



Frederick Community College

Academic Program Review

2011-2016

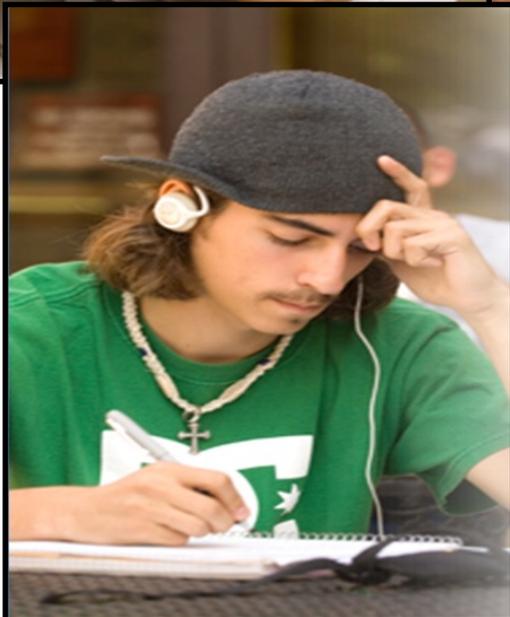


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Academic Program Review 2011-2016

Health and Exercise Science

An advertisement for the Personal/Fitness Trainer program at Frederick Community College. It features a smiling woman with her arms crossed, wearing a light blue sweater. The background is blue with a yellow stamp that says "MY GOAL". Below the stamp, the text reads "TO HELP CLIENTS STAY HEALTHY AND FIT". At the bottom left, there is a small text box with contact information: "Reach your goal through FCC. To learn more about our Personal/Fitness Trainer program, contact Jan Sholes, jsholes@frederick.edu or 301.846.2503. Enroll today. Visit www.frederick.edu/mygoal." The Frederick Community College logo is at the bottom left, and the name "Jamie Boyd, Personal/Fitness Trainer" is at the bottom right.

MY GOAL

**TO HELP CLIENTS
STAY HEALTHY
AND FIT**

Reach your goal through FCC. To learn more about our Personal/Fitness Trainer program, contact Jan Sholes, jsholes@frederick.edu or 301.846.2503. Enroll today. Visit www.frederick.edu/mygoal.

Frederick Community College

Jamie Boyd, Personal/Fitness Trainer

Self Study Report

Authored by:
Jan Sholes, Tom Jandovitz, Yi Lin Lui

Section 1: Introduction

The Health and Exercise Sciences program consists of many different sub-components including the Physical Education Transfer program (AA degree); the Physical Education offerings that are not a part of the transfer degree but are a part of the discipline; the Personal Trainer program, and the Health discipline offerings in Stress Management, Health Education, and Nutrition. A concentration in coaching is also offered as an LOR which includes three courses: Psychology of Coaching, Care and Prevention of Athletic Injuries, and Coaching Principles.

The name of the overarching Program has also undergone a recent change, going from a separate Physical Education program with Health offered independently, to an overarching name of “Health and Exercise Sciences” which includes all of the components mentioned above. This was done to reflect the changes in philosophy to reflect the trends in the discipline.

The program serves different populations. They include: those who want to go into Physical education as a major and therefore will transfer; those who want an entry level job in personal training as a career; those who opt to use a Health or PE general education course that meet the general education CORE requirements of the college; those who want to pursue an entry level coaching job; and all students who need the physical education/health courses to meet our graduate requirement of 1/3 credits.

The Physical Education program has seen a decline in majors from Fall 2010 (35 majors) to Fall 2014 (23 majors). Of those majors, very few graduate with an AA in Physical Education. Over the past five years, there were only two graduates. Although there were only two graduates, there were many students who did successfully transfer prior to completing their full degree at FCC (Appendix H). On average, 18% of students successfully transferred over the course of the last five years. While the AA in Physical education has seen a decline, the Personal Trainer program is on an upswing. It has increased its numbers since its inception in the Fall 2012. The first cohort was the pilot program, and it had two students in it. Now the program is up to eight students (Spring 2016)

The Allied Health and Wellness department is a part of the Academic Affairs team. The programs offered by the Wellness portion of the department fits into the bigger whole of the Academic Affairs team.

Physical Space:

The programs are housed in various venues on campus. The theory classes that do not need fitness/lab facilities are taught in general classrooms across campus. The classes that require a lab component to assess fitness are housed in the athletics building. The Physical Education skills classes require space that is specific to that skill. The tennis classes are taught on the tennis court; the weight training classes are taught in the weight room, etc. There are a few courses that are offered off-site due to specialization, and they include golf and kick-boxing.

There are glaring insufficiencies in physical space for the Health and Exercise programs. The weight room is very space deficient and is utilized by: the Personal Trainer program, the Fitness for Living classes as a lab, the athletic department, the student population as a whole, staff wellness, and the weight training classes. It is an embarrassing 30 x 30 square foot room filled with equipment that is smaller than most high school gyms. It is impossible to put 24 students (the size of our Fitness for Living classes) in that room, and as a result the students end up using the hallway to undergo fitness assessments. The Personal Trainer program uses that room as well,

and since enrollment has increased with eight in the cohort, the space issue is paramount. You cannot train the trainers with so little space. Additionally, the room deficiencies allow for only one squat rack.

There are insufficient spaces to have the students undergo their physical assessments of fitness. The gym is also utilized but, at times it cannot be as there are other classes that use the gym. D-129 (the aerobics/yoga room) is also used for assessments, but again, there are many other classes and programs that make use of this space including but not limited to Institute for Learning Retirement and other continuing education courses.

The College is competing with itself to use these different spaces, and sometimes a program loses out. The result of this limited space is students in the hallway doing exercises. Even our stress management classes need to make use of the “gym” facilities at times to do stress management labs, and this makes scheduling very difficult. Furthermore, Athletics is also encroaching on the traditional times set apart for academics. They have practices that start at 1 or 2pm on certain days. The demand for space has been ever increasing, and the College needs to consider ways to expand physical space for all programs affected.

Section 2: Program Mission, Goals, and Objectives

Mission:

The primary mission of the Health/Exercise Sciences transfer program is to provide students with the first two years of course requirements to a bachelor’s degree in Physical Education/Exercise Science. It requires completion of general education courses and selected PE/Health courses. High school preparation for his option should include algebra, biology and chemistry.

The primary mission of the Fitness/Personal Trainer certification program is to prepare students for a career in personal training, the training of different populations to improve their fitness levels. Certification is through the National Academy of Sports Medicine.

Goals and Objectives:

It is the goal and objective of each of these programs to enhance the physical, motor, mental and social development of all participating students. It is the objective of the health and exercise sciences program to introduce students to a broad based program of instruction in physical education activities and experiences from which they will derive lifetime benefits.

The College’s Mission is as follows: With teaching and Learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities.

The Health/Exercise Science and the Fitness/Personal Trainer programs mission and goals both mesh smoothly with the college’s mission. We offer quality innovative lifelong leaning in our programs. Students are encouraged to explore activities in many of our courses that they can use throughout their lives to stay fit. We teach in traditional and alternative settings, (classrooms, gyms, weight room, fitness centers), and are striving to meet the fitness needs of our local and regional community. The growth in the fitness industry has been exponential in the past few years. As our population ages and with the social/environmental trend toward lifelong fitness, we play a tremendous role in training future teachers and certified personal trainers.

Section 3: Program Trends According to Internal and External Data

Internal data

The 5-year trends in enrollment are documented in Appendix A for the Physical Education program and in Appendix B for the Personal Trainer program.

The number of Physical Education majors has declined in the past five years; from 35 in Fall 2010 to 23 in Fall 2014 (3.4% decline). This drop is slightly lower than the drop in the overall enrollment at the college from Fall 2010 to Fall 2014 (4% decline). The college enrollment saw a slight increase in Fall 2015.

Although there are a respectable number of declared “majors”, very few students graduate from the program. Only two students graduated in the past five years, and that was in the year 2014. This trend is not unlike many programs in that the students are less concerned about graduating with a major, and more concerned about meeting their needs to get specific courses with which to transfer. As mentioned earlier, the average transfer rate prior to finishing the AA degree is 18%

The program does have a very good success rate in regards to students completing courses. For the past five years the rate of success of completion was always over 80% for both 100 level and 200 level courses. Another plus that can be gleaned from the data, is that for the first time in the fall, 2014, the majority of our students are being taught by full time faculty. This ratio has steadily gone up over the past five years.

For the Personal Training program the data only goes back three years, as it is a new program. Since it is new, the overall data of declared majors and graduates is not very meaningful. The program is enjoying success though as the level of completion is at 100% for the 200 level courses, and the NASM Personal Trainer certification pass rates for all students since its inception is 100%.

Students have the opportunity to evaluate the Personal Training program through a course survey given to them in their capstone course, PE252, Essentials of Personal Training (Appendix C). This survey allows students to comment on the program as a whole and to comment on the relevancy of courses to the program. This survey has resulted in curricular changes to the Personal Trainer Program. The Personal Trainer program also receives input from its advisory board to guide the program. The advisory board meets twice a year.

The College maintains a website which provides a detailed description of the Health and Exercise Sciences programs. This site provides the most updated information concerning the curriculum and curriculum pathways.

- <http://www.frederick.edu/degrees-certificates/Physical-Education.aspx>

Other general information about the program and course descriptions are supplied in the College catalog which is also housed online.

There are special marketing materials that accompany the Personal Trainer program. An information brochure is published and handed out to prospective students. The brochure is also housed on the web page for the Fitness/personal trainer program along with a promotional video for the program.

- <http://www.frederick.edu/degrees-certificates/Physical-Education.aspx?tab=trainercert>

External Data

Today's world is designed around sitting, in cars, chairs and in front of screens, yet humans are wired to move. For example, the US Navy recently made its body fat rules more lenient for sailors (Frederick News Post/Associated Press March 2016) Furthermore, companies are offering more employees incentives to get and stay healthy (Frederick News Post/Associated press March 2016) in hopes of determining that it lowers health care costs. It is known to increase productivity and reduced absences. These environmental trends makes the Physical Education program and the Personal Training Certificate so timely and necessary. (Reflections on Exercise Science, JOPERD, 2016)

SHAPE America (<http://www.shapeamerica.org/advocacy/upload/PEP-recipients-by-state-2001-2014.pdf>) recently published data concerning obesity rates for children in Maryland. It concluded that 31.6% of Maryland's children were obese. Unfortunately the United States' rate for children is also high at 31.3%. The Shape of the Nation Report (2012) found that Maryland does mandate elementary, middle/junior high and high school PE. In addition the State of Maryland has its own PE standards. It also found that Maryland does not require PE in all grades K-12.

The Youth Risk Behavior Survey (2011, centers for Disease Control and Prevention) determined that 80.7% of Maryland High School students do not attend daily PE classes, compared to 68.5 of U.S. students. In addition it determined that 62.2% of Maryland High School students did not attend PE classes in an average week, compared to 48.2% of U.S. students.

For all of these reasons above we have a glaring need for physical education, and physical educators and fitness professionals locally, regionally, and nationally.

A further review of external professional literature shows undergraduates are trending to post graduate options of: job placement (perhaps in teaching or personal training), graduate school, and professional school (physical therapy, occupational therapy and medicine) (JOPERD, February 2016). Kiplinger recently rated exercise science as among one of the worst careers (Cunningham, 2014). This is based solely on the projected salary following graduation. This must be balanced with reconciling one's passion with salary.

