**Sinclair Community College**

**Continuous Improvement Annual Update 2016-17**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2017**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2017**

**Department:** **LCS - 0250 - Theatre & Dance**

Year of Last Program Review: FY 2012-2013

Year of Next Program Review: FY 2017-2018

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| One of our major goals to improve student learning is discussed in Section II, part C, Admissions Requirements. It dealt with guiding our students better at the beginning of their education. | In progress  Completed  No longer applicable | **This is complete in that the policy is in place to have all new majors first see the chair of the department for an advising session; this is set-up with academic advising to not advise new theatre majors, but to send them to the department. This worked well going into fall 2013; as almost all new majors were seen by the chair. There were 4 new majors who ‘fell through the crack’ going into fall 2013 and were not sent to the chair by academic advisors; all four were hindered in the start of their theatre studies and the department has done the best they can in getting these students back on track.** |
| An important goal that affects student learning is our national accreditation. Currently we are Associate Members of the National Association of Schools of Theatre; this is a five-year membership, which is up for re-accreditation in the 2014-2015 year. | In progress  Completed  No longer applicable | **The department completed the process for re-accreditation by submitting the NAST self-study in February 2015, then hosted the site visitors in April 2015. The report from the visitors has been received and there were no major concerns; a Response Letter to the report was submitted in order to correct a few mistakes and update information about the merger of Theatre & Dance with Music. So, the department has completed everything that needs to be done for re-accreditation. NAST will vote on this at the conference in March and inform the department of the results about 30 days later.** |
| We plan to improve student learning by utilizing the black box space for both classroom use and additional performance opportunities for our students. Student learning will also increase as student actors, technicians and designers get the opportunity to learn about theatre production in a different type of theatre configuration (Theatre configuration deals with the different relationship/placement of audience and performer). Blair Hall Theatre is a proscenium configuration and the black box space can be arranged as any configuration and be changed for every performance, thus giving our students many more experiences. | In progress  Completed  No longer applicable | **Since opening the Black Box in November of 2013, the department has used the space for 4 main stage productions which utilized 3 different types of configurations. And these main stage productions had 8 student designers and 26 student actors (as well as many student technicians) who learned a great deal about working in this small intimate space, in the variety of configurations.**  **As a classroom space, all but one dance class and one acting class are taught in this space, as well as the lab for the lighting fundamentals class.**  **This space is also where all main stage auditions, call backs and rehearsals take place.**  **In the first year of the Black Box (2013-14) the department introduced the Mac Student Series. This series is intended to encourage students to produce live performances on their own. They have to apply to use the space, the department votes to approve the application or not and also determine at what level the project will supported; as in how much of a budget there will be, if the department will purchase the rights to produce it and to what extent the project will be permitted to use stock materials and shop supplies. In this first year, there were only two Mac Student Series projects produced; one was at the end of the year and the other during the summer of 2014. Then this past year there were/are seven projects being produced. They were spread throughout the academic year, with two more currently being produced during the summer of 2015.** |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department’s mission statement focuses solely on Theatre, but a substantial portion of the FTE generated in this department are from the Dance courses. The mission statement should be modified to be inclusive of the Dance component of the program. In addition, the program outcomes for the two Theatre degree programs are the program outcomes that are reported in the Annual Updates. The department should find ways to ensure that there is assessment of program outcomes that are applicable to Dance also, otherwise Dance will be “invisible” to assessment in the department. Perhaps the department could explore developing a set of outcomes for the Dance courses that are separate and distinct from the Theatre degree program outcomes, and that would allow for measurement of student learning across these courses. | In progress  Completed  No longer applicable | **The department has revised both the Mission Statement and the Program Outcomes to be inclusive of the dance component in our program. The department has added DAN1172, 1173 and 1174 to the Performance Program Outcome: “Demonstrate competency with basic audition and performance techniques”**. |
