

SVCC Transfer Program Review Template

This program review template will be used to review the following program and courses.

Program (degree): Theatre Arts: A.A. 611

Related program courses: SPE 141, SPE 145, SPE 147, SPE 232, ~~SPE 233~~, ~~SPE 240~~,
SPE 245

Transfer Program Objectives

Prompt: *What are the objectives of this program and the courses related to this degree?*

Response to prompt:

SPE 141	Introduction to Theatre
SPE 142	Introduction to Technical Theatre
SPE 145	Basic Acting
SPE 147	Theatre Practicum
SPE 245	Intermediate Acting
SPE 232	Introduction to the Performance of Literature
SPE 233	Performance of Literature II

The courses in the Theatre Arts program at Sauk Valley Community College focus on preparing students for transfer to a 4-year college; our goal is to facilitate their immersion into a program beyond Sauk by developing skills in acting and technical theatre. Upon transferring to a 4-year college, our students, entering as third year students, are able to participate in their new program on stage as an actor and behind the scenes as a stage manager or a technical crew member. Depending on their choice of transfer school, not only applicable skills transfer in their favor; for several Illinois 4- year colleges, the courses we offer also count as transferable program credits.

Except for two of the courses in the Theatre Arts program, the students can register and complete the courses in any order. However, it is recommended that such courses as Basic Acting, Introduction to Technical Theatre, and Introduction to Theatre be taken in their first year. **Introduction to Theatre (SPE 141)** engages students with the theatre process from script to stage. They learn about the various elements required for a theatre production and who is responsible for creating that production. Furthermore, they study the tradition of theatre from its beginnings to the present day. This course lays the groundwork for further study in the theater arts. Other courses offered in our Theatre Arts program further explore the elements discussed and experienced in SPE 141.

Basic Acting (SPE 145) is offered every semester- and **Intermediate Acting (SPE 245)**- offered every other spring- are two courses that must follow a specific trajectory; Basic Acting is a prerequisite of Intermediate Acting. Basic Acting provides a foundational base for acting technique; Intermediate Acting builds off of this foundation and pushes students further in their development of acting technique.

Theatre Practicum (SPE 147) can be taken each semester including the summer session. This course gives credit for work done (on stage or behind the scenes) on an SVCC production; thus students apply classroom material to actual performance experiences.

Introduction to Technical Theatre (SPE 142) supplies students with a basic, working knowledge of technical disciplines and skills: scenic construction, lighting, costumes, and audio. This course is being offered for the first time during the Spring 2015 semester. It was created to fill a need for technical theatre students at SVCC. While they were gaining experience in production work, a clear development of specific and necessary technical skills was lacking. Although these students will be required by their various transfer programs to complete more in depth technical courses, it is our goal with this course that technical students who transfer will immediately have the general skills necessary to work on productions.

Introduction to the Performance of Literature (SPE 232) broadens the students' understanding of performance and deepens their sense of creative expression and text analysis beyond literary dramatic works. Although this course does not have prerequisites, I encourage Theatre Arts students to complete Basic Acting before registering for this course; however, that is not mandatory.

As mentioned before, in order to have the greatest chance for growth in this program, it is important that students register for Basic Acting, Introduction to Technical Theatre, and Introduction to Theatre in their first year; all of these courses provide foundational knowledge. With open communication between the Theatre Arts program and the advising and counseling offices, students interested in the Theatre Arts program are made aware of this trajectory early in their development of a two year course plan.

While the early years of this program had its roots in performance of literature, it is becoming clear that our Theatre Arts program is moving away from this concentration; in the last 5 years the program has increasingly moved its focus toward theatre and production. It is my recommendation that **Performance of Literature II (SPE 233)** be removed from the Theatre Arts program requirements. This course has not run in six years; student interest is waning. I will be filing paperwork to deactivate this course.

Transfer Program Need

Prompts: *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students?*

Possible topics to discuss: Program enrollment, class enrollment, program/class enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), number of transfer students (total and by ethnic category).

Data sources: Table 1A, Table 1B, Table 2

Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

The courses offered in the Theatre Arts program are dependent upon two sets of students: those seeking to fulfill general education requirements and those seeking to pursue transfer to a 4-year theatre arts program. I will first focus on the program as it pertains to students seeking transfer to a 4-year program.

Numbers in the Theatre Arts program are relatively low, with 5 being the highest number in the last 5 years. We graduate and/or transfer at least one student in our program each year. In the next year we will graduate and/or transfer 4 with the potential of a fifth student. In the last 5 years we have had a 100% fall to spring retention rate, and in the last 4 years a 100% fall to fall retention rate. These numbers mean that there are students who seek the opportunity to study theatre at SVCC, which means there is a need for this program. It also means more tailored coaching and mentoring for students in this program. Furthermore, these major students are necessary to the productions produced at SVCC. They all play a critical role in the production process onstage and behind the scenes, the foundation of which is built in our program courses. Of the 4 currently declared theatre majors, 2 are technical majors and 2 are acting majors. A fifth student is a musical theatre major; she is a declared music major, but she is actively involved in the theatre program. Of the technical students, one has served as the stage manager on our last 3 productions and the other as the assistant stage manager, props master, and head of the backstage crew. Both acting majors played lead roles in our fall musical and will have roles in our spring production.

As stated below in the Quality of Program section, where I have listed recommendations for how to increase numbers, there is room for expansion. Furthermore, with the vast numbers of students who participate in theatre in our district high schools, there is a definite need for this program in our area; with more active efforts to interact with these high school students, they can be made aware of our program and all it has to offer.

Though a hand-full of students have declared theatre as their major, several more students take all of the courses and participate in the productions; these students, though majoring in something else, hope to minor in theatre when they move on to other colleges. Of the 8 students currently enrolled in Intermediate Acting, 3 are acting majors, 1 is a technical theatre major, and the other 4 hope to at least minor in theatre. The students participating in the classes and productions usually consist of a group of core students focused on classroom and production work with other students interested in participating in theatre but also interested in pursuing other career paths. Through theatre classes and production, these students invest themselves in what Sauk has to offer while broadening their experiences.

In regards to general education students, according to the data, these students make up the majority of the students in our introductory level theatre courses, especially Introduction to Theatre, which has seen close to 200 students in the last 5 years, and Basic Acting, which has enrolled close to 100 students in the last 5 years. These courses add to the many interesting options available to Sauk students when registering for courses and assist these students in achieving transfer credit, thus facilitating their transfer process. They also help students develop valuable life skills. Theatre is collaborative. Students learn about vocal and physical presence and gain confidence in front of people. Furthermore, they introduce these students to theatre and our program; several students have continued in the program after taking one of these introductory courses.

