**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** Technical Theatre

**Section I: Trend Data**

1. **Program Trend Data**

Enrollment numbers in theatre have remained steady over the past three years, while also indicating an increase in enrollment in the Technical Theatre program. Changes in the amount of students enrolled in the Theatre Performance program fluctuated mildly from year to year, mostly due to the economic situations of many of our students.

Overall interest in the Theatre Program remains high, indicated by the number of students participating in productions, both on and off stage.

The current economic situation has had a slight effect on enrollment in individual classes, as many students are not enrolling as full-time students, but are taking smaller course loads due to financial constraints.

1. **Interpretation and Analysis of Trend Data** *Suggestions of questions that might be addressed in this section: What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

Given the current economic situation, the data indicates that enrollment is, at the very least, maintaining itself. Many of our current students are finding themselves in the necessary position to take on more hours at their job, or in some cases, find a second job, in order to stay above water. This has limited the amount of time that students have to actively take classes, or to participate in productions. This has led to a certain amount of confusion for some students as they try to maintain focus of their overall career goals, while still getting by day to day.

However, our students are gaining employment opportunities in the community within our given field. Students are earning technical and performance positions at local and national theatre companies and entertainment organizations. This success outside of Sinclair has led to students leaving school prior to graduation in order to enter the work force in performance or technical theatre full-time.

Our department most recently has begun to implement a Mentorship program, through which we will be able to discuss each individual student’s career goals, and to help them reach those goals through their work in the Sinclair Theatre Department. This will allow our faculty to engage our students in a more individual manner, discussing and strategizing the greater achievements that they wish to pursue. It will also enable us to track that success more thoroughly, and to relate our class and lab work more directly to what they wish to do. It is the department’s strategy to not only continue this program, but to create a department shared drive through which all faculty can, at any time, log on to and individually see a document listing what a particular student’s ultimate goals may be, thus facilitating more meaningful conversation between our faculty and students.

The Theatre Program has also made, and will continue to make, a more focused effort to partner with local, regional, national and international theatre organizations and professionals. These partnerships allow us to offer workshop and residency opportunities for our students that puts them in a learning environment with other professionals in the theatre field. This will be an invaluable student engagement tool as we continue to foster a professionally-focused curriculum.

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

1. What was the fiscal year of the most recent Program Review for this program? FY 2005-2006
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

The program set as its goal to streamline, update and restructure the curriculum of both the technical and performance degree programs in an effort to more thoroughly focus on the foundation skills of theatre necessary for students to possess in order to either transfer to four-year institutions, or to immediately enter the work force. The program also set out to more adequately bridge the gap between coursework and practical opportunities that the department has to offer students.

1. Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.

Our focus continues to be, especially during the semester conversion process, to streamline and update our curriculum in order to more adequately prepare our students for success. However, over the recent past, the program has included as a specific goal to identify ways that we may engage students in a more individual and meaningful way.

1. What progress has been made toward meeting any of the goals listed above in the past year?

The faculty regularly meets and discusses the practical work of each student in the program, identifying individual needs of students in order to more adequately place them in technical theatre positions. There has also been a focused effort to have tech students seek working opportunities in the community, bridging the gap between knowledge and skills learned in the classroom with real-world experience.

Multiple workshops and residencies have been brought to campus to allow students the opportunity to learn from and work with professionals in the field. Encore Theatre Company, Victoria Theatre Association, Cincinnati Playhouse in the Park and The Human Race Theatre Company are a few of the organizations that have offered student opportunities.

1. What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?

**Program Review Recommendations**

* Include the department’s commitment to personal enrichment and adult learner students in mission statement (Dance program)
* Implement a long-term strategic planning process to help prioritize next steps in program development (Dance program)
* Establish foundation and baseline measures for improved future data analysis of the Dance program given the significant curricular revisions that have taken place recently
	+ Seek assistance from Assessment liaison and IPR to plan an in-depth study of the Dance program
	+ Incorporate multiple perspectives, direct and indirect, in the data analyses
	+ Include a complete self assessment of the Dance program in the next self-study; Dance presented much less data than Theatre in this review
	+ Document and show results of using multiple data sources in addition to student feedback to improve the Dance program
* Advise students to take math early in the program and avail themselves of support resources
* Analyze student interest for taking classes at alternate times and locations with consideration for weekends, Learning Centers, to accommodate student needs and overcome space issues
* Track and report career development/personal interest students as part of community development mission
* Conduct exit interviews to systematically gather qualitative data about students’ experiences
* Develop partnerships to further interest in the THE/DAN curricula

o High school students

o TAGs

o Off-campus space sharing

**Progress Made in Past Year**

Since our program has mandatory advising, we have utilized these meetings in order to aid students in taking math earlier in their course load. We have also reminded students of the resources available to them in order to pass these math classes. Although this method has garnered some success, with more students systematically making their way through their math courses, more strategies are being put in place beginning in the fall of 2011 to actively engage faculty with students taking math courses.

In the past year, the department has begun to more adequately gather and track individual career goals and interests from our students. This has helped to move forward the community development mission of our program.

Alternate class times have been utilized to more adequately meet the needs of students. Many of our theatre majors have jobs with random schedules. We have tested meeting classes more regularly on two days of the week, rather than three. Although this has led to each class meeting for a slightly longer period of time, it has enabled some students to put together a schedule that fits their life needs. A Theatre Appreciation course was also added at the Courseview Campus, with the possibilities of expanding the curriculum there.

Post Mortem discussions are utilized after every mainstage production. Faculty, staff and students meet to discuss the strengths and weaknesses of each aspect of the production. The focus of these meetings is to more thoroughly understand the experience of our students in the department, and to utilize that information to constantly make changes and updates to the process that more thoroughly engage and meet student needs.