Other Maryland Community Colleges (Appendix D)

All Maryland community colleges were surveyed regarding their Health Sciences/Personal Fitness trainer offerings. It was determined that 6 of the 17 had no Health Sciences/Personal Fitness trainer programs and four of the colleges surveyed offered programs specifically related to Personal Training certification. (Appendix D) In order to meet the goals of our students and community, it is concluded that it is very important that FCC continues to offer these programs. All of these classes and both programs enhance the health and wellbeing of our students in this age of too much screen time, and a lack of exercise. In our society, this often leads to many negative health issues, increased obesity levels, and increased health care costs

Section 4: Assessment of Student Learning Outcomes (Appendix E)

To better understand student learning, two classes were assessed this year, PE 154 and PE 236. They are described in the sections below. The classes in the Personal Fitness training program, PE 252 and PE 249 have a 100% success rate and are discussed below. The remaining classes in the Health and Exercise science were not

officially assessed. The following classes have assessment components which measure specific student learning outcomes (SLO's):

- PE 153 Intro to Health and Exercise Science (SLO's 6, 7)
- PE 241 Methods of Fitness and Conditioning (SLO's 4, 5, 6, 7)
- PE 247 Methods of Strength training (SLO's 4, 5, 6, 7)
- PE 250 Care and Prevention of Athletic Injuries (SLO's 4, 6)
- HE 102 Nutrition in a Changing World (SLO's 3, 4)
- HE 110 Nutrition Basics (SLO 3)

Data related to a significantly high pass rate helps to demonstrate that these SLO's were successfully addressed and learned.

(PE 236 Coaching Principles) SLO's 1,3,5,6. (Appendix F)

The coaching principles course provides students with the knowledge, skills and experience to become an effective and successful coach at all levels except professional. During last five years, 60 students have participated in this course and 56 students successfully passed the course. Among them, not including data in 2016, there are 12 students who received the certification issued by the American Sport Education Program (ASEP) and 7 students that received the teacher certification issued by ASEP. The curriculum of the class addresses each of the SLO's 1,3,5,6, which leads to the conclusion of a positive assessment (overall success rate 92% in the past 5 years and 100% success rate in each of the last three years).

PE 154 (Fitness for Living) SLO's 2, 4, 5 (Appendix G)

In the spring 2016 semester 50 students in PE 154 Fitness for Living were assessed in a pre and posttest on 6 fitness skills. The pretest was administered in February and the post test was administered in May. During the semester the class performed a 30 minute program of aerobic and anaerobic circuits once per week for 6 weeks. The students were also encouraged to work out on their own for at least 2 other days of the week. For the pretest the students were asked to perform:

1. Curl ups in 1 minute,
2. Grip strength with a hand dynamometer
3. Flexibility test using a sit and reach box
4. A body composition test using an electrical impedance meter
5. A timed agility test determined by a 30 yard shuttle run
6. A timed quarter mile run

Results of the post tests are as follows: (Appendix G)

Introduction: As part of the program review process, the Health and Exercise Science department worked with the

Assessment Coordinator to analyze data collected as part of an assessment in PE 154 (Fitness for Living). This course serves as a departmental requirement in both the Health and Exercise Science AA Degree and the Fitness/Personal Trainer Certificate. The faculty member teaching the course collected data from his section(s) and **a total 37 students were assessed** The assessment was linked to the following program learning outcomes: (2- apply wellness principles that are necessary to delay or prevent lifestyle diseases that are prevalent in our

society today,4- use current technology to assist in the interpretation of wellness, fitness and nutrition evaluations and 5- engage in fitness or sports activities that contribute to a healthy active lifestyle). All data was compiled using statistical analysis software and the results of the analysis are below.

Analysis:

- The data on the below shows student improvement on the assessment by content area. Keep in mind, that on some content areas a decline can show improvement. (body composition, agility and the quarter mile tests). Below is a further analysis of each assessed area.
- Students were assessed using a pre and posttest format on their ability to do curl ups/sit ups. The average improvement of students was 3.7 additional curl ups/sit ups at the completion of the semester. The largest growth was 20 curl ups/sit ups.
- Students were assessed on their grip strength for both their right and left hand. On average, students showed a slight decline in grip strength (Right: -1.87, Left: 1.83). This decline could have been impacted by student's ability to measure grip strength. This should be an area of focus for improvement in coming semesters.
- Students were assessed on their sit and reach ability for both their right and left side. On average, students showed a slight increase in their sit and reach (Right: 0.90, Left: 1.39).
- Students were assessed on their overall body composition. After being assessed students body composition on average declined by 0.316 points. This figure may have been impacted by students pretest scores as students were still learning how to accurately measure body composition. Despite this issue in the assessment, students still showed improvement in their overall body composition as a result of PE 154 and one student had a decrease in body composition of 5.1.
- Students were assessed on an agility run. On average students decreased their agility run by 0.81. One student improved their time by 1.9 seconds on the agility run.
- Finally, students were assessed on a quarter mile run. On average students decreased their quarter mile run by 7.11. In fact, one student reduced their time by 42 seconds from pretest to post test.

In conclusion, SLO's 2, 4, 5 were assessed to determine if we are in fact meeting those outcomes:

(2- Apply wellness principles that are necessary to delay or prevent lifestyle diseases that are prevalent in our society today,

4- Use current technology to assist in the interpretation of wellness, fitness and nutrition evaluations and

5- Engage in fitness or sports activities that contribute to a healthy active lifestyle).

Based on the statistical analysis of the data stated above and in Appendix G it is concluded that we have met those outcomes through assessment of these 6 areas of fitness.

For the Personal Trainer program, the curriculum is established to meet the goals of the program, and that is to prepare students for entry level jobs in the field of personal training. Originally the curriculum was developed through a collaboration between our Industry leaders and our faculty. Several of those leaders have joined our Personal Trainer advisory board. The curriculum has undergone changes every year since its inception based on industry and student feedback. Competencies of being able to train a person are developed as the program unfolds. Methodology courses are undertaken to provide hands-on understanding of how to do different lifting techniques, and that begins the process of applying that information to others. Other courses build on that information and then bridge it to the business end of personal training, as in the course, Fitness Assessment and Business Practices. The capstone courses are the PE252 course which culminates in the certification of the student as a personal trainer, and the internship course which provides the application of knowledge into the work setting. Program success has been measured through the pass rates on the National Academy of Sports

Medicine (NASM) certification for personal trainers. The instructor for the PE252, Essentials of Personal Training, keeps track of the pass rates as they are used in the calculation of the grade for the class as well. Thus far (since 2013), the program has achieved 100% pass rates.

Section 5: Program Resources, Support, and Viability

An interesting dichotomy in the world of physical education and exercise is the lowering of PE requirements in the public school systems while at the same time, there continues to be an explosion of private fitness clubs. So, while we may see less demand for the physical educator to teach the physical education classes, we see more demand for the personal trainer. This is not just seen in the world of fitness, but also in the world of competitive sports. Many private sports clubs have sprung up that just focus on sports performance in one sport, say basketball for instance. And while this helps the more talented student, the average student in the public school system who needs more activity is being overlooked.

Since the Physical Education program is a transfer degree, students go on to finish at other four year institutions. Although at this time, we do not graduate many Physical Education “majors”. The Personal Trainers who have graduated pursue many goals. Many have stayed local and are working in area fitness gyms.

Full time faculty and adjunct faculty are well qualified to meet the demands of the program. Both full time faculty in the program have either Masters or Doctorates in Physical Education. One of our full time faculty members was honored this past year with the Laughlin Award for Excellence for 2015.

Those who teach in the Personal Training program have Bachelor’s or Master’s degrees or various certifications in Fitness. The Full time faculty is well supported via professional development opportunities. Faculty are also well supported through the assistance that comes from our academic office manager, technology assistance with classroom issues, Blackboard training, and open technology labs.

The program utilizes all possible facilities available, but it is insufficient to meet the task at hand. While the college encourages and supports the programs we offer, it has not yet provided the physical means to do so. Both external review cited the physical space as a glaring need for our programs. One also indicated that we are in jeopardy of having liability issues as there is insufficient space for students to carry out physical assessments in our general wellness classes. The actual offerings by the Health and Exercise Science programs have matched the growth in the College as a whole. We have increased all our offerings, but do not have the growth in the physical space to match. Add to that, the newly formed Personal Trainer program has increasing physical needs as the program expands. The newest cohort is eight students, and while that may not sound like a lot, putting them into a weight room with one squat rack is a disservice to them. Practically it means that the lesson plan on squat mechanics will have one student instructor, one student participant, and six who are waiting their turn. That is just one example, and as previously mentioned in the introduction, a 30 by 30 foot weight room is an embarrassment. Students who comes here and work out comment on how small the weight room is compared to their high school weight rooms. Our closest colleges, Hagerstown and Hood, have physical spaces to be proud of. Hagerstown has a completely furnished and fully funded weight room/fitness that is available to the college and community alike. Hood has recently completed a new athletics complex that is to be envied. Facilities do not only meet the needs of the Health Exercise programs, they also become a marketing tool to be used by the college to attract students. We would like such a facility.

Curriculum undergoes periodic review to determine functionality. A major revision in the Physical Education curriculum was done in 2011 to allow for more flexibility and transferability for students. Also, a program name

change was recently implemented to reflect the trends in the discipline. We are now termed Health and Exercises as the umbrella term that encompasses the Physical Education program, the Personal Trainer program, and the Coaching Letter of Recognition.

For the Personal Trainer program, curricular changes are ongoing, and with the yearly input of the students and the Personal Trainer advisory board several changes have been made since its inception. Course catalog descriptions, syllabi and other initiatives can be found in the program's classes syllabi. We have compiled them into a separate booklet.

Section 6: Summary of Key Finding for the Future

In the past five years the biggest changes to the program have been the revamping of the Physical Education curriculum including a name change to "Health and Exercises Sciences", the addition of the LOR in Coaching and the addition of the Fitness/Personal Trainer certificate program.

During the next five years, the College expects to see a continued increase in the enrollment in the Personal Trainer program. The fitness industry is strong, and demand for certified personal trainers is strong. The College does not look to see any increase in the graduates in the Physical Education program. As mentioned previously, most students declare a "major", but the goal is to take the appropriate courses that will best transfer to the next school that they are enrolling in. Finishing the AA degree in Physical Education is not a high priority. This is one of the major findings of the program, that students don't see the need to finish the AA degree, and therefore the College does not graduate many of them with AA degrees.

There are many strengths of the program. The Personal Trainer certification pass rates are at 100%. All students taking the PE252, Essentials of Personal Training take the NASM certification exam, and have passed. The graduates of the certification program that wanted jobs in the fitness industry have secured them, and the local fitness industry is looking to us for more graduates. The pass rates for the ASEP coaching certification are also high. The pass rate over the last four years is 91%

The weaknesses of the program are as follows. As mentioned before, very few Physical Education majors have actually completed the AA degree. This is not our biggest concern though. Our biggest concern is that our facilities are weak when it comes to supporting the Health and Exercise programs. The weight room is tiny and is insufficient to provide quality experiences in servicing our general student population. There is a liability issue (see external review, Ridings). The facilities are also insufficient to service the fitness needs of the employees, non-major students, our athletes and other programs such as continuing education and the Institute for Learning in Retirement. It is also insufficient to support the Personal Training program. This is an issue that has been raised in the last two advisory meetings.