Transfer Program Cost Effectiveness

Prompts: Is the program cost effective? *What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? What resources are needed?

Available Data Sources: Table 3A, Table 3B

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

In the Theatre Arts program aside from the salary for the instructor teaching the courses, the courses themselves do not require many funds to keep them running. However, a significant aspect of this program is the production season each year. The SVCC Theatre Arts program produces at least three shows a year: fall, spring, and summer. These productions are necessary for the program. They provide students a way to apply class work to actual performance experiences. They also build student resumes, thus making the students more viable when they apply to transfer programs. Students can register for SPE 147, Theatre Practicum when they are working on a show. They receive one credit hour in this course and can register each semester with faculty approval if they are active in a production. Since some students make a significant contribution to the shows that requires dedication to a 5 to 6 week rehearsal process with rehearsals 5 to 6 days a week, it is worth exploring an increase in the credit hours offered for SPE 147. Perhaps students could register for 1, 2, or 3 credit hours depending on their involvement. Also, in order to raise more funds through tuition expenses, it is possible to further encourage students cast in the shows to register for this course.

The Theatre Arts productions at SVCC also engage the students through community involvement. At least one show a year features talented community members; students have the opportunity to observe and learn from people who have acted most of their lives. Furthermore, in several instances, such as a children's tour SVCC produced as well as last spring's production of *The Cat in the Hat*, which invited over 1000 local grade school students to Sauk's campus for free, students have the chance to give back to the community.

The budget for the Theatre Arts program fluctuates each year depending on the shows being produced. This is my fourth year as head of the Theatre Arts program. Although I exceeded the budget by \$460.00 in my first year, since that time the expended amount has not exceeded the budgeted amount. Budgetary expenses for other items, items not involved in any productions, usually do not exceed \$500 and consist of printing costs, xeroxing costs, and general supplies. These trends will continue through the current academic year.

For the last 3 summers, SVCC has budgeted the Theatre Arts program an additional \$2,500 for Shakespeare in the Park, a free outdoor Shakespeare production featuring members from the local community and SVCC students; each summer this production has drawn close to several hundred attendees; the summer of 2014 drew close to 950. These funds are not indicated in the original financial information. Please see appendix 3 for confirmation regarding the allotment of these additional funds.. Aside from expenses to hire a full time faculty member and production expenses, in the last year, in joining the Sauk Valley Theatre Alliance, there has been a further increase to the Theatre Arts budget. This Alliance provides necessary personnel and resources for productions including a set designer and builder as well as a lighting and sound technician.

Although the net income of the Theatre Arts program, which mostly consists of theatre revenue and tuition, does not balance the show expenses and full time faculty fees, the benefits to the students, to the community, and to SVCC are plentiful. Community involvement through community actors participating in the shows and outreach to the community reflects positively on the school as a whole and invites community members to Sauk's campus; it also takes Sauk's name out into the community. Although production expenses have increased, so too has show revenue. Sauk productions usually achieve at least a 50% return on expenses.

With so many program details to be managed such as the curriculum and budget as well as classes to be taught and shows to be directed, in order for this program to survive, a full time Theatre Arts faculty member is a necessity. If it is the recommendation of the committee to somehow find a way to decrease expenses for the Theatre Arts program, and if it is their further recommendation to keep the Theatre Arts faculty to one full time professor, my main suggestion to decrease costs is to limit the productions done during the academic year from 2 to 1. Rather than do 2 full length productions each academic year (excluding the summer show), the theatre department could team up with the music department to produce a concert or review (perhaps during the spring semester). This will then allow the full time faculty member an opportunity to focus one semester on recruitment; please see below for further details.

Transfer Program Quality

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements.*

Possible topics to discuss: Full-time to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability), relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines: retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

Available Data Sources: Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, Assessment Data Base, College Dashboard, program surveys, focus groups, interviews, etc..

Response to prompt (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

We are a modest but mighty program. One full time faculty member oversees the nuances of the program including curricular development; that faculty member also teaches all courses offered in the program and directs all productions. The education of students in our program is two fold: in the classroom setting and in a practical performance setting. As demonstrated in the Objective response above, the Theatre Arts courses offered at Sauk provide a solid foundation for experience and skill development. The skills developed in the classroom are applied to the productions produced by SVCC. This crossover is necessary for any student hoping to transfer to a 4-year school, and it is helpful when working to create successful productions. With one full time faculty member and manageable class sizes, the process of exploring skills in the classroom and applying them to productions can be carefully monitored. Productions are chosen to challenge the students, to expand upon course work, and to introduce the students to new concepts, such as Shakespeare. In order to fully prepare students for their transfer to a 4-year program, it is necessary to work closely with the students and to mentor them through the transfer process. This often requires independent study courses designed to prepare students for auditions to acting programs. This process is also overseen by the full time faculty member.

Though numerous SVCC students participate in classes and in productions both onstage and behind the scenes, the number of declared Theatre Arts majors is relatively low; however, as stated above, with the nature of our program and the hands on attention needed to mentor these students and assist in their transfer process, a smaller number benefits the students in the program. However, there is definitely room for expansion and steps that can be taken to make that expansion a success.

1) Recruitment Initiative:

While those Theatre Arts students who initially enroll in our program, stay in our program; and while Theatre Arts students who aspire to transfer to a 4-year college, do transfer to a 4-year college, the overall number of declared Theatre Arts students (which currently stands at 4) could be increased through a district-wide, Theatre Arts recruitment initiative. Of the 15 schools in our district, almost all of the schools regularly produce one or two productions a year; a handful produce one every two or three years. Sterling High School reports that 200 students participate in their theatre program. West Carroll High School, Morrison High School, and Dixon High School have close to 50 students participate each year. Newman High School has as many as 75 students participate in their musical. Prophetstown and Rock Falls High Schools average 25 students. It goes without saying that there is a large number of high school students with the potential to study the Theatre Arts at SVCC. Furthermore, enrollment in courses such as Introduction to Technical Theatre and Basic Acting could be increased through dual-enrollment courses. This can happen in one of two ways:

First, the courses currently offered could be offered at a time when high school students would be able to attend the courses on Sauk's campus. This is already true of Basic Acting; several high school students have registered for and have completed this course. Informing local high school students about this opportunity could be included in the recruitment initiative.

Second, part time faculty could be hired as dual credit instructors to teach these courses in conjunction with area high schools; the head of the Theatre Arts program at SVCC would develop this curriculum and oversee the part time instructors.

