**Department/Program Review Summary**

**2017-18**

**Department:** MUS/THE/DAN

**Date of Review:** March 22, 2018

**Review Team Members and Titles:**

Jennifer Kostic, Associate Provost

Paul Ciarlariello, Manager, Research, Analytics and Reporting

Jackie Myers, Assistant Dean, Business and Public Services

Jared Cutler, Assistant Provost of Accreditation and Assessment

Lonnie Dorgan, Chairperson, Chemistry

Heidi McGrew, Division Assessment Coordinator, Liberal Arts, Communication, and Social Sciences

Moez Ben-Azzouz, Professor, Mathematics

Deborah Atkinson, Program Director, Medical Assistant Technology

Kenneth Hodges, Assistant Professor, Accounting

Jill Williams, Academic Advising

Kelly Vogelsong, Marketing Designer, Strategic Marketing & Communication

Chris Tomlinson, Manager of Space Analysis

Debra Oswald, Director, Library

Shari Rethman, Dean, Liberal Arts, Communication, and Social Sciences

**Department Members Present:**

Gina Neuerer, Chairperson, Music, Theatre & Dance

Ken Kohlenberg, Program Director, Music

Faculty and Staff:

Daniel Greene

John Parcell

Nolan Long

Sheri Fazzari

Patti Celek

Terry Stump

Nelson Sheeley

Dan Brunk

Kimberly Borst

Kathleen Hotmer

**Commendations:**

* Perhaps the most striking aspect of the self-study and the meeting with the Program Review team is the commitment that faculty in this department show to their students. This department connects with, mentors, and guides its students to a remarkable extent. The one-on-one attention that students in this department receive – which entails a considerable investment in time and effort by faculty in the department - is remarkable, and appears to have paid dividends in terms of increased retention and completion. Faculty in the department help students plan out their pathway to completion in collaboration with Academic Advising, so that they know exactly what to take and when to take it to reach their educational goals. Faculty work selflessly and tirelessly in with students to help encourage them to persist and complete. It is to the department’s credit that its individualized outreach to students was in response to a recognition a couple of years ago of a need to increase student outcome success, and it appears that this had paid off for students. This is a department that touches lives – not just the lives of its students, but also the lives of the many students and community leaders who attend its performances.
* The Chairperson and Program Director for this department are strong advocates for their departments, for their faculty, and particularly for their students. Without question, this department benefits from strong, experienced leadership.
* Course success rates in this department are outstanding – and appear to be a consequence of the individualized attention students in the department receive.
* Diversity and inclusiveness have been a priority at Sinclair – but no department has embraced this message more, and done more to communicate it to students, than this department. This department has staged a number of productions in recent years designed to increase knowledge of issues surrounding diversity, and this has been a conscious and strategic effort on the part of the department and its faculty. This department deserves a tremendous amount of credit for their work promoting knowledge of diversity and inclusion at Sinclair and providing performances that help drive this message home.
* The Music and Theatre productions at Sinclair are top notch – because of the work of the leaders and faculty in this department, Sinclair is known for its outstanding concerts, performances, and productions. Not only is this one of the most visible examples of community outreach, but also helps attract potential students to Sinclair. The department manages to put on quality performances with finite resources, and does a great job of managing with what is available.
* The community outreach isn’t restricted to just performances – the various ensembles allow the community to actually participate in musical events, developing talents and cultivating the goodwill of area residents.
* There was some excellent General Education outcome assessment work that was reported for Theatre students in the self-study – this section was one of the very best from a Program Review self-study since the current process was implemented.
* The department can point to a truly impressive number of student and faculty awards – in many cases competing against students at four-year institutions and winning. These include placements and awards in the Junior Women Voice Competition, the Classical Singer Vocal Competition, the National Association of Teachers Singing Vocal Competition, the Kennedy Center College Theatre Festival, Saluting Dayton, DayTony Awards, and others. One of the best indications of the high quality of these departments is the number of awards earned by both faculty and students.
* The department does a great job of developing collaborations with other departments. The American Sign Language department provides student ushers that sign throughout selected performances. There have been a number of collaborations in the past with the English department. The recent performance of *Fahrenheit 451* involved a collaboration with the Unmanned Aerial Systems faculty in the Aviation Technologies Department.
* The Program Review self-study provided an excellent analysis of enrollment. The department clearly understands the factors underlying enrollment trends in the past several years, and has developed strategies in response to them.
* The department has maintained National Association of Schools of Music (NASM) and National Association of Schools of Theatre (NAST) accreditation. Obtaining and maintaining these accreditations is extremely impressive – and rare – among community colleges.
* For the first time this year, a section on the Department Completion Plan, based on the five milestones that are highly predictive of students graduating in a timely manner, was introduced into the Program Review self-study template. The department has already been working on these milestones for some time now, and it was impressive to see the degree to which they were already addressing these milestones that have become a priority at the institution. In this respect, they were ahead of the curve.

