants to offer students. It is our primary and most

successful means to recruiting new students. Typically, we offer \$1,000 Incentive Grants (First Year Scholarships) to students who audition for our program and show merit.

Theatre has a long-established (late 1990s) 4-year Freshmen Talent Theatre Scholarship which comes from an anonymous gift. The amount is \$1,000 a year for four years. Each year, we award 1-2 scholarships. The amount has remained constant since the scholarship fund's inception. The \$1,000 per year award has **diminished** in value as tuition has increased. This is an area of concern.

For 2017-2018, we awarded 8 \$1,000 First Year Scholarships and 4 Four-Year Scholarships worth \$2,000 for the first year and \$1,000 for the remaining 3 years. All 12 of our scholarship offers went to students we contacted from the Hobsons (two of those were after the scholarship day).

For 2016-2017, we awarded 4 \$1000 First Year Scholarships and 1 Four-Year Scholarships worth \$2,000 for the first year and \$1,000 for the remaining 3 years. All scholarships were offered to students who were introduced to us from the Hobsons Report.

For 2015 - 2016, we awarded 7 First Year \$1,000 Scholarships and 1 Four Year Scholarship. Three came from our New Mexico (recruiting trip) and the rest were from our Hobson's Report/Scholarship Day.

Since 2013, 78 people have submitted registrations for attending the Theatre program's "Scholarship Day." Between 40 - 50 students have actually attended Theatre's Scholarship Day since then.

Other Efforts:

Participation in annual "Arts Extravaganza" until its discontinuation in 2015. Success rate of recruitment is unavailable. (This activity is not reflected in college-wide service above).

Theatre has also focused getting students who have left the program (for a variety of reasons - mostly financial) to return and finish their degrees. This school year (2017-18), **three** students returned.

Mass Communication. Recruitment.

Discover Days (Feb. 2018).

Arts Extravaganza (2013, 2014)

High School Recruiting Trip (Nov. 2017)

Ongoing visits with students who come to campus.

Upward Bound (May 2017)

Additionally, Mass Communication keeps contact with students who have left and have not finished, encouraging them to return. Since 2012, two student left and returned after an absence. One graduated in 2017, the other continues to be a student in Mass Communication.

English. Recruitment.

Discover Days (3-4).

Numerous high school visits.

Participation, College at High School, 2012-2016.

Upward Bound 2012-2017.

Criteria 6. Faculty Program Strengths and Accomplishments

Faculty credentials.

Tenured / tenure-track Faculty in ETC, Main Campus (8):

Mr. Aaron Abeyta, MFA, Dr. Richard Baker, Dr. Beth Bonnsetter, Ms. Taylor Dunne, MFA, Mr. David Gerke, MFA, Dr. David MacWilliams, MFA, Ms. Jenna Neilsen, MFA, Dr. John Taylor

Full-time Instructors in ETC, Main Campus (2):

Kathleen Chavez, MA, Ms. Michelle Le Blanc, MFA

Visiting Asst. Professors in ETC, Main Campus (4)*:

Ms. Alexis Black, MFA, Ms. Jessica Brown, MA, Dr. Kathrin Kottemann, Dr. Lynnea King

Adjunct Members of ETC, Main Campus (2):

Mr. Peter Anderson, MA, Ms. Ellen Novotny, MA

Full-time Admin. Assistant (1):

Cheryl Schroeder 17 years of service.

* The four Visiting Assistant Professors have been offered and have expressed interest in converting to tenure-track next AY.

Faculty peer-reviewed publications and awards / honors, from Fall 2012 through **Fall 2017**, tenured and tenure-track *only* who are still currently employed.

Academic publications, incl. textbooks & anthology contributions*	Creative publications including books & literary magazines	Book / textbook reviews ¹	Awards / Honors ¹
1 textbook 3 anthology contribs. 5 articles/chapters	4 books 6 magazine pubs.	1 book review 7 textbook reviews	16

Notes.

¹ Includes: Presidential Teaching Award; Emeritus Status; Governor's Creative Leadership Award; Western Slope Poet Laureate; Fellowship, Virginia Center for the Creative Arts; 3 Keynote addresses; Television Academy (the Emmy Awards) Foundation Faculty Fellowship; National Association of Television Programming Executives Faculty Fellowship, The Puffin Foundation.

Performances delivered by faculty from Fall 2012 through **Fall 2017**, tenured and tenure-track *only* who are still currently employed.*

Academic conference presentations*	Public (creative) readings ¹	Theatre performances ²	Improv troupe performances ³	Int'l Film Screenings / Festivals
28	29	34	68	4

Notes.

*10 on-campus; 14 off campus; 4 "respondent" roles

¹ not included among "recruiting" or "service" duties above

² Includes faculty and student directed productions, but not the improv troupe performances

³ Includes on and off-campus performances, but not the 2012 recruitment effort

Quality of resources.

Theatre.