In order for this initiative to be a success, the recruitment office must work closely with the head of the Theatre Arts program to develop a viable plan. Furthermore, the Theatre Arts full-time faculty member must be actively involved in this initiative of visiting high schools. However, with the current work and course load of the full time faculty member, in order for this recruitment initiative to succeed, it is my recommendation that an adjunct faculty member be hired to assist with the teaching load; perhaps for the Basic Acting course or for HUM 112, Film Appreciation, which is not a Theatre Arts program course. The full time faculty member could then receive credit hour(s) for recruitment. This could also be achieved if, as mentioned above, the production season during the academic year was reduced to one show and one collaborative event. It is my belief that hands on involvement by the full time theatre faculty member in the recruitment initiative is a must; students need to interact with the person they will be working with at SVCC. However, the full time faculty member's load must be adjusted/reworked in order to make this possible.

2) Music and Theatre Collaboration

In discussing the future of the Theatre Arts program with the adjunct faculty member currently in charge of the music program, it is clear that several opportunities exist for our departments to work more cohesively and to provide more experiences to students. These experiences could be performance related; for example, this year we are teaming up to present Shakespeare's *Twelfth Night* in concert. The SVCC band will play selections from Alfred Reed's composition of *Twelfth Night* while the theatre students present scenes from the play.

Schedules can also be made easier for students seeking to study musical theatre. A current course conflict prohibits these students from being able to be enrolled in Choir and Introduction to Theatre at the same time. It is feasible to move Introduction to Theatre to the 9:30 AM time slot on Mondays and Wednesdays.

We must also find a way to offer dance credit to students seeking a degree in musical theatre; these credits are required for them to transfer to a 4-year program. We currently do not have a system established to assist them in obtaining these credits. It may be feasible to work out a course at Woodlawn Arts Academy, which would be made easier with the partnership between Woodlawn and SVCC Theatre. Please read below for more information.

The success of the Theatre Arts program also depends upon its connection to the greater Sauk Valley community. Ties in the community have been strengthened in the last year with the creation of the The Sauk Valley Theatre Alliance; a partnership between Sauk Valley Community College Theatre, Sterling Schools: Centennial Auditorium, and Woodlawn Arts Academy. The sharing of personnel and resources has greatly impacted all three organizations. SVCC was able to use the Centennial Auditorium for free during our fall musical. Woodlawn Arts Academy uses our theater for their performances; this brings community members on campus. Furthermore, the addition of SPE 142, Introduction to Technical Theatre, filled a need for our students, especially those seeking transfer to 4-year technical theatre programs. It also required the hiring of guest lecturers; active professionals from the community, who have taught and mentored interested students.

Further connection to the community and further opportunities for students have been established with the creation of Shakespeare in the Park. This outdoor, summer production give SVCC students an opportunity to perform in or work behind the scenes on a type of production not offered during the academic year. With its roots in Shakespeare, this endeavor will soon expand to include other classic plays and musicals. Students learn what it means to perform outside, as the first theatre artists in Ancient Greece as well as those artists in Shakespeare's England did. They also have a chance to work with actors across the area. High school students also participate in the production, which has proved to be a good recruitment tool.

With recent partnerships, with existing courses and programs, and with new SVCC sponsored Theatre Arts events, the quality of the Theatre Arts program is strong; with viable plans for collaboration and recruitment, it will only grow stronger.

Focused Questions from the Administrative Review Team (ART)

Question 1. What can be done to increase class size and program enrollment?

Response to question 1 (please refer to any data sets or evidence to support your case):**1) Recruitment initiative****a. District High Schools**

Theatre is an activity that takes place in some form in all of SVCC's 15 district high schools. Of the 15 schools in our district, almost all of the schools regularly produce one or two productions a year. With Sterling High School involving 200 students in its yearly productions, and several other high schools involving at least 50, the number of students involved in theatre meets or exceeds the number of students participating in many athletic programs.

With a concentrated effort by the SVCC recruiters and by the full time Theatre Arts faculty member, these students can be reached and brought to Sauk. This will take the full time faculty member visiting these high schools, perhaps even conducting workshops on location for the theatre students. However, with the current work and course load of the full time faculty member, in order for this recruitment initiative to succeed, it is my recommendation that one of two actions be taken:

1. An adjunct faculty member be hired to assist with the teaching load; perhaps for HUM 112, Film Appreciation, which is not a Theatre Arts program course. The full time faculty member could then receive credit hours for recruitment. The breakdown of faculty hours could then be as follows:

Fall Semester: 3- Directing, 3- Program Development, 3- Basic Acting, 3- Introduction to Theatre,
1-3- Recruitment*

Spring Semester: 3- Directing, 3- Program Development, 3- Basic Acting, 3- Introduction to Theatre,
1-3- Recruitment**

2. This could also be achieved if the production season during the academic year (not including the summer) was reduced to one show and one collaborative event. The breakdown of faculty hours could then be as follows:

Fall Semester: 3- Directing, 3- Program Development, 3- Basic Acting, 3- Introduction to Theatre,
3- Film Appreciation*

Spring Semester: 1-3- Recruitment, 3- Program Development, 3- Basic Acting, 3- Introduction to
Theatre, 3- Film Appreciation**

- * Every other fall the faculty member would also be in charge of Introduction to Performance of Literature
- ** Every other spring the faculty member would also be in charge of Intermediate Acting

In considering the possible change to 1 production during the academic year, during the semester that does not have a production, the Music Program could team up with the Theater Arts program. When that is not a possibility perhaps a small scale children's tour could be arranged as a way to reach out to the community.

Note on Directing a production:

Directing a show each semester is the biggest responsibility and consumer of time for the head of the theatre program. This past fall, SVCC produced the musical *Meet Me in St. Louis*. This show rehearsed for 7 and a half weeks. The total number of documented rehearsal hours was 146.5. Each rehearsal is almost like a class session; it has its own challenges to overcome and material to cover. Specific tasks must be completed during the 3 to 5 hour rehearsal, so the time is carefully planned out and managed by the director. This rehearsal time is only part of the responsibility. Preparation for this production began over a year before the production opened. Numerous meetings were held regarding set design, costumes, and other technical matters. Countless prep hours were spent working on the production outside of the rehearsal time. Other meetings were held organizing an event for the production, "Holidays Around the World". While certain musicals, such as *Meet Me in St. Louis*, tend to require more time than other productions, each production still requires a significant amount of time and dedication that exceeds the number of hours spent in the classroom. *The Cat in the Hat* totaled over 100 hours at rehearsals and at performances over the course of 8 weeks. This being a large event, there were also numerous meetings to attend and logistical issues to work through. *End Days* totaled over 100 rehearsal hours. In order for quality productions to be produced, this time commitment is a necessity; however, in order for this time commitment to be possible, the full time faculty member's hours must be adjusted to accommodate this commitment. Depending on the project, perhaps more credit hours could be given to the full time faculty member for directing projects. For a big musical or large event maybe 5-6 hours; for a smaller scale production, maybe 4 hours with the other two hours going toward recruitment credit.

b. Inside Sauk

Efforts within Sauk to promote all Fine Arts programs, not just Theatre Arts, can always be intensified. The last few years have furthered positive relations and communication between Fine Arts faculty and the counselors, a much needed step to boost enrollment. The continuation of the Fine Arts Council will facilitate further planning and communication.