We have continued to developed partnerships to further interest in the THE curricula:

Encore Theatre

An exciting new collaboration began this past year with Encore Theatre’s 2010 Summer Season. This partnership is based around the productions of *Rent*, [*title of show*] and *Next Thing You Know* (the last 2 are being performed in Blair Hall Theatre). The production of *Next Thing You Know* is a developing musical that will bring Off-Broadway writers to Sinclair for workshops. [Ryan Cunningham](http://en.wikipedia.org/w/index.php?title=Ryan_Cunningham_(lyricist)&action=edit&redlink=1)(lyrics) and [Joshua Salzman](http://en.wikipedia.org/w/index.php?title=Joshua_Salzman&action=edit&redlink=1) (music) also wrote the successful Off-Broadway production of *I Love You Because*. Along with these workshops the Off-Broadway director and producer of *I Love You Because* will be coming to see *Next Thing You Know*.

Patti Celek, part-time Theatre Department staff member, is a board member of Encore Theatre.

Tech Prep

Centerville HS is still the only school but we had a Tech Prep Workshop day in March that included representatives from: Centerville HS, Options Academy – The Arts, Stivers School for the Arts, Greene CCC, Xenia HS, Bellbrook HS, Mason HS, Eastland-Fairfield C T S and C-TEC of Linking County. Options Academy-The Arts will probably join for the 2010-2011 year.

Victoria Theatre Association

2 very successful collaborations with the VTA :

*In The Footsteps of Celie*, which centered around the national tour of *The Color Purple*

*Changed for Good,* 10-Minute Playwriting Festival, which centered around the national tour of *Wicked*

Both of these collaborations connected area high school students with Sinclair Theatre Majors and exposed these same high school students to Sinclair Theatre.

DayTony Organization

This past year Sinclair hosted the High School DayTony Gala in Blair Hall. This brought around 100 area high school students –who are interested in theatre-- to Blair Hall where they had the opportunity to see the high quality work of Sinclair Theatre Students through the lighting and sound which was part of the entertainment for the evening.

This year the Dayton Theatre Hall of Fame Induction and DayTony Gala is being hosted by Sinclair in the David Ponitz Center, with the intention that in the future the dinner can remain here, but then the awards ceremony portion would move to Blair Hall, again providing more interest in the work we do in the Theatre Department.

Patti Celek, part-time Theatre Department staff member, served as the DayTony Ratings Committee Chair.

Further High School Connections

Sinclair attended the Southwest Area High School Thespian Conference connecting with theatre students from more than 10 different area high schools.

Sinclair Theatre is working hard towards making connections with their high school, downtown neighbors: DECA, Chaminade-Julienne and Stivers. These connections are being made many ways, including: providing technical assistant on productions, holding workshops, providing tours, inviting students to Sinclair Theatre productions for reduced and often FREE tickets, encouraging students to participate in production open auditions, and more.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Technical Theatre** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year?  | Assessment MethodsUsed |
| **1)** Analyze a play’s structure, character, themes and production values. | THE105, 108, 111, 112, 113, 115, 125, 127, 201, 202, 203, 206, 213, 215 |  | *
 |
| **2)** Differentiate among major periods in Theatre History. | THE105, 106, 111, 112, 113, 115, 127, 201, 202, 203, 206, 213, 215, 220 |  | *
 |
| **3)** Demonstrate competency in at least two areas within the field of theatre. | THE106, 107, 111, 112, 113, 115, 117, 125, 198, 201, 202, 203, 206, 213, 215, 220, 240, 298, 299 |  | *
 |
| **4)** Evaluate the contribution of the director, actors, designers, and technical crew. | THE103, 105, 106, 107, 111, 112, 113, 115, 117, 127, 198, 206, 213, 215, 220, 240, 255, 298, 299 |  | * Final projects from THE 206 were used to determine if the outcome is being met.
 |
| 5) Demonstrate competency with the basic skills needed in theatre technology as a technician or crew member. | THE106, 107, 110, 115, 117, 125, 198, 220, 240, 298, 299 |  | *
 |

a) For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

Final projects from THE 206 were used to determine if the outcome was being met.

Upon review of these projects, it was determined that students completing the course have a thorough understanding of the contributions of each member of the production team. No current changes are planned as an outcome of this finding.

Although grammar skills in the projects improved, it was also determined that students are still struggling with writing skills in the areas of formatting and organization. As a result of this data, the number of shorter papers will be increased earlier in the class to enable the faculty member to evaluate and offer feedback to students on the proper formatting and organization of their written projects. The final projects will again be evaluated to determine if these changes had an impact.

b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

In order for our technical theatre students to more adequately demonstrate competency in at least two areas within the field of theatre, it was determined previously that they should take THE 111 rather than THE 103. These students are more thoroughly being enrolled in THE 111 during the advising process. During the semester conversion process, enrolling in THE 111 has been made a requirement of the Technical Theatre degree.

c) Describe general education changes/improvements in your program/department during this past academic year (09-10).

General education outcomes are linked to every Theatre course. No changes were made in the 2009-2010 academic year.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

**To bridge the gap between coursework and practical opportunities:** The department recognized the missing component of playwrighting within the production process. As a result, we solicited student-written 10-minute plays from our students. Each script was read and evaluated, and each student was given personal feedback on their work. Several of the scripts were ultimately chosen to be produced in the 2010-2011 production season.

1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?

**To bridge the gap between coursework and practical opportunities:** The department has planned to seek more workshop and residency opportunities to engage our students in the theatrical process. The success of these workshops will be determined by the active participation of our students in them, along with the level of their continued work in productions.

The department is also seeking to further implement a Mentorship program aimed at individually engaging students about their career goals, while also relating those goals to our curriculum offerings. The success of this initiative will be evidenced in course success rates over the next several years.

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.