| Regarding assessment, the department should find ways of collecting, compiling, and analyzing some of the data it is already generating. There is a considerable amount of assessment already taking place in the department, it just needs to be captured, analyzed, and reported. For example, after every production there is a “post-mortem” discussion regarding what went well and what could be improved – capturing and analyzing these discussions for trends across productions could be a means of conducting program assessment. Faculty evaluate student performances all the time on an individual level – capturing these individual level assessments and looking for trends related to program outcomes across all students would be an excellent approach to assessment of program outcomes. | In progress  Completed  No longer applicable | **As stated, the department continues to accomplish a great deal of assessment throughout both programs. The department consistently discusses these assessments as a group, in many settings, including bi-weekly department meetings where we discuss the success, completion and challenges of all our students. From these discussions we look at trends across our classes, as well as theatre production work, and we make decisions to continue growing what is working and make changes to what needs improvement.**  **As one example, both programs have a specific Program Outcome that deals with demonstrating professionalism as a Performance Major and as a Technology Major.**  **We noticed students demonstrating a difficulty in understanding the importance of professional standards for punctuality. We discussed what our classroom tardy and attendance policies needed to be as well as our theatre production tardy and attendance policies. We decided that our current classroom polices needed to remain the same (where a limited number of tardies and absences are allowed), but we needed to create a more rigorous policy for theatre production work.**  **For the Tech Production class (THE1194, 1196) the students are given the production calendar before the semester begins and it is made clear that absolutely no absences are allowed and any tardies will lower the overall grade. They are able to pick from a variety of production positions allowing them to pick the position that works with their schedule. Then potential cast members are given the calendar at auditions and have the opportunity to list conflicts, but only very few conflicts will be allowed, if there are too many conflicts, they will not be cast.**  **During the production process (rehearsals, tech, performances) we began using Daily Rehearsal and Performance Reports as a form of assessment to track student behavior in this area. From this, for the cast members, we developed a policy that allowed for very few tardies and absolutely no absences (beyond the few approved listed conflicts).** |
| In the self-study and in the review team discussion the department mentioned that tracking graduates and former students is a challenge. Graduates spoke highly of the department, but there may be feedback from other former students that the department isn’t getting that would be useful for making improvements. The department is encouraged to explore efforts for increasing its ability to get feedback from a more comprehensive sample of graduates and former students. Social media may provide one avenue for accomplishing this to a greater extent, but there may be other avenues that could also be explored. The department should examine some of the new techniques being employed by Research, Analytics, and Reporting to increase response rates for its graduate surveys. | In progress  Completed  No longer applicable | **Yes, this is a challenge. But we identified how we have overcome this challenge and thus this is one of our strengths and this recommendation is not applicable. The Sinclair survey that is sent to graduates just does not seem to reach our students. So we already employ social media and we simply stay in touch with former students, constantly asking them for feedback and often bringing them back to talk to current students about their post-Sinclair experiences (both transfer to 4year universities and employment). In our program review we had 26pages of feedback from former students (22 students represented) and 7pages that listed the employment and transfer information of former students. Of course there is feedback and information from former students that we are not getting, but what we are getting is significant.** |
| The previous Program Review included recommendations to track outside work of students both while at Sinclair and after they graduate. It is recommended that the department explore ways to better capture what productions outside of Sinclair their students are involved in while in the program and what productions they are involved with once they leave Sinclair. | In progress  Completed  No longer applicable | **This was for a previous Program Review, it is not relevant to this Program Review, as clearly evidenced by the student work, outside of Sinclair, that was listed with the Program Review. And both the above and below recommendations address this same issue.** |