**Recommendations:**

* The department has made progress in integrating the MUS and THE components of the department – the department is strongly encouraged to develop further approaches to strengthening the integration in the department. Opportunities should be consciously and purposively sought for cultivating intradepartmental collaborations. In the next five year Program Review, the self-study should be written with all components of the department discussed together, rather than discussing MUS and THE separately. The department is encouraged to leverage the strength in numbers a tighter unification of the department could provide in terms of requesting additional resources.
* Ohio Transfer Module completion is not required for transfer into Conservatories for some of the department’s programs, and presents challenges to completion for many students. The Provost’s Office will work with the department to find a way to address this barrier to program completions.
* The department is strongly encouraged to work with the Division Assessment Coordinator to improve General Education assessment in the MUS program. The MUS program has some great program outcome assessment work that can suggest how this can be accomplished for General Education outcomes, and the THE program has modeled some superb approaches to General Education assessment in the self-study. This is also an excellent opportunity for the components of the department to work together to improve assessment in the department overall.
* The department is encouraged to work with RAR to get information on tracking graduates – there are new SAS Visual Analytics reports, in particular the Program Review Dashboard, which can provide data on transfer and employment of department graduates. In addition, the one-on-one relationships cultivated with students in the programs in the department should be leveraged to gather information on accomplishments of graduates. A database of student accomplishments after graduation could be used to both track graduate outcomes and also serve as a recruiting tool to attract potential students.
* While not discussed in the meeting with the Review Team, the department is strongly encouraged to review the number of courses in the curriculum and reduce them where appropriate. There are a large number of courses in the curriculum, some of which are not offered frequently, or perhaps have not been offered at all in years. A review of courses in the curriculum to determine whether some should be sunsetted is highly recommended. In addition, the department should consider whether existing resources are adequate for offering applied courses for non-majors, examining them in light of drain on available resources, and assessing whether they duplicate other opportunities for music instruction available in the community.
* The department expressed concerns about personnel resources – the department is strongly encouraged to provide evidence and analyses that would support future requests in this regard.
* The department has done impressive work in increasing the number of graduates through individualized attention. The department is encouraged to continue this work, and develop additional strategies to increase student completion of degrees and to recruit new students to the department’s programs. In this regard, a formal completion plan should be developed by the department that lists the specific strategies that have been developed. These strategies should include exploration of reverse transfer and other efforts that involve Career Communities.
* The department has really done a great job of developing online courses – are there other opportunities to convert additional courses to an online format, particularly additional music appreciate courses?

**Overall Assessment of the Department’s Progress and Goals:**

It was evident to the Review Team that the department had prioritized goals and recommendations from the previous Program Reviews. On all of them the department had completed the goal or recommendation, demonstrated continuing progress, or had presented a strong rationale for why it was no longer applicable. The Review Team was impressed by the consistent work that has been done on these goals and recommendations since the last Program Reviews. It is hoped that the department will show that same sense of purpose in collaborating on the goals and recommendations for the next five years. The goals in the self-study and the recommendations in this document provide excellent opportunities for interdepartmental collaboration, and it is anticipated that all faculty in the department will work together to achieve these goals.

The Review Team would again like to express their admiration for the outstanding work of the department, the sterling quality of the concerts, performance, and productions it puts on, and the exceptional dedication to its students displayed by the faculty. This department is truly a credit to the institution, and it is hoped that faculty realize how much Sinclair values the excellent work they do.

**Institutional or Resource Barriers to the Department’s Ability to Accomplish Its Goals, if any:**

* In a time of shrinking resources and budget shortfalls, staffing is a concern for many departments at Sinclair. While resource constraints dictate that there are no guarantees regarding replacement of positions, this department, like others, would do well to gather evidence and performance analyses to make the case for its staffing needs. Those departments that are most successful in documenting and demonstrating their need for additional staffing resources have the greater chance of having their needs met in periods when budgets are tight.
* Space is also a concern for many departments at the College, although accreditation issues make this a particular concern for this department. Currently the priority at Sinclair is G4, and then subsequently the backfill strategy will move forward. This department, like all other academic departments at Sinclair, is encouraged to be patient and collaborate with the ongoing efforts to strategically reassign space and cluster department resources at the Dayton Campus.
* In an institution as large and complex as Sinclair, communication can be a challenge. There was some discussion in the meeting with the Review Team regarding both communication of and opportunities for input into various decisions made at Sinclair. In times where there appear to be shortfalls in these areas, departments need to work with division deans to identify communication breakdowns, and also identify instances where there is a need for additional opportunities for input. There are mechanism s at the college for communicating concerns along these lines, and departments are encouraged to utilize then when appropriate.
* Recruitment is a concern for many departments, particularly with limited marketing resources available to the institution that must meet the needs of a variety of programs. Sinclair may want to develop strategies for departments to self-market through social media, and share these strategies in Fall Conference, the Center for Teaching and Learning, and other venues. While many departments may wish to return to the days of decentralized marketing, this is no longer feasible given current budget constraints, and other strategies will need to be developed and disseminated to departments, particularly those that involve relatively inexpensive social media strategies.
* One suggestion that was made by the Review Team in its discussion after the meeting with the department was the possibility of utilizing visiting faculty to supplement full-time department faculty. Is this a possibility that Sinclair could explore?
* Equipment replacement – specifically pianos that were no longer fully functional – was discussed in the self-study. Departments are encouraged to continue to utilize the Capital Request process for equipment replacement, and work with their deans to prioritize the strongest needs in this regard.