There are some options to deal with the facilities issues. The most preferred option is to have the college commit to building a fitness lab/classroom/weight room onto the existing main gym. This course of action would be the best solution for addressing the aforementioned problems of scheduling classes, programs, and our ability to meet the needs of our students.

Other options have been put forth. One is to off-site our Personal Training program. This would help address the facility issue, but would add an additional expense to each student's financial load. Another option is to decrease the enrollment of our classes that require the use of the weight room. The weight room can really only

handle 12 students for the general PE classes. This option would cut the number of students in half within our PE 154 class, but this option would have a very detrimental effect on college enrollment, and would have a negative financial impact.



Frederick Community College

Academic Program Review 2011-2016

Health and Exercise Sciences

External Reviewer Report

Submitted to
Jan Sholes

By External Reviewer(s)
Jason Blough
Name of 2nd Reviewer

June 2016

Introduction:

I think the message the report sends is good.

Observations about the Self Study Report:

You can tell the report was written by several different people. I think it needs to flow better and in many cases the English used is not proper. I am sure you are already aware, and with a good proof read by you, all of those minor issues will be resolved.

Observations of Program's High-Quality Education:

One barrier I hear about occasionally when people ask me how they should get certified is the length of time NASM at FCC takes vs. doing it online. I wonder if there is a happy medium that could be found for someone who can't commit to 2-4 semesters of class work, but would like to at least take NASM at the college instead of online? Of course the full program is better, but FCC will miss out on a lot of students that would just assume do it online to save time. A good example is my father, he is approaching his retirement and wanted to get credentials to start personal training as a part time job to stay busy in retirement. He is still working and couldn't commit to doing the FCC program so he just did it online. Maybe offer it online through FCC and have a couple labs during the semester with someone like Johnny?

Executive Summary:

It is paramount that the college provides a better facility for not only NASM, but for athletes, students, and faculty alike. Without that improvement the PT program will never be as good or as good as it could be.



Frederick Community College

Academic Program Review 2011-2016

Health and Exercise Sciences

Spring 2016

External Reviewer Report

Submitted to
Jan Sholes Program Manager
Jan Sholes Program Review Coordinator

By External Reviewer(s)
Elizabeth Ridings, Montgomery College

July 2016

Introduction:

Overall, my review of the Health and Exercise Science programs at Frederick Community College showed that these programs were aligned to the mission and goals of the Department. The course work and practical skills opportunities are designed to prepare students for transfer and/or jobs in the health and fitness industry. Their collaboration with NASM (a CoAES accredited program) demonstrates their desire to provide students with the knowledge, skills and abilities to be successful in the health and fitness industry.

Observations about the Self Study Report:

The self-study was comprehensive and gave a good overview of the program. The program's strengths include the streamlined course work for the Personal Training certificate and the affiliation with NASM. In addition, it seems like the faculty have a good working relationship with the students.

Weaknesses to the program include the lack of physical space for labs. The current space is not adequate to house the current equipment via ADA standards. In addition, there is not enough equipment for students to get the practice opportunities necessary to master the skills needed to acquire the NASM certifications

In addition, the program would benefit from an articulation or transfer agreement with another institution. Graduation rates are low; an agreement with a four year institution would help market the program and encourage students to graduate before transferring.

Observations of Program's High-Quality Education:

Per the self-study review, it seems that the Student Learning Outcomes are addressed in multiple courses and that student's demonstrated knowledge in each outcome. Overall the curriculum demonstrates academic rigor and prepares students to complete a nationally accredited certification. This was clearly demonstrated in the 100% pass rate of the NASM certification test.

Observations of Program's Facilities:

The site visit enhanced and further explained the information discussed in the self-study report. Again, the programs are well organized. The Personal Trainer certificate program is clearly laid out and designed for student success. The affiliation with NASM and the requirement to sit for a certification are strengths for this program.

The transfer program allows students flexibility to choose classes to meet their needs. However, this flexibility may prohibit students from completing a degree prior to transfer. Developing an articulation or course guide with other colleges might improve completion rates.

The lack of physical space is a hindrance to the current program. The current space does not allow instructors to use class time effectively and could be a liability. Twenty-four students in the current space create a hazard and increases risk of injury. In addition, the lack of space forces faculty to have students complete exercises in the hallway which provides an issue for supervision. It is impossible to effectively monitor students in two different places.

Recommendations for the Future:

- Identify additional Physical space for lab work.
 - Liability issues – see the ACSM Facility Standard Handbook for details regarding max number of participants per square foot and also ADA recommendations for equipment.
 - Current space doesn't allow students to adequately practice skills needed for NASM Credentials
 - Students need to practice skills multiple times to master techniques
 - Current facility
- Discuss possible articulations or transfer agreements with other four year institutions
 - Increase graduation and completion rates
 - Increase marketability of program
 - Increase enrollment numbers
- Explore the possibility of bringing the NASM certification exam onto campus.
 - This would make the exam more convenient to current students
 - Increase awareness of personal trainer certificate to others in the community

Executive Summary:

Overall, the Department of Health and Exercise Science programs at Frederick Community College are designed to promote student success. Their alignment with NASM is a strength that will help with program growth in the future. Increasing physical lab space would allow them to acquire the necessary equipment to give students adequate opportunities to practice required skills.

Section 7: Action Plan & Recommendations

The program faculty and program manager identified the following recommendations as a result of the program review and the external review process:

- The college should make it a priority to address the facility issues whether it be to build a fitness lab addition onto the existing gym or identifying other facility solutions. This would require a major commitment of resources to fund such an endeavor but would provide the College with fitness facilities that meet the genuine needs of the student body, the College as a whole, and serves as a marketing tool to attract new students.
- The program faculty and program manager also recommend the development and use of the aforementioned survey of our current students either by paper or in a focus group setting to determine why they are not completing their AA program at FCC. This will allow for a better understanding of the viability of the AA program. Additionally, the survey can be used to further identify students' specific career or transfer goals. The data can be used to better align the program to meet those goals.
- The program faculty and program manager recommend the continued assessment of the Personal Training Certificate to attempt to track growth in the program, determine how to continue to meet student's needs, and promote students success. The program has been very successful since its inception.

Appendix A

PROGRAM EVALUATION: Physical Education					
	FALL 14	FALL 13	FALL 12	FALL 11	FALL 10
DECLARED MAJORS	23	23	21	31	35
MEDIAN AGE	19	19	20	20	21
% FEMALE	17%	13%	19%	19%	17%
% AFRICAN AMERICAN/BLACK	26%	22%	19%	13%	11%
% ASIAN	9%	0%	0%	0%	0%
% HISPANIC	4%	0%	5%	3%	0%
% WHITE	57%	70%	76%	84%	89%
% OTHER/NATIVE AMERICAN	4%	8%	0%	0%	0%
% STUDENTS RETAINED IN PROGRAM	38%	29%	50%	50%	65%
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID	2%	2%	0%	0%	0%
% OF STUDENTS TAUGHT BY FT FACULTY	51%	44%	25%	30%	40%
% OF CREDIT HOURS TAUGHT BY FT FACULTY	57%	45%	26%	32%	44%
% DEV. SECTIONS TAUGHT BY FT FACULTY	NA	NA	NA	NA	NA
% DEV. STUDENTS TAUGHT BY FT FACULTY	NA	NA	NA	NA	NA
	FY 15	FY 14	FY 13	FY 12	FY 11
GRADUATES	0	2	0	0	0
	AY 15	AY 14	AY 13	AY 12	AY 11
Grades: 100 Level Courses					
Successful	685	787	812	859	1002
Failed	75	78	58	81	78
Withdrew	74	67	67	70	81
% of 100 Level Grades -Successful	82%	84%	87%	85%	86%
Grades: 200 Level Courses					
Successful	116	61	62	80	61
Failed	12	6	8	8	3
Withdrew	8	4	2	5	3
% of 200 Level Grades -Successful	85%	86%	86%	86%	91%
% of ALL Program Grades- Successful	83%	85%	87%	85%	87%

Appendix B

PROGRAM EVALUATION: Physical Education (Personal Trainer Cert)			
	FALL 14	FALL 13	FALL 12
DECLARED MAJORS	11	7	1
MEDIAN AGE			
	34	30	20
% FEMALE	46%	43%	100%
% AFRICAN AMERICAN/BLACK			
	18%	0%	0%
% ASIAN	0%	0%	0%
% HISPANIC	18%	0%	0%
% WHITE	55%	100%	100%
% OTHER/NATIVE AMERICAN	9%	0%	0%
% STUDENTS RETAINED IN PROGRAM			
	33%	100%	NA
% OF STUDENTS TAUGHT BY FT FACULTY			
	0%	0%	0%
% OF CREDIT HOURS TAUGHT BY FT FACULTY			
	0%	0%	0%
FY 15			
GRADUATES	3	5	0
AY 15			
Grades: 200 Level Courses			
Successful	13	7	0
Failed	0	0	0
Withdrew	0	0	0
% of 200 Level Grades -Successful	100%	100%	0%

Appendix C

Personal Trainer Program Review (student input)

Date: _____

The purpose of program review is to insure that the program is offering the optimal courses to prepare one to be a certified personal trainer within the scope of community college offerings.

Please check the following courses only if you have taken, or are taking them and evaluate according to the chart.

Courses	I took this course (check)	Yes, absolutely essential	No, do not keep (state why in comments section)	Maybe: I would keep if _____
BI 103 Anatomy & Physiology				
BI107 Human Biology				
BI117 Study of the Human body				
PE108 Body Mechanics				
PE 154 Fitness for Living				
BU 109 Entrepreneurship & Small Business Enterprise				
HE 110 Nutrition Basics				
PE237 Exercise Psychology				
PE241 Methods of Fitness and Conditioning				
PE247 Methods of Strength Training				

PE 249 Fitness Assessment and Business Practices				
PE250 Care and Prevention of Athletic Injuries				
PE252 Essentials of Personal Training				
INTR 102 Internship				

What were your reasons for getting the Personal Trainer certificate?

What do you plan to do with your certificate in the future? (goals for the future in regard to personal training)

Other comments:

Please add your preferred email that you would like further correspondence to go to, e.g. possible job opportunities.