2) Dual Enrollment

Enrollment in courses such as Introduction to Technical Theatre and Basic Acting could be increased through dual-enrollment courses. This will also increase awareness of the program through interaction between Sauk faculty and high schools.

This can happen in one of two ways:

1. The courses currently offered could be offered at a time when high school students would be able to attend the courses on Sauk's campus. This is already true of Basic Acting; several high school students have registered for and completed this course. Informing local high school students about this opportunity could be included in the recruitment initiative.

2. Adjunct faculty could be hired as dual credit instructors to teach these courses in conjunction with area high schools; the head of the Theatre Arts program at SVCC would develop this curriculum and collaborate with the part time instructors.

3) Collaboration with Music Department

In discussing the future of the Theatre Arts program with the adjunct faculty member currently in charge of the music program, it is clear that several opportunities exist for our departments to work more cohesively and to provide more experiences to students. These experiences could be performance related; for example, this year we are teaming up to present Shakespeare's *Twelfth Night* in concert. The SVCC band will play selections from Alfred Reed's composition of *Twelfth Night* while the theatre students present scenes from the play.

Schedules can also be made easier for students seeking to study musical theatre. A current course conflict prohibits these students from being able to be enrolled in Choir and Introduction to Theatre at the same time. It is feasible to move Introduction to Theatre to the 9:30 AM time slot on Mondays and Wednesdays.

We must also find a way to offer dance credit to students seeking a degree in musical theatre; these credits are required for them to transfer to a 4-year program. We currently do not have a system established to assist them in obtaining these credits. It may be feasible to work out a course at Woodlawn Arts Academy, which would be made easier with the partnership between Woodlawn and SVCC Theatre. Please read below for more information.

4) Continuation of Sauk Valley Theatre Alliance

As previously stated:

The success of the Theatre Arts program also depends upon its connection to the greater Sauk Valley community. Ties in the community have been strengthened in the last year with the creation of the The Sauk Valley Theatre Alliance; a partnership between Sauk Valley Community College Theatre, Sterling High School: Centennial Auditorium, and Woodlawn Arts Academy. The sharing of personnel and resources has greatly impacted all three organizations.

Putting on theatre productions requires set construction, lighting, and many times the handling of advanced audio equipment; shows cannot happen without dedicated designers, builders, and operators to complete these production elements. With the sharing of technical personnel between the three organizations, these production elements were carried out by technical professionals, who also were able to work with the students and teach them about back stage work. Furthermore, through the alliance, SVCC was able to use the Centennial Auditorium for free during our fall musical. Woodlawn Arts Academy uses our theater for their performances; this brings community members on campus. Furthermore, the addition of SPE 142, Introduction to Technical Theatre, filled a need for our students, especially those seeking transfer to 4-year technical theatre programs. It also required the hiring of guest lecturers; active professionals from the community, who have taught and mentored interested students.

Further connection to the community and further opportunities for students has been established with the creation of Shakespeare in the Park. This outdoor, summer production give SVCC students an opportunity to perform in or work behind the scenes on a type of production not offered during the academic year. With its roots in Shakespeare, this endeavor will soon expand to include other classic plays and musicals. Students learn what it means to perform outside, as the first theatre artists in Ancient Greece as well as those artists in Shakespeare's England did. They also have a chance to work with actors across the area. High school students also participate in the production, which has proved to be a good recruitment tool.

Through the alliance and Shakespeare in the Park, the full time Theatre Arts faculty member has the opportunity to interact with local high school students, especially Sterling High School, which has the largest population of theatre students. By interacting with these students that faculty member also has the chance to develop a rapport with the students, thus involving them in Sauk activities and encouraging them to attend Sauk and/or enroll in Sauk classes. Through these interactions, last semester a Dixon High School student enrolled in Basic Acting as a dual credit course. Being familiar with local high school students and knowing their goals gives the full time faculty member the chance to make a positive impact on their development as theatre professionals.

5) Theatre Arts Courses

Right now all theatre courses fall under the heading of SPE, which means they are considered speech courses. In order to add some legitimacy and focus to the Theatre Arts program, I recommend establishing a THE course heading. As currently listed, these courses get "lost in the shuffle" so to speak. Having THE courses and clearly identifying these courses, will help students find what they are looking for, will make students unaware of these courses aware they exist, and will let those students seeking further theatre training beyond high school know that SVCC is a viable option with a serious program. It will also provide easier tracking of the Theatre Arts students.

Question 2. Is the theatre program a viable program for the Sauk Valley area?

Response to question 2 (please refer to any data sets or evidence to support your case):

Theatre is a significant activity in our area. As mentioned before, each high school in the Sauk Valley district produces at least 1 show a year. Furthermore, several local organizations and communities offer opportunities for community members to start their involvement in theatre at a young age; for example, Woodlawn Arts Academy produces 3 shows a year with students ranging from second grade to eighth grade. Dixon also offers children's programs as does the Oregon Park District. These programs then feed into the high school programs. The next logical step is for this path to continue at SVCC where those interested in pursuing theatre as a career and those interested in participating in theatre as an extracurricular activity both can be involved. Beyond grade school, high school, and SVCC, numerous community members are also looking to get involved in productions. Many of the actors have performed in several different productions at SVCC. Those community members who participate in our shows invest their time and their talent in SVCC theatre; they serve as further extensions of our mission and represent SVCC in the community as they identify with and speak positively about our school and our program.

While our productions involve community participation onstage, they also serve as a way to invite community members to campus to participate as audience members. Theatre is the ideal tool to promote Sauk in this community. Productions promote the college in the community and invite that community to come to our campus; also, by producing works of theatre, a viable product is created that can travel into the community, such as schools. In the last 4 years our productions have appealed to and involved community members of all ages. My goal has been to produce a 3 show season (fall, spring, summer); each year two of the shows have involved local actors and one show has focusee on our Sauk talent. With those community members involved onstage and those attending our productions, theatre is an activity in which this community wants ways to participate. With the large number of local actors of all ages seeking opportunities to perform, and the number of community members seeking theatre productions and events to attend, the SVCC Theatre Arts program is indeed a viable program for the Sauk Valley community.