| Similarly, the successes of Sinclair graduates once they leave the program should be more widely disseminated to the public. Where appropriate - and with permission - highlighting the successes of former students in promotional materials may be an effective means of doing this. | In progress  Completed  No longer applicable | **This is complete, and in place to continue and grow, thanks mostly to our Marketing Specialist, Patti Celek. This is something we have always done, and most recently, this has been accomplished through: Sinclair Foundation brochures that highlight former students, The Vintage Affair, The State of the College, constant press releases, theatre production programs from other theatres where Sinclair is mentioned by current and former students, involvement with the DayTony organization where our students have won awards that are published through several media venues, our presence on Facebook and YouTube also disseminates this information, etc…** |
| The department needs to ensure that its resources are not overextended – in terms of the number of productions the department tackles every year, in terms of the level of engagement with the students, or in terms of follow-up with graduates and former students, the department should work to maintain the delicate balance between meeting the needs of a high-quality program and spreading its resources too thin. | In progress  Completed  No longer applicable | **This recommendation is something that is already achieved: this balance is part of nearly every decision we make.**  **It will always be a delicate balance and the make-up of this balance will always be changing and we will always be striving for a high quality program while attempting to not spread our resources too thin: this is just what we do.** |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Information Literacy | **2016-2017** | **THE2206** - Script Analysis | * 3-Essay Tests * Buried Child Research paper * Angels in America Research Binder | **See attachment: “GEN ED OUTCOME – Info Literacy”** |
| **NEXT YEAR:** | | | | |
| Computer Literacy | **2017-2018** | **THE2206** - Script Analysis |  |  |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Analyze a play's structure, character, themes and production values. | THE-1105  THE-1106/07 THE-1111  THE-1194  THE-1199  THE-1213  THE-2114  THE-2201  THE-2202  THE-2206  THE-2216 | 2012-13 | **See Attachment: “Program Outcomes Play Structure” to see the assignments in major classes that look at this outcome** | **See Attachment: “Section III Assessment of Gen Ed - Degree Prog Outcomes”** |
| Demonstrate competency in at least two different areas within the field of theatre (Acting; Directing; Costume Design; Set Design; Lighting Design; Stage Management; Technical Direction) | THE-1105  THE-1106/07  THE-2206  THE-1194/6 | 2013-14 | **See Attachment: “Links to Program Outcome: Competency in 2 areas”** | **See Attachment: “Links to Program Outcome: Competency in 2 areas”** |
| Demonstrate competency with basic audition and performance techniques.  Performance Majors ONLY | THE-1111  THE-1199  THE-1213  THE-2114  THE-2216 | 2016-17 |  |  |
| Demonstrate competency with the basic skills needed in theatre technology as a technician or crew member.  Technology Majors ONLY | THE-1106/07  THE-1116/17  THE-1118/19  THE-1196  THE-2220  THE-2240  THE-2296 | 2016-17 |  |  |
| Differentiate among major periods in theatre history. | THE-1105  THE-1106  THE-2114  THE-2201  THE-2202  THE-2206 | 2014-15 | **See Attachment: “Program Outcomes History Periods”** | **Results have not yet been assessed** |
| Evaluate the contribution of the director, actors, designers and technical crew to a live theatrical production. | THE-1105  THE-1106/07 THE-1111  THE-1194  THE2206 | 2015-16 | **See Attachment: “Program Outcomes Evaluate the contribution…’** | **See Attachment: “PROGRAM OUTCOMES Evaluate the contribution…’** |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | The department is creating a process for better tracking the specific evaluation of specific assignments that have been identified as a tool for assessing each program outcome.  This was completed and reflected in the assessment results in the attachments. No further changes are planned. |
| **How will you determine whether those changes had an impact?** |  |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.

**The completion charts included with the Annual Update need clarification. Below is the adjusted chart that shows Theatre degrees being awarded for an academic year, as defined by Fall, Spring, Summer. The chart included with the Annual Update defines graduate numbers by Summer, Fall, Spring. The department tracks completion for an academic year to include the summer *following* the academic year of Fall and Spring, and that also better reflects a student’s more traditional completion path to graduation.**

**It has been confirmed with Academic Advising and Jared Cutler that we have come up with the same number of degrees awarded, so this is not a change in total number of degrees, just differences in which academic year the degree is counted.**