Appendix D

College	Dept	Major
ACM	AHW	1. Physical Education Preparation for Transfer 2. Physical Education Preparation for Transfer
AACC	SS	No Content
BCCC	No	
CCBC	PE	1. Applied Exercise Science 2. Personal trainer Certificate 3. Health, humanities & Social Sciences transfer Pattern
CCC	No	
CC	HPE	1. Exercise Science 2. Personal Trainer/Fitness Manager Certificate
CC1	No	
CSM	No	
FCC	AHW	1. Physical education, 2. Health & Phys Educ 3 personal Trainer 4. ASEP
GC	TE	Physical Education and Health: 1. Recreation Concentration 2. Teaching and/or Coaching Concentration
HCC	PE&LS	1. health, physical education and leisure studies (Arts and Sciences Option or Letter of Recognition) 2. Fitness Training (Letter of Recognition), 3. Sport Coaching, 4. Sport Officiating
HCC1	No	
HCC2	No	
MC	HEESPE	1. Health Fitness, 2. Health education, 3. Advanced Personal Trainer Certificate, 4. Personal Trainer Examination Preparation letter of Recognition, 5. Phys Educ Teacher Educ, 6. Aging Studies Letter
PGCC	HNPE	1. Phys educ 2. Health Educ, 3. Food Science, 4. Dietetics & Certificate
WWCC	No	

* Allegany College of Maryland (ACM)

* Anne Arundel Community College (AACC)

* Baltimore City Community College (BCCC)

* Community College of Baltimore County
(CCBC)

* Carroll Community College (CCC)

* Cecil College (CC)

* Chesapeake College (CC1)

* College of Southern Maryland (CSM)

* Frederick Community College (FCC)

* Garrett College (GC)

* Hagerstown Community College (HCC)

* Harford Community College (HCC1)

* Howard Community College (HCC2)

* Montgomery College (MC)

* Prince George's Community College (PGCC)

* Wor-Wic Community College (WWCC)

** AHW=Allied Health and Wellness

SS=Sport Studies

PE=Physical Education

HPE=Health & Physical Education

TE=Teacher Education

PE&LS=Physical Education & Leisure Studies

HEESPE=Health Enhance, Exercise Science and Phys Educ

HNPE=Health, Nutrition & Physical Education

No=No Dept

Appendix E

Students who successfully complete this program will be able to:		PE 108 Body Mechanics	PE 153 Intro to Health & Exercise Science	PE 154 Fitness for Living	PE 161 Psych of Sport	
SLO #1: understand the role of wellness as a contributing factor to a healthy society			I	I	I	
SLO #2: apply wellness principles that are necessary to delay or prevent lifestyle diseases that are prevalent in our society today		I	I	I,E		
SLO #3: learn the principles of human nutrition as they relate to the functioning of the human body/mind				I,E		
SLO #4: use current technology to assist in the interpretation of wellness, fitness and nutrition evaluations		I		I,E,A		
SLO #5: engage in fitness or sports activities that contribute to a healthy active lifestyle.			I,E	I,E,A	I	
SLO #6: understand the basic principles of anatomy, physiology and biomechanics and apply the knowledge to movement activity		I,E,A	I,E,A	I	I,E	
SLO #7: be introduced to the teaching methodology of motor skills			I,E,A	I		
SLO #8: apply business principles to fitness assessments						
Courses Required for:						
A.A. Degree						
Fitness/Personal Trainer Certificate						
PE 236 Coaching Principles	PE 237 Exercise Psych	PE 241 Methods of Fitness & Conditioning	PE 247 Methods of Strength Training	PE 249 Fitness Assesment & Business Practices	PE 250 Care / Prev Athletic Injury	PE 252 Essentials of Personal Training

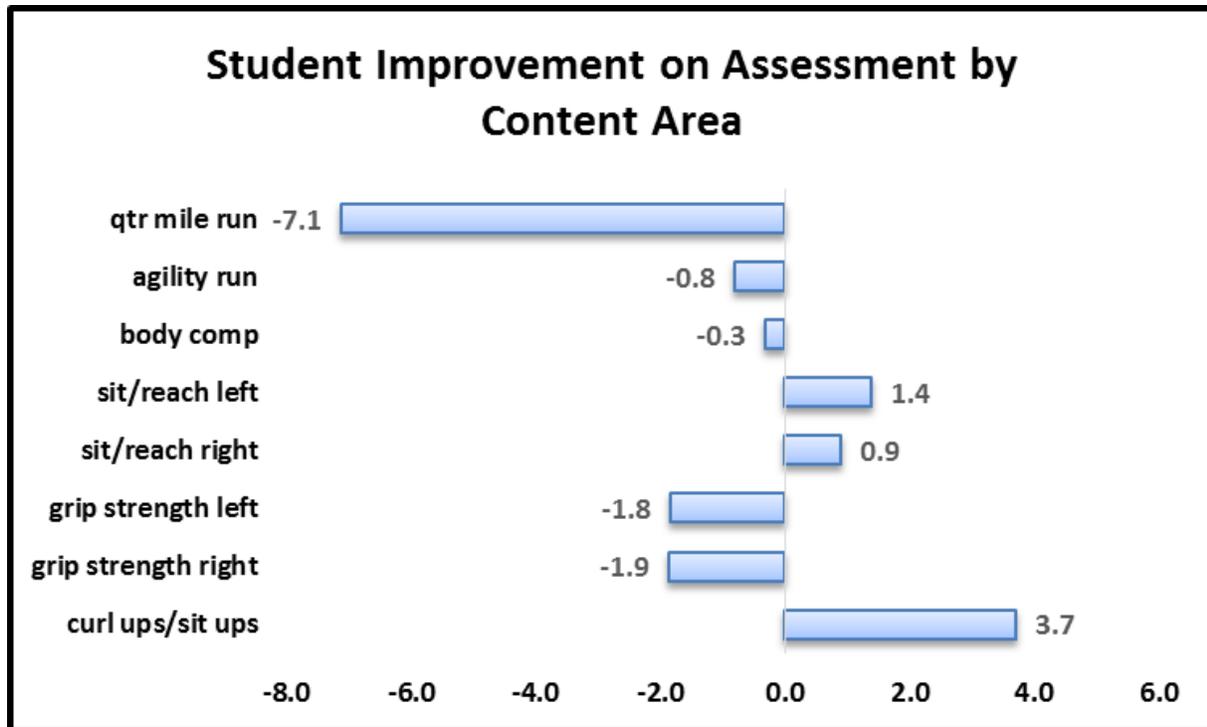
I,E					I	I
					I	
I					I	I
		I,E,A	I,E,A	I,E,A	I,E,A	I,E,A
I,E	I,E	I,E,A	I,E,A			I
I,E	I,E,A	I,E,A	I,E,A	I,E,A	I,E,A	I,E,A
	I,E,A	I,E,A	I,E,A	I		I,E,A
				I,E,A		I,E
						I

HE 102 Nutrition Changing World	HE 110 Nutrition Basics	HE 204 Health Education
I,E		I,E
I,E,A	I	I,E
I,E,A	I,E,A	I
I,E,A	I	I

Appendix F

PE 236	Registered	Completed	Incomplete	Completed %	ASEP Certificate (80%)	ASEP Teacher Certificate (90%)
2012	11	9	2	82%	2	2
2013	18	16	2	89%	7	5
2014	7	7	0	100%	2	0
2015	10	10	0	100%	1	0
4-year period	46	42	4	91%		

Appendix G



Moving forward: This data will be reported back to the Health and Exercise Science Department for their review and the data will also be included as part of the department's program review. Adjustments will be made to instruction and the curricula based off the departments interpretation of the data above; as well as, all other information collected as part of the complete program review process.

Appendix H

Number of PHYSICAL Major Students by Cohort		Transferred to 4 Year		
FCC Cohort		Frequency	Frequency	% Transfer to 4YR
Year	2011	25	8	32%
	2012	11	2	18%
	2013	16	5	31%
	2014	16	2	13%
	2015	25	0	0%
	Total	93	17	18%

College/University Name	Frequency	Percent
BOWIE STATE UNIVERSITY	1	5.9
FROSTBURG STATE UNIVERSITY	1	5.9
LA ROCHE COLLEGE	1	5.9
MCDANIEL COLLEGE	1	5.9
SALISBURY UNIVERSITY	4	23.5
SHEPHERD UNIVERSITY	1	5.9
ST MARYS COLLEGE OF MARYLAND	1	5.9
TOWSON UNIVERSITY	2	11.8
UNION COLLEGE	2	11.8
UNIVERSITY OF MARYLAND - COLLEGE PARK	2	11.8
UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE	1	5.9
Total	17	100.0

A.A. Theatre Program

Spring 2016



Self Study Report

Authored by:
Tad Janes: Program Manager

June, 2016

Section 1: Introduction

The Theatre Program at Frederick Community College has been on a path of growth and change for over 15 years and has, with the addition of the F-142 Studio Theatre facility, created a space where theatre students can learn and explore the art of theatre. In 1998, the theatre program offered Acting I and Stagecraft once a year and Introduction to Drama each term, totaling four (4) classes per year. At the time, there were no student theatre productions on campus; however, there was a history of the program partnering with a local theatre company to produce on campus while giving students opportunities in performance and production.

As in 2001, there were four (4) classes per year in the Theatre Program, the 2016/17 academic year currently has twenty (21) courses in the schedule. The spring term of 2016, nine courses were offered and eight of the nine courses enrolled (89%).

Starting in 2001, the Program developed “Theatre FCC,” a marketing brand, as a moniker to produce student plays. Since 2001, Theatre FCC produced one play each semester in the JBK Theatre (6 performances each year) until the opening of the Studio Theatre (F142) space, at which time production expanded. In the 2015-16 academic year, Theatre FCC produced a fall production that saw sell-out crowds (a show that, because of its popularity, was remounted in the spring) which featured a community discussion around the topic of sexual abuse and slut shaming. The discussion panel featured the cast, crew, and professionals from the community (Heartly House, Frederick Police Department, FCC Counselling, etc.). In addition, Theatre FCC saw productions of Sam Shepard’s Hawk Moon, the student created “site specific” piece: Come Prepared, and four nights of improvisation, totaling 17 nights of performance.

In the fall of 2013, the Theatre Program gained a major benefit with the creation of the Studio Theatre, F142. This space was created as a dedicated theatre studio space with 75 seats, light grid, theatre lighting and sound, a tech booth, and adjacent classroom that acts as a dressing room space. This space currently houses all theatre classes, and has become an “empty canvass” where theatre students may perform in Theatre FCC productions and is a place where student may rehearse, workshop, present, and produce.

In addition to the increase in class offerings, the creation of a dedicated theatre studio space, and the creation of student production opportunities, the program name has been changed from Drama to Theatre to better align with other institutions of higher learning; and, the Program has received approval from the Maryland Higher Education Council as an Area of Concentration.

The Program has created articulation agreements Shenandoah University, Frostburg University, and UMBC; the program is currently in discussions with McDaniel and Towson University for similar agreements.

The Theatre Program provides opportunities for students that wish to a) transfer to a four-year theatre program, b) gain training to, potentially, work in the discipline, and c) to expand critical thinking and communication skills for all students including those that are not interested in theatre as a viable career path. The program creates a space for creativity and encourages extra-curricular student expression.

The Office of Student Services provides tickets to professional theatre performances for students, faculty, and staff. The ticketing program averages 80 FCC vouchers per production and is used as a source for critical analysis papers for courses in the Theatre, English, and Art programs. This ticketing program, in partnership with Maryland Ensemble Theatre, was the subject of an article in American Theatre Magazine (Jul/Aug.08) on “best practices” for ticketing programs.

Finally, it should be noted that students from the Theatre Program are gaining employment in the field (See Appendix C). This academic year, 9 different students received professional jobs through mentorship, contacts, and audition coaching from the FCC Theatre faculty.

Section 2: Program Mission, Goals, and Objectives

The Theatre Program helps students build an appreciation of theatre, cultivates critical thinking, builds skills for creative expression, and elevates communication skills. As theatre is a collaborative art-form, The Program creates a climate where students create strong intra-personal connections and are able to make informed, critical responses to the art-form and understand the human values expressed within. The Program gives students the tools necessary to move on to a four year theatre school, enter professional theatre productions, and/or use the skills learned to use as life-skills and in any future employment.