The program itself has room to grow, especially with the number of younger area actors studying theatre in grade school and high school. With the performance opportunities we provide each academic year and the education and preparation we give our theatre students as they pursue admission into 4 year training programs, there is much about our program that will appeal to those students seeking a theatre arts education in our community. The program itself is a viable option for students seeking further theatrical study.

The area where our community struggles is with technical theatre; not many community members have the training and experience necessary to successfully build sets and work with lighting and audio equipment. The Sauk Valley Theatre Alliance between Woodlawn, SHS, and Sauk is a way to overcome this deficiency and see this need fulfilled at the 3 major producing entities in our area.

Please see Appendix 1, which provides details of the shows and events produced by SVCC as well as details regarding the actors involved and the attendance numbers. Please also see Appendix 2, the cast list for our latest community production, *Meet Me in St. Louis*. Details regarding age and location are also included. This cast list is representative of productions produced by SVCC involving community actors. These local actors spent 7 weeks involved in an SVCC event and rehearsed most of those weeks on SVCC's campus.

Question 3. Describe the current community connections already established and possible future community connections.

Response to question 3 (please refer to any data sets or evidence to support your case):

- 1. Sauk Valley Theatre Alliance
Sterling Public Schools: Centennial Auditorium, Woodlawn Arts Academy, and Sauk Valley Community College**

SVTA Statement:

With resources becoming increasingly limited, in order to continue to provide our students and this community with quality theatre experiences, a partnership has been negotiated between Sauk Valley Community College Theatre, Woodlawn Arts Academy, and Sterling Public Schools (Centennial Auditorium). These organizations recognize the value and power of the arts as well as the incredible talent in the Sauk Valley area. We believe this alliance will positively impact our programs and the development of theatre in this community.

There is no denying that it takes a great deal of resources (financial, personnel, materials, etc.) to produce a play or musical, especially as a professional play or musical that can compete with other theatre offerings in the area. Scenic structures require materials and labor as do costumes, lighting, and audio. The Sauk Valley Theatre Alliance was created so that the three largest producers of theatre in our area could share their resources. This mainly includes personnel. Sauk, Woodlawn, and Centennial all contribute funds to the hiring of two full time personnel: a set designer/builder and a lighting/audio engineer. These two technicians work on all productions and help arrange equipment and workers for special events. Furthermore, through the alliance we share other resources including set materials and tools, costumes, and props. We also share theater spaces free of charge. For example, Woodlawn utilizes the Jerry Mathis Theatre at SVCC for all of their productions and SVCC used the Centennial Auditorium for our fall musical. This broadens the type of productions SVCC can produce and invites audiences affiliated with other organizations into our college. This alliance also benefits the education of our students, who now have the opportunity to work in a variety of theaters and thus gain experience with a variety of equipment. Our students also have the chance to work with and learn from trained technical professionals. Our new technical course, SPE 142, Introduction to Technical Theatre, is made possible by this alliance. The two hired personnel assist in the teaching of the course and half of the course takes place at the Centennial Auditorium due to their more modern space and up to date equipment. Lastly, all organizations publicize in each other's programs for free, thus reaching a broader audience.

2. Shakespeare/Theatre in the Park SVCC, Woodlawn Arts Academy, Savant Capital Management

This summer marks the fourth summer of Shakespeare in the Park. Sauk teamed up with Woodlawn Arts Academy in the summer of 2011 to offer the Sauk Valley area a free, outdoor performance of Shakespeare's *A Midsummer Night's Dream*. The show incorporated SVCC students, local high school students, and area community members. With both entities helping fund these productions, the show is also made possible through the event's title sponsor, Savant Capital Management. Shakespeare in the Park takes place on Sterling Park District land and therefore also requires their cooperation. This project brings Sauk's name into the community and invites community members and high school students to participate in a Sauk event along with our own SVCC theatre students. This production allows our students a unique performance opportunity as they perform outside in Hoover Park; it also introduces them to the work of William Shakespeare thereby making them viable applicants when applying to 4 year programs. It brings together several area organizations and requires the participation of numerous community members. Furthermore, last summer we introduced "Shakespeareance", a camp offered to local grade school students. Shakespeare in the Park partnered with the Dixon YMCA and Sterling YMCA; a camp was also offered at Woodlawn. This year we hope to expand this camp, possibly to the Girl Scouts and the Oregon Park District. The camps were made possible by 10 local sponsors: Dixon YMCA, Sterling YMCA, Airplay Sports and Espresso, Arthur's/Don Pedro's, Dr. Ed Rick- pediatric dentist, Fun Jump, Books on First, Christ Lutheran School, River Ridge Animal Hospital, and Kurtz Enterprises. While this project requires some investment by SVCC, the product created is a unique one that audiences in the area appreciate. Last summer's production of *Much Ado About Nothing* drew close to 950 audience members over 5 performances.

3. Local Organizations and Businesses

The Theatre Arts program has teamed up with several organizations inside and outside SVCC. The Americorps office has partnered on several events including *The Cat in the Hat* event and *Charlie Brown* event. They also recently assisted with "Holidays Around the World", an event that also included the efforts of the Community Education office. Crystal Cork in Dixon has also contributed to many adult oriented events offered during intermission.

With the current partnerships in place, efforts must be taken to maintain these partnerships; part of maintaining these partnerships will take financial assistance. The SVTA, currently in its first year, is so far a success, but there are logistics to work on. For example, the alliance could be further legitimized through a stronger web presence. While the program is connected to Sterling Public Schools: Centennial Auditorium through the SVTA, connections can also be made at other district high schools, especially through recruitment efforts.

Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.

Response to Challenges:

Challenges for the Theatre Arts program can be found throughout the above review.

1. Well executed productions require many resources: financial, personnel, and materials.
2. The program itself graduates a handful of students with the Theatre Arts major.
3. The credit hour schedule of the full time Theatre Arts faculty member does not allow time for necessary program efforts such as recruitment.

Resources, student numbers, and the schedule of the full time faculty member are all challenges that can be overcome with the right plan. By maintaining current trends and making enhancements in certain areas, the program will continue to grow. Continuing community relations and partnerships, continuing to supply adequate resources to the program, developing and implementing a recruitment plan, devising a dual credit course system for the Theatre Arts, and creating a specific theatre concentration with THE headings, all will contribute to the successful development of the program.

For the last four years, the Theatre Arts program has served Sauk by reaching out to the local community: by hosting hundreds of audience members at performances, by inviting over a thousand grade school students to Sauk's campus, by partnering with local organizations, and by positively promoting Sauk's name in the community and in local schools. If provided the resources needed to grow, if allowed to foster current, working relationships in the community such as the SVTA, and if given continued investment by Sauk, the Theatre Arts program will continue to have significant benefits for SVCC and the surrounding community. Specific items of action can be found in the operational plan below.