The vast majority of the equipment we use in the Theatre building was procured when the building was built in 2000 - 2001. There is no existing budget line to cover the repair, replacement, or the acquisition of new equipment. We use our College Service Fee to fund our production season combined with ticket sales to the general public. If we have money left over, it is rolled into a reserve account. We use that account for the repair, replacement, or acquisition of new equipment. Since 2011, we have:

- partnered with the administration to buy new seating for the Xperimental Theatre (2011).;
- purchased new counters for our public lobby restrooms;
- purchased new sound and projection design technology;
- partnered with Facilities on a lobby window cleaning project in which paid for new landscaping;
- purchased four sewing machines for the Costume Shop.

This represents a partial list.

Mass Communication.

The vast majority of equipment used by Mass Communication is funded by the ASU Communications Board.

- Radio soundboard, antenna, microphones are 10 years old. KASF does not have a seven-second delay, and therefore lacks the ability to have call-in shows.
- Radio station computers, transmitter, and software are 3 years old. Software continues to be an ongoing issue as it is not made for college campus use.
- Newspaper computers and software are brand new as of Jan. 2018
- The quality of the video equipment supply varies.
 - The audio equipment supply is healthy. We have 6 shotgun microphones, 2 wireless lavaliers and 2 Zoom H4 digital audio recorders that *were bought in 2012 and are still in use*. In Spring 2017 we bought 3 new H5 Zoom digital audio recorders and a one new wireless lavalier.
 - We have (1) 3-point light kit that was purchased in 2012 that is still in good condition and (2) LED light kits were purchased in Fall 2016.
 - The equipment that needs the largest upgrade are the video cameras. There are 6 *outdated* handycams from 2012 and 3 proconsumer Panasonic HD cameras from 2013 that are still in use. We have 3 DSLR cameras that were purchased in 2014/2015 that are not outdated; those include a Canon T3i, a Canon C100 and a Canon D60. We purchased (3) new Panasonic GH4 cameras and prime cine lenses in Fall 2017 to upgrade the camera equipment, but 2 of those cameras were stolen from a locked office in the McDaniel building over Winter Break.
 - In addition to these large purchases there are several video tripods, best grips (for phones), C-stands, a green screen, a video switcher, boom poles and miscellaneous equipment.
- The production side of Mass Communications would be improved with the addition of some new DSLR cameras. Space is also an issue as there is no production studio. Security is also an ongoing problem.

English. N/A. We use resources available in McDaniel Hall, the Neilsen Library, and online via AITC.

Criteria 7. Future Potential of the Program

Mass Communication.

Mass Communication recently implemented a new degree program. Although expansion and growth of this degree program is possible and likely, it is anticipated it would involve courses that utilize existing resources, and therefore be **cost-neutral**. A renovation of the Haynie Center is planned to include a sound stage for video production, **but the cost for that would come from existing ASU Communications Board funds**, and therefore **no cost increase to the college** is anticipated. No date exists as to when the renovation would begin.

Mass Communication also is exploring two new minors, which would be joint efforts with other programs. These minors would utilize existing courses, and therefore would be cost-neutral.

Theatre.

Beginning in 2016, the Theatre program initiated changes to our program by reconfiguring our BA in Theatre degree and conducting a search for a fourth faculty member. In 2017-18, the Theatre program implemented its new BA in Theatre degree with emphases plan and added a fourth faculty member who has expressed interest in a tenure-track contract. We believe that our new emphases, especially a focus on Technical and Design Theatre, will allow us to grow our program with new majors **without a need for increased resources**. The fourth faculty position is **revenue neutral** as well because it was a transfer of a position within our department from English to Theatre.

As we attempt to grow, our biggest hurdle has been and continues to be a lack of competitive scholarship money to award to incoming, transfer, and returning students. Our Four-Year Freshmen Talent Scholarship is our signature scholarship, but, as referenced above, it is only worth a total of \$4,000 over four years. With our current annual tuition at \$7,584, the \$1,000 per year award is no longer attractive to students or competitive. While we can supplement awards with funds from our Foundation Scholarship Fund (seat plates), the interest accrued on the account and available for scholarships is not significant enough to impact greatly impact our efforts to recruit and retain students in ways that grow our program.

A goal of our program is to find a way to procure funding for a four-year full tuition scholarship. This could also be allocated as two half tuition scholarships. At the current tuition level, the cost would be \$7584. Over a ten-year period, our program would like to be able to offer up to 4 four-year full tuition scholarships.

The current Theatre Program's production and equipment budget is funded by the College Service Fee. For decades, our share of the service fee has been 1%. This was true when we were a program of 10 majors and working in a small black box theatre in Richardson. It remained unchanged when we moved into the new and much larger theatre building in 2001 and grew into a program that is bigger in all respects. As a whole, the arts on our campus (Theatre, Music, Art) receive a total of 4% of the College Service Fees. The arts are a major source of extracurricular activities as well as a significant draw for community members to come to our campus. They should be supported at a level befitting their contributions to the university. As a start, Theatre and Art should be increased to 2% so that they are funded at an equal level with Music. This increase would allow us to achieve higher production values in our performances, bring in guest artists to work with our students, provide additional extra-curricular opportunities for our students beyond the productions we create, and more.

English.

English will review our 3 emphases, Liberal Arts, Creative Writing, and Secondary Education, when this current review of academic programs is complete. Our tentative plans involve incorporating more Mass Communication courses into our emphases, and **thus involve no cost**.