- Build an Appreciation of Theatre
 - Analysis of written text scripts
 - Analyze improvisational theatre
 - Analyze devised theatre
 - Analyze classic as well as modern plays
 - Gain historical context and an understanding of Theatre's role in today's society
- Cultivate Critical Thinking
 - Demonstrate an understanding of theatre through the use of computer systems, video, and other instruments of modern technology appropriate to the discipline of theatre.
 - Demonstrate a general knowledge of the history, culture, society and relationships within the parameters of the theatre.
 - Discuss themes, relationships, and the human condition in theatre (scripts, improvs, and performances) and its effect on society
 - Research analyze, compare, synthesize, and draw inferences from readings and other research materials in order to make valid judgments and rational decisions.
- Build Skills for Creative Expression
 - Explore physical, digital, written and auditory communication
 - Explore performance, design, written, and improvisational expression
- Elevate Communication Skills
 - Produce effective and appropriate oral, written and visual information for Theatre.
 - Interpret and synthesize information from oral, written and visual texts.
 - Apply active listening skills.
 - Write and speak effective, organized, clear, and grammatically correct English appropriate for the subject of theatre, the purpose of the class, and the other students in class.
- Create Strong Connections
 - Explore team building techniques
 - Explore group activities
 - Condition groups to meet deadlines
- Critical Response to the Art-form
 - Display historical awareness and demonstrate an understanding of contemporary issues within their historical and cultural context with regards to classic and contemporary theatre.
 - Examine a global issue/event from multiple perspectives.
 - Work cooperatively in groups with diverse membership and contribute to the group's efforts with ideas and suggestions.
 - Demonstrate respect for the right of others to express their viewpoints.

The Theatre Programs goals and objectives fit directly into the college mission of a liberal arts education. Core goals of the college are to create students that are critical thinkers, can make informed, critical responses to the arts, and can communicate on a college level. The Theatre Program stresses these three Core goals.

Section 3: Program Trends according to Internal and External Data

After a slight lull in the number of majors for the theatre program in 2013 and 2014, 2015 saw a resurgence with eleven declared majors. The student population of the theatre program continues its trend of capturing a “college age” audience with the average age of the student of 20 years old (a six year average). The program has a 61.8% retention rate over a six year period, and the majority of courses (68%) are taught by full-time faculty. The graduation rate in the program is minimal, however, through the role of advisor, the program manager sees that most declared majors are more concerned with transferring to a four-year school either after a term, a year, or after two years, or gaining professional training, so, completing an AA degree is not the goal of a majority of Program students.

PROGRAM EVALUATION: Drama						
	FALL 15	FALL 14	FALL 13	FALL 12	FALL 11	FALL 10
DECLARED MAJORS	11	7	9	14	11	10
MEDIAN AGE	20	20	18	18	22	23
% FEMALE	36%	37%	22%	43%	55%	70%
% AFRICAN AMERICAN/BLACK	9%	0%	0%	14%	18%	0%
% ASIAN	0%	0%	0%	7%	0%	0%
% HISPANIC	0%	14%	22%	7%	9%	20%
% WHITE	91%	57%	67%	72%	73%	80%
% OTHER/NATIVE AMERICAN	0%	29%	11%	0%	0%	0%
% STUDENTS RETAINED IN PROGRAM	57%	75%	43%	73%	58%	63%
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID	0%	0%	0%	17%	14%	0%
% OF STUDENTS TAUGHT BY FT FACULTY	69%	67%	0%	25%	56%	49%
% OF CREDIT HOURS TAUGHT BY FT FACULTY	68%	67%	0%	23%	54%	48%
% DEV. SECTIONS TAUGHT BY FT FACULTY	NA	NA	NA	NA	NA	NA
% DEV. STUDENTS TAUGHT BY FT FACULTY	NA	NA	NA	NA	NA	NA

The Theatre program has a high success rate; for 100 level courses, the rate is 86% over a six year term, and in the 200 level courses, the program has seen a 100% success rate for two years running.

	AY 16	AY 15	AY 14	AY 13	AY 12	AY 11
Grades: 100 Level Courses						
Successful	60	70	53	89	70	88
Failed	8	3	8	9	5	5
Withdraw	6	3	4	2	9	7
% of 100 Level Grades -Successful	81%	92%	82%	89%	83%	88%
Grades: 200 Level Courses						
Successful	28	4	12	16	16	16
Failed	0	0	0	0	0	0
Withdraw	0	0	2	0	2	3
% of 200 Level Grades -Successful	100%	100%	86%	100%	89%	84%
% of ALL Program Grades- Successful	86%	93%	82%	91%	84%	87%

Program Courses

THR 101–Introduction to Theatre (3)

CORE Arts and Humanities/Arts

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Introduces the history of drama and the theatre through reading, viewing and discussing plays.

THR 102–Introduction to Acting (3)

Offers a basic study of acting, through both a historical perspective and in-depth exercises.

THR 104–Improvisation (3)

Provides students with a basic overview of modern improvisation techniques. Emphasis will be placed on techniques used to build confidence, creativity, critical thinking, and learn team building skills. Course offers an introduction of improvisation as a tool for professional auditions and performances.

THR 105–Theatre Ensemble I (3)

Examines the socio-cultural-political context for the development of different approaches to the process of devising a piece of theatre from the ground up and performing genres (e.g. story-telling, political, etc.). Students will work together as a group to build an original theatre piece. Students of performance, design, direction, and technical will work together to build theatre from the common interest of the class group.

THR 121–Stagecraft (3)

Explores all technical aspects of play production, with emphasis on set construction, scene painting, properties and stage lighting. Provides laboratory experience in conjunction with campus theater productions.

THR 203–Fundamentals of Directing (3)

Addresses problems in playwriting, directing and acting. Students work on scenes and/or one-act plays.

THR 204–Production Survey (1)

Students participate in a campus theater production as a member of the production crew. May be taken for credit three times.

THR 205–Acting Survey (1)

Students participate in a campus theater production as a member of the cast. May be taken for credit three times.

THR 206–Advanced Acting (3)

Concentrates on characterization and dramatic improvisation.

THR 207–Improvisation II (3)

Provides students with an advanced overview of modern improvisation techniques. Emphasis will be placed on techniques used to build confidence, creativity, critical thinking, and learn team building skills. Course offers an in-depth exploration of improvisation as a tool for professional auditions, performance, and character building.

THR 210–Theatre Ensemble II (3)

This course provides students with an opportunity to deeply explore the creation of a piece of theatre from the beginning stages of research, improvisation, script writing, and other play creation techniques to a final production on or off campus. Emphasis will be placed on research, writing, and techniques used to build confidence, creativity, critical thinking, and team building skills. The course will use multi-disciplinary research skills on topics that are important to the class to bring a vibrant theatre piece with a strong community focus.

THR 212–Theatre Internship (3)

Offers an intensive study of theatrical performance, including both acting and stagecraft assignments. Students prepare a theatrical production for presentation during the summer.

Theatre Program SLO Curriculum Map												
I= Introduced, E=Emphasized, A=Assessed												
Students who successfully complete this program will be able to:	THR 101 Intro to Theatre	THR 102 Intro to Acting	THR 104 Improvisation I	THR 105 Theatre Ensemble	THR 121 Stagecraft	THR 203 Directing	THR 204 Production Survey	THR 205 Acting Survey	THR 206 Advanced Acting	THR 207 Improv II	THR 210 Theatre Ensemble II	THR 212 Internship
SLO #1: Understand the historical context of theatre and drama, including its relationship to contemporary society and culture.	I, A	I	I	I, A	I, A	E, A			E, A	E, A	E, A	
SLO #2: Demonstrate an introductory practical, working knowledge of how to produce a play on stage, including all related performance, script, design, and technical aspects.		I, A	I, A	E, A	E, A	I, E, A	E, A	E, A	E, A	E, A	E, A	E
SLO #3: Critically differentiate and evaluate what they and other have created.		I, A	I, A	E, A	I	E, A	E, A	E, A	E, A	E, A	E, A	E
SLO #4: Gain experience with individual and collaborative processes needed to produce and understand theatre.	I	E, A	E, A	E, A	E, A	E, A	E, A	E, A	E, A	E, A	E, A	E, A
Courses Required for:												
A.A.S. Degree	x	x			x	x	x	x	x			

With the growth of course selections in the theatre program, students have seen a benefit in preparation for ongoing university theatre studies, and for professional work. Alumni have reported that the training received at FCC has become a building block for professional careers in theatre, continuing theatre studies, and in building communication skills that transfer to other professions (Appendix C).

Marketing

Currently, the main marketing tools for the Theatre Program are the FCC website (<http://www.frederick.edu/degrees-certificates/drama.aspx>), program flyers around campus, a very old program brochure, and with student productions, a regular presence in the local newspapers and social media. There have been meetings with the marketing department about creating a new brochure for the Program and updating a sleeker looking web presence for the Program.

In addition to direct marketing, the Theatre Program is attempting to form a formal partnership with the Frederick County Public Schools to create a county-wide, high school drama festival that will bring theatre students from around the county on campus to experience workshop, training, and a showing of scenes. The Program has also been working with the FCPS Advanced Theatre Studies program to create dual-enrollment possibilities and production collaborations.

How does FCC align with other institutions of higher learning?

As the Theatre Program aligns with MHEC and COMAR standards, the program consists of 31 credits outside of the program and 29 credits within the program. Looking at other regional community colleges and universities, most theatre students are required to take an introductory theatre class (THR101), introductory acting class (THR102), stagecraft (THR121), one other class that fits with the students theatre focus (acting class for performance students, directing or design for non-performers), and 2-4 credits for working on productions (reviewed regional college websites, sources 1-6).

Frederick Community College's Theatre Program aligns with these main introductory courses, and, when looking deeper at the course offerings of the aforementioned programs, FCC provides a diverse offering of course electives for students.

Community Partners

The Program has a long history of partnering with community partners. As mentioned above, the initial productions on campus were produced by outside community theatre organizations that featured FCC students both on stage and off. This past year, with the highly touted production of SLUT, FCC Theatre students were able to build relationships with experts in the fields of sexual abuse and shaming, including members of the Frederick Police Department, FCC Counselling, and the Heartly House. Additionally, through Theatre FCC's relationship with regional professional theatre company Maryland Ensemble Theatre (MET), FCC students have reaped the benefits of internships, professional job opportunities, volunteer opportunities, and a chance to build relationships with theatre professionals. The MET and FCC have partnered on producing one show per summer for the past six years; from A Midsummer Night's Dream to original works written by FCC student alumni (2016 features former FCC student Sarah Shulman's Gulliver's Travel in Space). In addition to MET, Theatre students have been placed at Atlas Theatre in DC, Landless Theatre Company, Act Too theatre company, Other Voices, and have gained employment at Way Off Broadway, MET, Toby's Dinner Theatre as well as various film and television jobs.

Nationally, community colleges have a history of partnering with professional theatre companies; most widely recognized is the relationship between Howard Community College and Rep Stage (6). Institutions such as Tulsa Community College (7), Clackamas Community College (8), and regionally Towson University (9) have created partnerships with professional theatres to benefit the education of their theatre students.

Student Reaction

Reviewing student evaluations and reaction papers that focus on the content of course programs (Appendix E & F), students find theatre to be a program that allows them to build strong bonds among other students, creates a space for creativity and exploration, increase critical thinking skills and expand methods of communication. The only real negative reaction from this source material is from the THR101 course. This class is a "lecture course" that stresses the duties of professionals in the industry, theatre history, and the exploration of play texts. This CORE course requires many writing and reading assignments. Because this is a theatre course, some expect it to be less writing and reading and focus on performance; however, this is not a performance "studio" course. The course content requires this methodology for CORE requirements and to gain general understanding of the art-form.