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	Yes
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	Yes
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	Yes
1.1 transfer completion list	This task will be completed by IR Department.	Yes

Reviewer’s Final Recommendation

Recommendation	Check only one
Continued with minor improvements	
Significantly modify the program	
Discontinued/Eliminated	
Other, please specify:	

Signature/Date	Program Review Team Member	
	Anna K. Kurtz	Chair
	Jane Hamilton	Member
	Tim Schlegel	Member

Program Review. Items from the program review will be entered here. After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.

* Use the origination code PR 2015.

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/ Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YY YY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
PR2015	2/4/15	Anna K. Kurtz	Dual Enrollment Courses	Offer Dual Enrollment courses (Basic Acting and Introduction to Technical Theatre) as a way of reaching out to area high schools; either encourage them to take the courses on our campus, or go out into the schools to offer courses.			
PR2015	2/4/15	Anna K. Kurtz	Recruitment Initiative	Through the creation of a recruitment initiative in district high schools, enrollment will in all Arts programs will be increased.			
PR2015	2/4/15	Anna K. Kurtz and Mark Bressler	Collaboration with Music Department	Will create positive relations within Sauk, will further expand opportunities for students, could potentially decrease expenses			
PR2015	2/4/15	Anna K. Kurtz	Introduction to theatre	Change the course time for Introduction to Theatre from 11 am to 9:30 am on M/W so students can take both Introduction to Theatre and Choir			
PR2015	2/4/15	Anna K. Kurtz and Mark Bressler	Musical Theatre Program	Develop a musical theatre program- will increase enrollment as it reaches out to students who hope to pursue musical theatre; will take collaboration with Woodlawn Arts Academy for dance courses.			
PR2015	2/4/15	Anna K. Kurtz	Credit Hours	Adjust credit hours for full time theatre faculty- increase in credit hours allotted for directing a show, include hours for recruitment, possibly hand off teaching of film appreciation to someone else.			

PR2015	2/4/15	Anna K. Kurtz	THE (Theatre) Courses Heading	Change all Theatre Arts courses from SPE headings to THE headings in order to provide easier tracking of theatre students, simpler identification format for those seeking theatre courses, and provide legitimacy to the program.			
PR2015	2/4/15	Anna K. Kurtz	Sauk Valley Theatre Alliance	Encourage collaboration, share resources, offer students in depth experiences, and further recruitment efforts by continuing the SVTA between Sauk Valley Community College, Woodlawn Arts Academy, and Sterling Schools: Centennial Auditorium.			
PR2015	2/4/15	Anna K. Kurtz, Suzanne Gorgas, Mark Bressler	Arts Counselor	Establishing a counselor as the point person for counseling for the arts program with assist student in registering for these speciality programs and will provide a specific source when scheduling or other issues arise.			
PR2015	2/8/15	Anna K. Kurtz	Transfer Credit	In order to facilitate transfer to Illinois 4 year institutions, the Basic Acting and Intermediate Acting courses should be sent to more Illinois schools for transfer approval in the Theatre Arts Major. A detailed list of colleges that accept these courses as major credit can then be provided to students; also, the Theatre Arts will then offer more transfer options to Theatre Arts students.			

Comments:

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Academic Degree (discipline)	Theatre Arts: A.A. 611
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Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The courses in the Theatre Arts program at Sauk Valley Community College focus on preparing students for transfer to a 4-year college; our goal is to facilitate their immersion into a program beyond Sauk by developing skills in acting and technical theatre. Upon transferring to a 4-year college, our students, entering as third year students, transfer applicable credit and are able to participate in their new program on stage as an actor and behind the scenes as a stage manager or a technical crew member. Except for two of the courses in the Theatre Arts program, the students can register and complete the courses in any order. However, it is recommended that such courses as Basic Acting, Introduction to Technical Theatre, and Introduction to Theatre be taken in their first year. With open communication between the Theatre Arts program and the advising and counseling offices, students interested in the Theatre Arts program are made aware of this trajectory early in their development of a two year course plan.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

The courses offered in the Theatre Arts program are dependent upon two sets of students: those seeking to fulfill general education requirements and those seeking to pursue transfer to a 4-year theatre arts program. Numbers in the Theatre Arts program are relatively low; however, we graduate and/or transfer at least one student in our program each year. In the last 5 years we have had a 100% fall to spring retention rate, and in the last 4 years a 100% fall to fall retention rate. Though a hand-full of students have declared theatre as their major, several more students take all of the courses and participate in the productions; these students hope to minor in theatre. In regards to general education students, according to the data, these students make up the majority of the students in our introductory level theatre courses, especially Introduction to Theatre, which has seen close to 200 students in the last 5 years, and Basic Acting, which has enrolled close to 100 students in the last 5 years. These numbers mean that there are students who seek the opportunity to study theatre at SVCC, which means there is a need for this program.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

In the Theatre Arts program aside from the salary for the instructor teaching the courses, the courses themselves do not require many funds to keep them running. However, a significant aspect of this program is the production season each year.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

Resources, student numbers, and the schedule of the full time faculty member are all challenges that can be overcome with the right plan. By maintaining current trends and making enhancements in certain areas, the program will continue to grow. Continuing community relations and partnerships, continuing to supply adequate resources to the program, developing and implementing a recruitment plan, devising a dual credit course system for the Theatre Arts, and creating a specific theatre concentration with THE headings, all will contribute to the successful development of the program

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

SVCC Class	Eastern Illinois University	Illinois State University	Northern Illinois University	Southern Illinois University	Western Illinois University
SPE 141	THA 2140G	THDE 103	THEA 203; GE HUM	THEA 101	THEA 110
SPE 145	THA 2244	THDE 110	THEA 110	THEA 217	THEA 172
SPE 147	THA EL	THDE 102	EL	GEN EL	THEA 130
SPE 232	THA 1133	THDE 101	THEA 215	SPCM 201	COMM 170
SPE 233	THA EL	EL MAJOR	EL	SPCM 370, 201	COMM EL
SPE 240	THA EL	THDE 160	EL	GEN EL	THEA 110
SPE 245	THA EL	THDE 113	THEA EL	GEN EL	THEA 272

Appendix 1 Yearly Production and Event Break Down: 2011-2015

2011-2012

Fall Production: Almost, Maine by John Cariani (romantic comedy)

- Cast: 10 Actors from SVCC and the local community
- Event: VIP preview night reception for board members, theatre donors, and local high school theatre teachers
- Attendance: Preview night 45
Weekend 1 171
Weekend 2 225

Through word of mouth, we had increased attendance the second weekend.

Spring Production: You're a Good Man, Charlie Brown (musical)

- Cast: 8 SVCC Students (4 declared majors)
*area musicians and SVCC students participated in the pit band
- Event: "Meet the Characters"
Children could take pictures with the characters and received Charlie Brown comic strip books; the event also included ice cream, popcorn, coloring sheets, and other fun photo opportunities.

The cast also visited Dillon School in Rock Falls to perform songs from

the show.

Attendance: Sold over 100 tickets at each of the 6 performances

Summer Shakespeare in the Park: A Midsummer Night's Dream

Cast: 23 actors from SVCC and the local community including high school students and students home on break from other colleges; ages ranged from 15-75. Also included a backstage crew of high school and college students.

Attendance: Performed for roughly 450 audience members over 6 performances

2012-2013

Fall Children's Tour- Jack and the Wonderbeans

Sauk Students traveled to local grade schools and libraries to perform a children's show; held a Q and A session with the children after each performance.

Schools: Washington School in Dixon (2 performances), St. Mary's School in Sterling, Sterling Public Library, Franklin School in Sterling (2 performances), St. Mary's School in Dixon, Rock Falls Public Library

Fall Production: Proof by David Auburn (drama)

Cast: 3 SVCC students and one guest community actor (2 declared majors)

Event: Pre-show wine tasting

Attendance: Total attendance over 6 performances- over 300

Spring Production: See How They Run by Philip King (farce)

Cast: 9 SVCC Students (4 declared majors)

Event: Chocolate Interlude- champagne and chocolate served at intermission

Attendance: Event Night 125
other 5 performances 350

Summer Shakespeare in the Park: Romeo and Juliet

Cast: 20 actors including SVCC students, high school students, other college students, and local adults (2 declared majors)

*Actors learned sword fighting from a professional fight choreographer

Event: Pre-show reception for board members, donors, and other invited guests

Attendance: Several hundred over 6 performances

2013-2014

Fall Production: End Days by Deborah Zoe Laufer (dramedy)

- Cast: SVCC students and community adults (1 declared major)
- Event: Munchies and Martinis at intermission
- Attendance: 100 people attended the event (over \$1000 income), the total attendance for all performances was over 300

Spring Production: Cat in the Hat by Dr. Seuss

Over 1,200 local grade school students visited Sauk's campus to see the show. This opportunity was offered for free. They took part in theatre workshops led by the cast and crew before each performance. We also performed two sold out shows for the community with events before and after each show: the first event consisted of a pre-show lunch and meet and greet with the cast. The second event consisted of a meet and greet with games. We also performed in the SVCC gym for the Child's Fair.

- Cast: 9 SVCC Students (3 declared majors)
- Schools: Washington School in Dixon Kindergarten, St. Mary's in Sterling, St. Mary's in Dixon, St. Anne's in Dixon, Washington School in Dixon First \ Grade, Jefferson School in Sterling Second Grade, Franklin School in Sterling Kindergarten and First Grades, Jefferson School in Sterling Kindergarten

Summer Shakespeare in the Park: Much Ado About Nothing

- Cast: 23 SVCC students, local high school students, other college students, and other community members
- Attendance: Over 100 community members attended each of the 5 performances; most of the performances had at last 150 attendees
- Other: Offered Shakespeare workshops through the Sterling YMCA, Dixon YMCA, and Woodlawn Arts Academy. About 50 local children participated and performed scenes on the Shakespeare in the Park stage for their friends and family before one of the performances.

2014-2015

Fall Production: Meet Me in St. Louis (musical)

- Cast: 21 SVCC students, high school students, and community members ranging in age from 9 to 78.
- Backstage crew of 8 consisted of SVCC students and local high school students.
- (4 declared majors)
- Event: Holidays Around the World
Before the Sunday matinee kids ages 9-11 could experience the holiday traditions of other cultures.
- Attendance: Over 950 people attended the show over 4 performances; the show was held at the Centennial Auditorium in Sterling- 3 of the performances sold more seats than Sauk's theater could hold.

Upcoming Events:

Spring Production: The Glass Menagerie by Tennessee Williams (drama)

- Cast: 3 SVCC students (2 declared majors) and 1 guest community artist, who is also an alum of the SVCC theatre program
- Event: Intermission with a Twist
Audiences members 21 and older will taste test drinks and hors 'devours with a southern flair.

Summer Production: Into the Woods (musical)

Appendix 2: Meet Me in St. Louis Fall 2015 Cast Break Down**Meet Me in St. Louis Cast and Production Team List**

Role	Actor	<u>Cast List</u>
		Affiliation
Mr. Alonso Smith	Kim Meyers	Prophetstown, Community Member
Mrs. Anna Smith	Debbie Bay	Dixon, Teacher at AFC Grade School
Lon Smith	Mavrik McMeekan	Oregon, Sauk Student (Major)
Rose Smith	Hannah Matheney	Sterling, Sauk Student
Esther Smith	Sarah Baxter	Sterling, Community Member
Agnes Smith	Kimzey Spreeman	Sterling, Christ Lutheran School
Tootie Smith	Danae Palmer	Sterling, Challand Middle School
Grandpa Prophater	Edwin Davis	Sterling, Community Member
Katie	Suzie Branch	Sterling, Community Member
John Truitt	Hunter Wolfe	Sterling, Sauk Student (Major)
Warren Sheffield	Steven Whitney	Sterling, Teacher at Christ Lutheran
Lucille Ballard	Liesl Meador	Mt. Carroll, Sauk Student (Music Major)
Eve	Rachel Spencer	Sterling, SHS Student
Postman/Motorman	Tim Pashon	Sterling, Community Member
Ensemble:	Jonathon Downing	Sterling, Sauk Student
	Jenica Francis	Sterling, Challand Middle School
	Calista Kern-Lyons	Amboy, Sauk Student (Minor)
	Maddie Kull	Morrison, Sauk Student (Minor)
	Ellen Reter	Sterling, SHS Student
	James Schauff	Sterling, SHS Student
	Heather Whitney	Sterling, Teacher at Christ Lutheran