External Literature

In the summer of 2013, FCC hosted Frederick County Workforce Services to provide information to faculty and staff on how we might better prepare FCC students for jobs available in Frederick County. After the three-hour meeting,

the moderators distilled the day into meaningful bullet points on what they would expect from FCC students entering the workforce:

- Think Outside the box
- Work together as a team
- Speak with authority in front of a group
- Create a strong presentation
- Meet deadlines

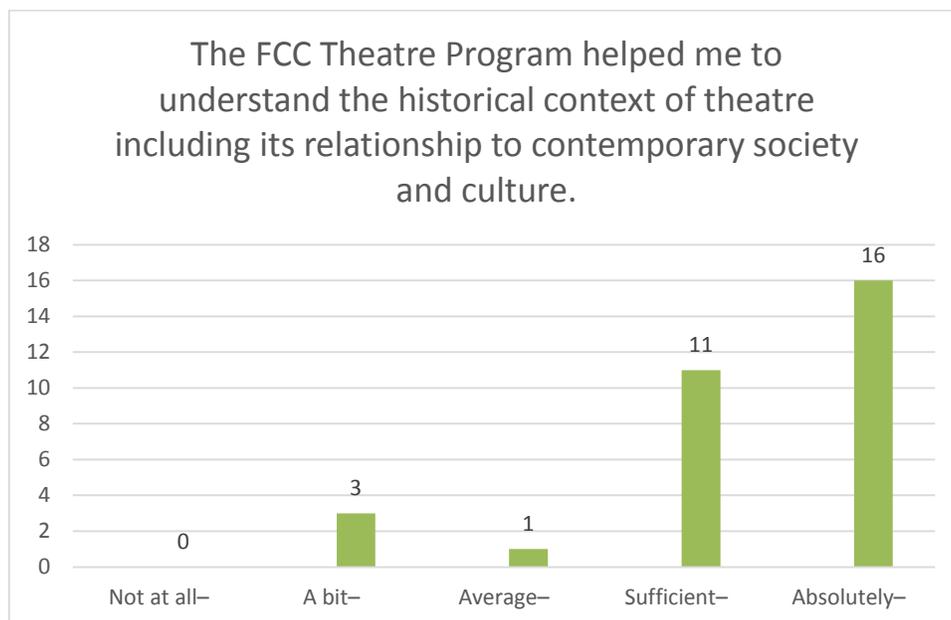
The bullet points that precede are, quite literally, what theatre students learn from the Program. Theatre helps humans become strong communicators that are empathetic, have respect, meet deadlines, can think creatively and work well with others (10, 11). In addition, Theatre studies helps improves academic performance, reading comprehension, expands cognitive abilities, builds self-esteem and helps bridge the achievement gap (12-15).

Section 4: Assessment of Student Learning Outcomes

In the spring of 2016, a survey was created for FCC Theatre Program alumni. There were 31 responders (full survey found in Appendix C).

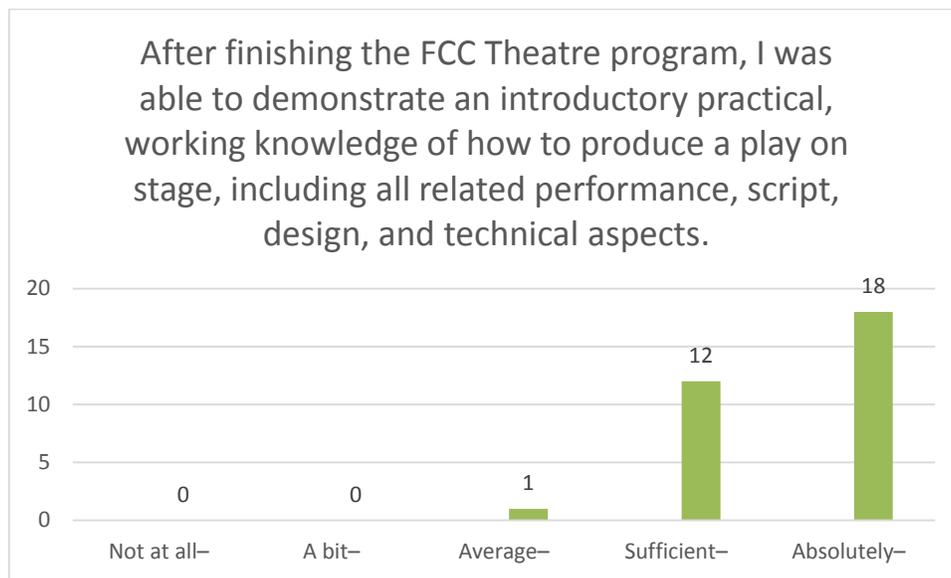
SLO #1: Understand the historical context of theatre and drama, including its relationship to contemporary society and culture.

This SLO is pervasive over the entire program curriculum as it is a lens from which to research plays for design, characterization, direction, and production. The “historical” portion of this SLO is most prevalent in THR101, and is assessed in the form of test and written assignments. Students must pass THR101 to proceed in theatre (at any college level), and to pass THR101, you must produce three papers that place plays into historic/societal/cultural context (Appendix D), and take two tests that form a platform for all future theatre studies, but historic and contemporary. In Directing, Stagecraft, and all Acting and Theatre Ensemble courses, students must continually contextualize history and society in the work to gain deeper understandings of the play, characters, and design elements of the piece. The students keep journals, write papers that are graded by the instructor and create presentations that are critiqued in class by the instructor and students as a means of assessment.



SLO #2: Demonstrate an introductory practical, working knowledge of how to produce a play on stage, including all related performance, script, design, and technical aspects.

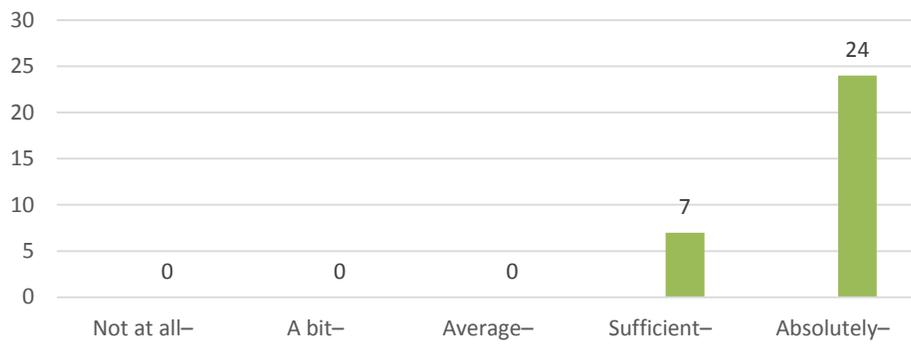
Again, this SLO threads throughout most classes in the program. THR101 is the only class in the program that does not directly train students to work towards production. Each class has its own assessment method for this SLO, however, most of the courses include journal writing, critical analysis papers, and group performance with critique in a majority of the class days. THR212 (Internship) may work towards production, however, interns may also be placed in a theatre box office, marketing, or management; so, they should gain a deeper understanding of production; however, the internship may focus on business management.



SLO #3: Critically differentiate and evaluate what they and other have created.

With “studio style” classes (where students present work for the class, then the instructor and class give immediate, critical feedback), this SLO is exercised on a daily basis. This form of learning is at the core of theatre; presenting, getting feedback, retrying, get more critique, reshooting the work and refining the work then presenting again. This is the method on which all acting scenes and monologues, directing scenes, improv, written pieces or devised theatre pieces are developed. Presenting in class is a constant method for assessment, then the student journals become the documentation of this process.

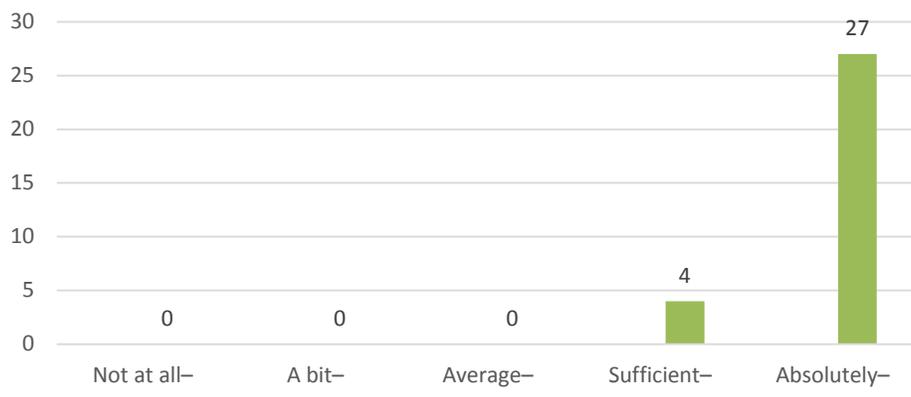
After finishing the FCC Theatre program, I was able to critically differentiate and evaluate what I and others have created (acting scenes, devised work, productions, improv scenes, etc).



SLO #4: Gain experience with individual and collaborative processes needed to produce and understand theatre.

With the exception of THR101, student in all other courses are required to work both individually and as a group to create theatre pieces. The assessment method is daily critical group discussion and journal writing. In THR105 and THR210 (Theatre Ensembles), THR104 and THR207 (Improvisation) and THR102 and THR206 (Acting), students write reflection papers about collaboration, the course work, and methods for building work in class for viewing and assessment.

In the Program at FCC, I gained experience with individual and collaborative processes needed to produce and understand theatre.



Section 5: Program Resources, Support, and Viability

The quantity of theatre students in the FCC Theatre Program ebb and flow. This seems to correlate to overall enrollment trends and the economy; however, with the addition of the Studio Theatre space (F142), there has been an excitement in the program that is unequalled in recent history. Students use this space for Theatre FCC shows, self-produced works, and have created an improv troupe that has now scheduled 6-8 shows over the next 10 months. Additionally, this space has become an excellent classroom space to explore performance, design, and theatre business. Students have taken “ownership” of the space and see it as a space that is available to them for the creation of new work, a space to rehearse, a space to hold meetings and a space for socialization.

Students of the FCC Theatre Program build strong relationships in class which creates a strong community on campus, this connection continues even after graduation as students keep the bonds created in class to maintain those relationships outside of class, into four-year schools, and into their lives after college.

The Program faculty are seasoned professionals. Tad Janes continues to work in the professional theatre as an actor, director, and artistic director; Julie Herber constantly works with youth education in the region, as an actor, director, designer, and choreographer; occasional adjuncts Devin Gaither and Jeff Keilholtz both continue to work professionally. Both Gaither and Keilholtz have worked professionally as actors and have both had scripts produced for the stage. The team is excellent with connecting students with professional contacts and jobs, as is evident from the number of students working professionally in the region while still at FCC and also those students who have long left FCC and are still working in the entertainment industry.

While many manufacturing jobs are leaving the US, there are now more jobs in Arts, Media and Entertainment than there are in the auto industry (17). Media, Arts, and Entertainment is continuing on a strong path of growth (18, 19). The skills learned in the FCC Theatre Program are vital in creating a well-rounded, generally educated student.

Many FCC Alumni are still working in the entertainment industry, and, even those who are not have shown appreciation for the training they received at FCC.

Opportunities for students at FCC include a minimum of two Theatre FCC productions per year, an improv troupe, a workshop class that builds its own theatre piece, a yearly student trip to New York City to see various types of theatre, and a space to perform self-produced works.

Regarding the budget: our budget has stayed the same for the past 10 years, however, with the creation of the Studio Theatre, it would be beneficial to add to that budget to better support the growing student productions.

The FCC Theatre Program has a litany of courses that feed the appetite of young minds. They support creativity, critical thinking, and higher level communication. The courses are varied and feed directly into a four-year theatre programs offerings while also preparing students for introductory level professional theatre jobs.

The Program’s curriculum is intended to give students a snapshot of what the theatre industry has to offer, and gives a glimpse of how these skills can be transferred into other entertainment milieu or other industries. Coursework explores plays with text, building plays through source material (devising), and improvisation skills. These are skills that are best used in introductory professional work, and give students inspiration into “building their own work.”

The Program’s facilities align, or have more to offer than similar colleges in the area. The Studio Theatre and JBK Theatre are in much better shape, and are more usable for students than space at Hood College and Mt. St. Mary’s, is similar to McDaniel and Hagerstown Community College, and are not as extensive as Howard or Carroll Community College’s facilities.

Section 6: Summary of Key Findings and Recommendations for the Future.

Key Findings

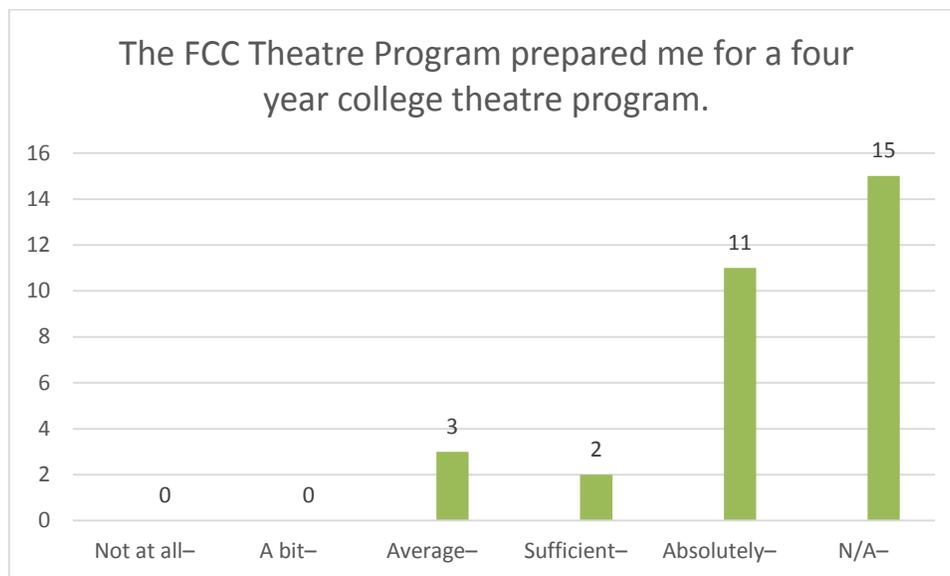
Through the review of the Theatre Program at Frederick Community College and after a survey of 31 FCC alumni, the results show that the theatre program is meeting its outcomes for students and is preparing them for four-year schools and introductory professional life. The Program gives students many opportunities to hone their skills in class, in extra-curricular activities, and then connecting the students to the professional theatre world for “real-life” work experience.

The facilities for the students are conducive to learning, and the students see these spaces as a comfortable place to learn and explore the art of theatre.

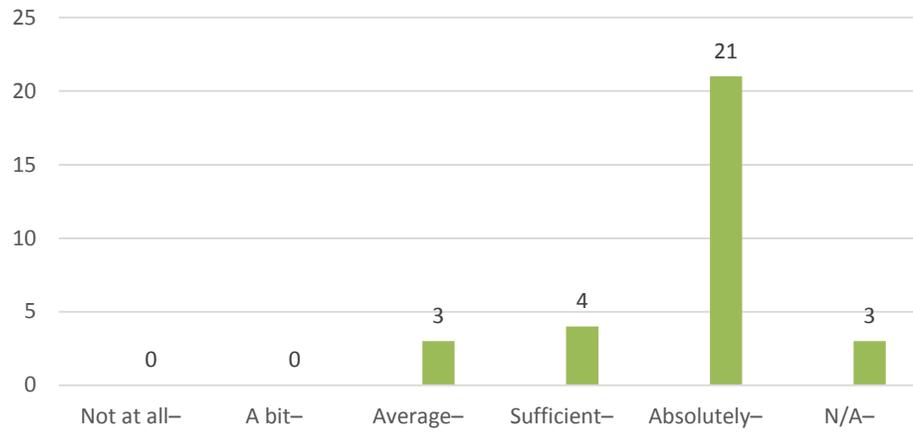
The college provides decent support for a theatre budget, marketing, and, with more student work being produced in the Studio Theatre, the college may wish to upgrade the budget to fit these increased performances.

Other key finds from the Alumni Survey:

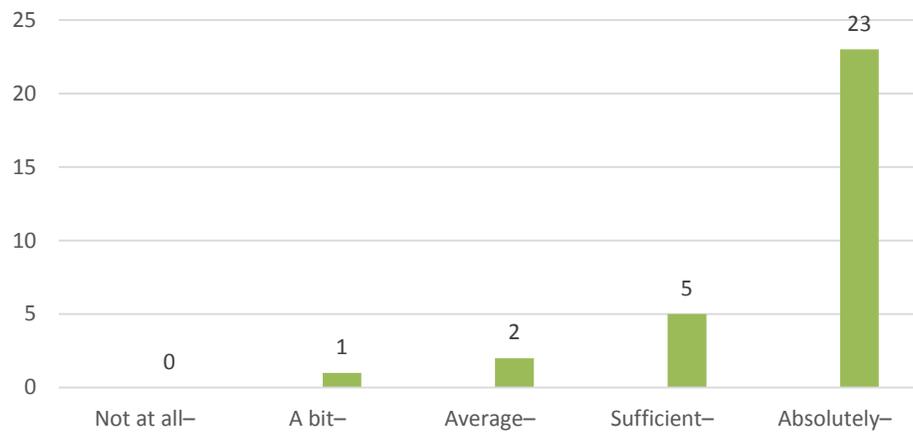
- 52% of FCC Theatre Program students transferred to four-year theatre programs.
- 90% of Alumni worked professionally after training in the FCC Theatre Program
- The Program built strong relationships among the students
- 100% of students enjoyed their time in the FCC Theatre Program



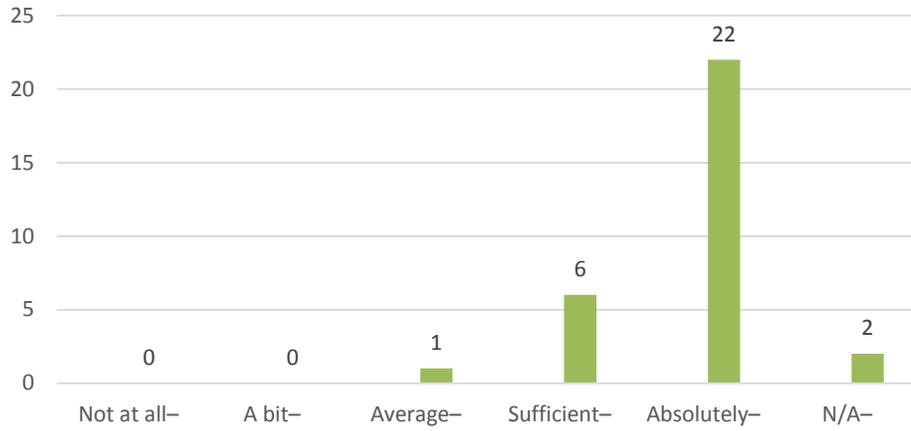
The FCC Theatre Program prepared me for professional theatre work.



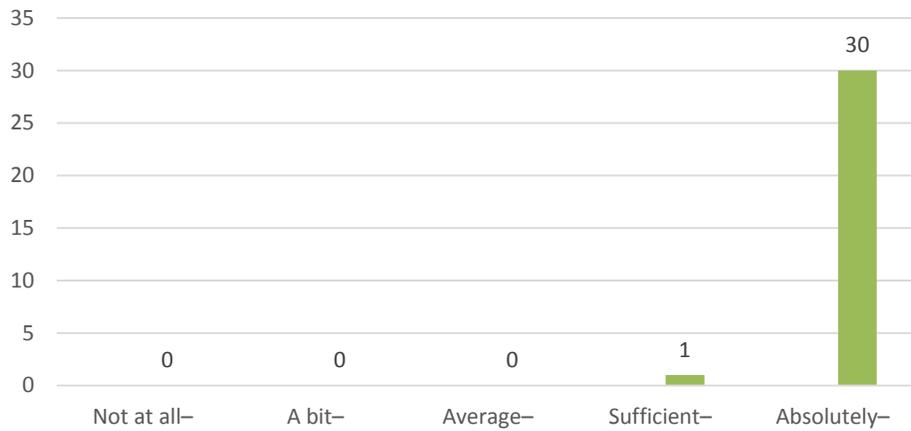
The FCC Theatre Program helped me build strong bonds with my classmates.



The FCC Theatre Program helped me build new professional relationships.



I enjoyed my time in the Theatre Program at Frederick Community College.





Frederick Community College

Academic Program Review 2011-2016

**Theatre Program
Spring 2016**

External Reviewer Report

**Submitted to
Tad Janes, Program Manager**

By External Reviewers: Elizabeth Vandenberg & Jason Hoffman

June 2016

Introduction:

As a local high school theatre educator and counselor, and the instructor for Frederick County Public Schools Academy of Fine Arts Advanced Theatre Studies Program, I have had the benefit of watching former students choose to attend FCC's theatre program and thrive under its course of study. Many of my students have returned to me to express their extreme satisfaction of the program, and to endorse its merits to current students as a strong consideration and not just view it as a "fallback" but rather a "legitimate" consideration of the next step in their education.

Having witnessed the program first hand, meeting with program manager Tad Janes, seeing and using the facility personally, and the many discussions with former students who have provided me with honest feedback in regards to the overall impact the program has had on them, I feel FCC's theatre program serves, fulfills and exceeds the next level of education that was void in our area, yet desperately needed, in order for our high school seniors who are in transition, to continue to pursue their artistic passions.

Observations about the Self Study Report:

The report provided by Mr. Janes is a complete assessment of the programs past, present and outlook for the future. In fact, after reviewing his report, this past summer during our high school curriculum writing sessions, I was able to revise, construct and implement a new curriculum for the Advanced Theatre Studies program, that matches the rigor and more than adequately prepares the students for what is expected of them, their first year of an intense college level theatre program. The report provided the information in a clear and concise manner that made it very clear what is expected and what goals the students should be able to attain. The student feedback was of the utmost value, considering none of the submitted feedback were students of my programs, understanding what the students' expectations were and the preparation they received in their high schools, enabled me to make recommendations that were of value and immediate use to the counties high school theatre curriculum.

It is also important to note that after visiting the program and hearing student feedback first hand, the self study report is honest, sincere and accurate. I also feel that the programs short-comings were ethically addressed and the recommendations in order to continue to foster the growth of the program and the facilities, are on point.