<u>Production Team</u>		
Director	Anna K. Kurtz	Sterling, Sauk Faculty
Scenic Designer	Chuck Price	Sterling, Sauk Valley Theatre Alliance
Technical Director	Ian Wankerl	Prophetstown, SVT Alliance
Music Director	Kevin O'Keefe	Sterling, Challand Band Director
Costume Designer	Kaitlin Haley	Newman Theatre
Choreographer	Monique Elmendorf	Dixon, Community Member
Rehearsal Pianist	Marilyn Haverly	Sterling, Community Member
Stage Manager	Zachary Lawson	Dixon, Sauk Student (Major)
Assistant SM	Michael Farringer	Dixon, Sauk Student (Major)
Audio Board	Brandon Adams	Sterling, Sauk Student (Minor)
Light Board	Michael Strauch	Sterling, Sauk Student
Audio Assistant	Jesse Sigel	Sterling, SHS Student
Back Stage Crew	Riley Childers	?, Sauk Student
	Clarissa Worcester	Sterling, SHS Student
	Tori Duffin	Sterling, Community Member
	Abby Gillette	?, Sauk Student

<u>Pit Orchestra</u>		
Reed	Denise Deter	Community Member

	Mardi Huffstutler	Community Member
	Cathy James	Community Member
	Alyssa Carlson	Sauk Student
	Dalton Walls	Sauk Student
Horn	Carolyn Aiken	Community Member
	Matthew Contreras	Sauk Student
Trumpet	Jon James	Community Member
	Anna Curtis	Community Member
	Devin Malick	Sauk Student
Trombone	Mark Dempsey	Community Member
	Samantha Dopke	Community Member
Percussion	Dillon Daniels	Sauk Student
	Trenton Ely	Sauk Student
Bass	Zac Emry	Sauk Student

Mail - Shakespeare in the Park budget

2/11/15, 10:43 AM



Anna Kurtz <anna.k.kurtz@svcc.edu>

Shakespeare in the Park budget

Alan Pfeifer <alan.pfeifer@svcc.edu>
To: Anna Kurtz <anna.k.kurtz@svcc.edu>

Mon, Feb 9, 2015 at 8:30 AM

Anna,

Please accept this email as confirmation that Sauk contributed \$2,500 for the Shakespeare in the Park cooperative. College funds were approved in the spirit of community involvement by Dr. Mihel. Although these funds were not budgeted at the beginning of the year, they were approved in the spring prior to the expenditure.

Thank you,

Alan

On Mon, Feb 9, 2015 at 8:21 AM, Anna Kurtz <anna.k.kurtz@svcc.edu> wrote:

Hi Alan,

I'm getting ready to turn in my program review. I'd like to turn in something with that review that says the 2,500 for Shakespeare in the Park was approved. Melissa said she didn't know about it and therefore never applied it to the budget...all expenditures for those summer productions were approved in the business office; I have the P.O.s and other paperwork to prove it. I just need something from you that says I was given an additional 2,500 otherwise it looks like I way over spent my budget the last three years. Thanks!

--
Alan Pfeifer
Sauk Valley Community College
173 IL Rt 2
Dixon, IL 61021
Phone 815-288-5511 815-835-6218
Fax: 815-288-5958
pfeifer@svcc.edu



Appendix 3: Confirmation of additional funds for summer production

Program Review Committee Recommendations	
This Program Review is considered complete.	<input checked="" type="checkbox"/>
<p>The following are the recommendations from the Program Review Committee: [Note: These recommendations are a compilation of recommendations for the Art, Theatre, and Music Programs. These same recommendations will be found in those program reviews.</p> <p>The Program Review Committee has completed the reviews of three fine arts programs in the spring of 2015 including theatre, art, and music programs. It is the feeling of the Committee that these three programs have the ability to grow in enrollment if an effective and coordinated plan is developed. This plan includes a minimum of the following steps:</p> <ol style="list-style-type: none"> 1. Increase the dual credit offerings in the district to grow enrollment, but as importantly, increase the visibility of the three programs in the high school community. 2. Create an effective, coordinated marketing effort for the three fine arts programs. 3. Utilize the talent already on campus to direct and coordinate those marketing efforts. 4. Develop a more robust set of fine arts activities on campus and off campus in order to grow the reputation of the College as a cultural center of theatre, art, and music culture in the local and surrounding communities. 5. Investing modestly in some new equipment for the art and music programs so that they have contemporary equipment for teaching Sauk's current students, but also to recruit new ones. <p>The Art and Fine Art degrees are being taught primarily by adjunct faculty and so the cost to teach these programmatic classes is relatively low. However, enrollment in the Art program courses are generally high enough for the program to make a profit each year. The program profits the college \$60,377, on average, each year, although enrollment is falling along with total College enrollment.</p> <p>The Music program is struggling with student numbers, but because cost is low is currently remaining in the "black" by profiting \$7,604 on average for the last five years. Music classes are predominantly being taught by adjunct faculty.</p> <p>In order to improve the recruiting efforts, to improve the overall consistency of the programs, and to increase reputation of the college as a cultural center of the arts, the Program Review Committee recommends the following, in order of funding and resource priority:</p> <ol style="list-style-type: none"> 1. Hire a full-time faculty member to teach classes within the art program, coordinate activities related to the arts, and to recruit new students. This faculty member would be responsible for: <ol style="list-style-type: none"> a. being a liaison between art students and the academic advising staff on campus in order to facilitate seamless transfer from Sauk to other 4-year programs b. developing and advising an art club to promote a culture of art on campus c. being the sole coordinator of the SVCC art gallery 	

- d. hosting art shows and competitions on campus annually
- e. participating in some recruiting visits to local schools
- f. teaching some dual credit courses off-campus in order to grow enrollment to support the program
- g. attending local art shows as a representative of SVCC

2. Use an existing faculty member to be the fine arts recruiter. This would require the reduction of the load of a single full-time faculty in the arts by three credits per semester to become an ambassador and recruiter for all of the arts programs at SVCC. This person would be responsible for visiting 15 district high schools annually and would be available to promote the three programs to other non-traditional student audiences. Additionally, this person would be the SVCC ambassador at local art, theatre, and music productions. Additional duties would be determined later.

3. Hire a full-time music instructor. This program is struggling with enrollment and continuity. The music program is complex and requires a full-time faculty to coordinate music activities, advise students, and teach a full load. Additional responsibilities would include:

- a. being a liaison between music students and the academic advising staff on campus in order to facilitate seamless transfer from Sauk to other 4-year programs
- b. developing and advising a music club
- c. directing the SVCC choir and concert band
- d. hosting music shows and competitions on campus
- e. participating in some recruiting visits to local schools
- f. teaching some dual credit courses off-campus in order to grow enrollment to support the program
- g. attend local music shows as a representative of SVCC |

**Signature of the Program Review
Committee Chair**

|Dr. Steve Nunez|

Dean of Academics and Student Services Recommendations

The Program Review has been reviewed.

The following are the recommendations from the Dean:

Dean's Signature/Date

|Dr. Jon Mandrell |

President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President:	
President's Signature/Date	Dr. George Mihel