Observations of Program's High-Quality Education:

As I feel I may be speaking redundantly, I will reaffirm my belief the program meets and exceeds criteria set forth by other quality higher education institutions. After 20 years of education, it is safe to say that I have students who have attended a number of "quality" BA and BFA theatre programs across the United States. In discussions with these students and after reviewing several first and second year course syllabi, the FCC theatre program aligns itself very well with the expectations and objectives set forth by many of these schools. While FCC faces many limitations and capabilities, they have managed to overcome many of the challenges, through creative processes and innovations. They have reached out, above and beyond, into the community and have established relationships with local theatre companies and businesses to foster a more collaborative atmosphere. This year, after several years, we have finally managed to bring FCC and the theatre departments of FCPS together for a day long theatre workshop. The first of what we hope to be an annual event that will benefit both the theatre students of FCPS and FCC.

Observations of Program's Facilities:

The facility at FCC, especially after the recent renovation and additions, is a quality theatrical space. While there are some limitations, students have access to a number of performance spaces and classrooms that cultivate their education and provide a conducive learning environment. Lighting and sound equipment are current and up to date and enable students to work with "state of the art" instruments. Limitations in the tech booth for the "black box" theatre have made certain situations very difficult to manage, but the program has made the best of the situation and some clever interventions have allowed the booth to maintain its dual purpose.

The Main Stage, although aesthetically pleasing, and with easy access to the catwalk, tech booth and overhead lighting, is designed in a very awkward configuration. Almost in a semi-circle, the apron of the stage extends far past the proscenium, and while better suited for an orchestra or music program, staging for theatrical purposes requires some

very creative directing and set design. Back stage space is limited while the dressing rooms provide enough support for a small ensemble.

The facility lacks a true scene shop, and as the case with almost any designated theatre space, more space for props, costumes and equipment would be beneficial.

Observations of Program's Resources:

While I believe I covered many of the resources in previous sections, I believe it is safe to reiterate, that it is understood that there are limitations at every school, in every program, and at every level. While the limitations have been managed and addressed successfully, it is of the utmost importance the school recognize the high priority of keeping the equipment, software, hardware and resources up to date/ current. What is state of the art today, will be a thing of the past in just a couple of years. And with today's technology, the more current your resources, the lower the cost of upkeep and replacement. The investment exceeds the inconvenience.

Recommendations for the Future:

It would be very beneficial to the FCC program to expand their technical theatre program. Many students have expressed their desire to be able to focus on more individual aspects of technical theatre, and while it is understood of the limited resources available to the department, it would be a benefit to the FCC campus, community and staff to have the ability to train students in a more focused technical area.

The program would benefit from a larger presence on the FCC website as well as publications that are separate and highlight the programs offerings. I have many posters/flyers from schools that are sent to me on a yearly basis that are posted upon reception. Students walk past these boards every day and to be able to include an FCC Theatre program poster would attract much more attention.

One last recommendation would include an invited performance for local/area high schools produced by the theatre program, complete with a program talk/back that would attract more students and allow them to witness that FCC is a viable option for their post-secondary careers.

Executive Summary:

I found FCC's theatre program to be a thriving, well developed, current program. The philosophy of process over product is one that I whole-heartedly believe in. The students that I know personally, have emerged from the program as more confident, prepared, and focused young adults. Many are working in good jobs, have found success in their theatre careers, or have moved on to other positions, but are very thankful for what the program did for them. I hope that FCC, as a college community, continues to value and foster the program that has been built and will allow it to thrive as it continues to build into a viable professional program that is not just a "fallback" school.

Action Plan:

The program needs a stronger web presence that focuses on a design that will entice students and a home page for theatre that can attract both a public for student performances, and for students to the program and a companion print brochure would be helpful for recruitment. We need to target market to juniors and seniors in high school theatre programs around the county to let them know that FCC is a viable option for the first two years of college and present a huge cost saving to the student and family.

Regarding course selection, the Program may want to grow with classes in writing, design, and, perhaps, a class in arts/business/marketing. Perhaps a business class could be a hybrid course for “non-profit arts management” with a THR designation for theatre students.

In reviewing other programs, there are Gen Ed (CORE) acting classes at other institutions for non-majors that FCC may want to institute. Also, the current curriculum pathway is intended for general theatre majors, the FCC Theatre Program may want to create alternate curriculum pathways that focus on musical theatre, design/tech, and performance.

SLO#1 could use more intentionality in each course. The students seem to get this information, but, with the wording of the SLO, it may be necessary to point out contextual ties in each project given.

A stronger bond with FCPS theatre programs would be beneficial for enrollment and community involvement.

There has been a professional/academic partnership with Maryland Ensemble Theatre for quite some time. This has been massively beneficial for students to observe, work, and intern with a professional company; then see the benefit of such an arrangement by gaining employment professionally in the industry. It would seem advantageous for FCC and MET to clarify and solidify the relationship with a memorandum of understanding to allow this partnership to grow with the needs of the students at its center.

In five years-time, the program should have a solid contractual agreement with Frederick County Public Schools and a professional theatre company.

Theatre is a collaborative art-form. It requires human beings to voice opinions and give space for others to be heard. It is of the utmost importance that a theatre artist can critique passionately, sensitively, and with respect. Theatre builds empathy. Theatre requires clear communication between artists. Theatre requires makers to meet strict deadlines while expressing the utmost creativity while also keeping under budget. Theatre requires artists to contextualize. Theatre requires “left brain” and “right brain” thinking- often shifting between the two in a nanosecond. Theatre creates community. Through extensive program review, the Theatre Program at Frederick Community College has a strong base for theatre students, is on a growth trajectory, is supplying artists for transfer or professional work, and contributes, positively, to the sense of community on campus.

Section 7: Appendices

○ Appendix A: Bibliography

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○ **Appendix B: Theatre Program Curriculum Pathway**

The Curriculum Pathway provides full-time students with a suggested guide for completing an Associate degree in two years (four semesters). Students who choose to take less than 15 credits per semester or who require Developmental English and/or Math will need additional semesters to complete their degrees. Taking classes in the Summer and/or January terms allow students to catch up and stay on target. **It is recommended all students meet with an Advisor each semester to carefully select and sequence courses based on their specific interests and needs.** Using the Curriculum Pathway along with the PeopleSoft Degree Plan allows students to track their progress towards graduation.

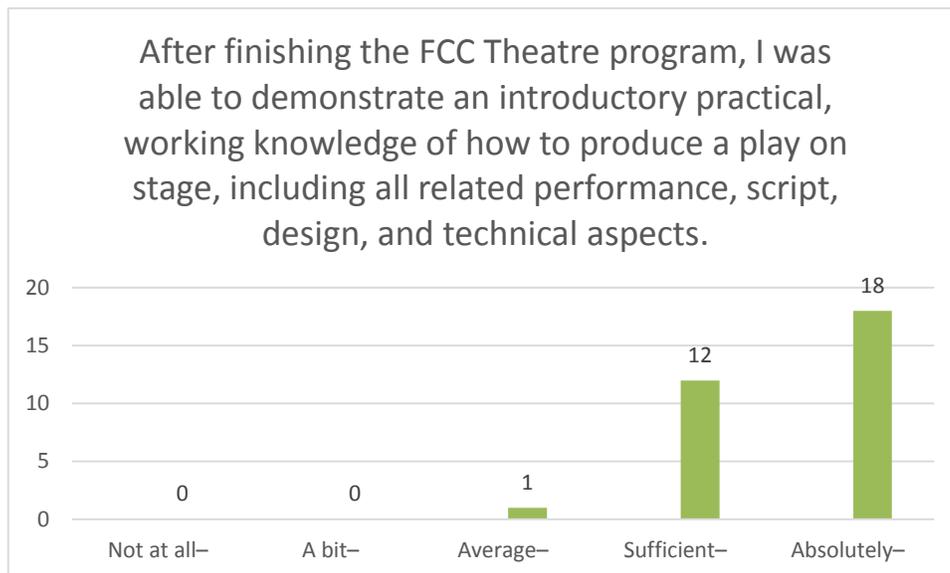
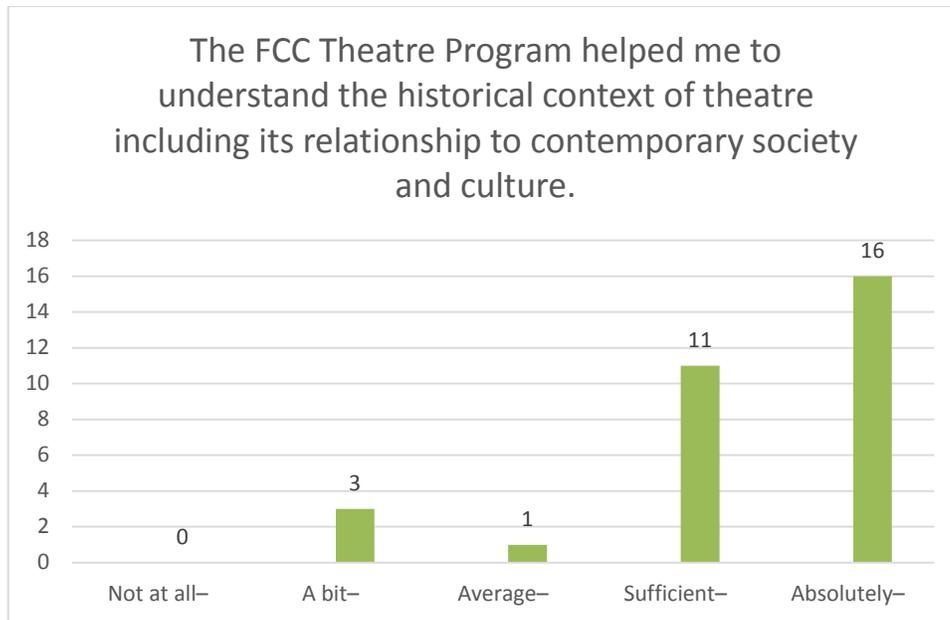
Course Number	Course	Credit	Complete
First Year – First Semester			
EN 101	English Composition	3	
MA103	Foundations of Math, or other General Education Math	3	
THR121	Stagecraft	3	
THR102	Introduction to Acting	3	
MU101	Intro to the Creative Arts	3	
	Total Credits	15	
First Year – Second Semester			
PC104	(or other Bio & Physical Science Gen Ed)	3	
THR105	Theatre Workshop	3	
MU108	World Music (or other Gen Ed elective)	3	
THR203	Advanced Acting (or THR206 Directing)	3	
THR101	Introduction to Theatre	3	
THR204	Production Survey	1	
	Total Credits	16	
Second Year – First Semester			
SO101	Introduction to Sociology	3	
THR104	Improvisation (or other arts elective)	3	
PC107	Intro to Astronomy	4	
THR203	Advanced Acting (or THR206 Directing)	3	
THR205	Acting Survey (or THR205)	1	
	Total Credits	14	
Second Year – Second Semester			
CMM103	Introduction to Film	3	
EN223	Classical Mythology	3	
HI101	History of Western Civilization	3	
THR215	Theatre Workshop II	3	
THR206	Directing (or THR203 Advanced Acting)	3	
	Total Credits	15	
Total Credits:		60	

Students must complete their credit English and Mathematics within the first 24 credits.

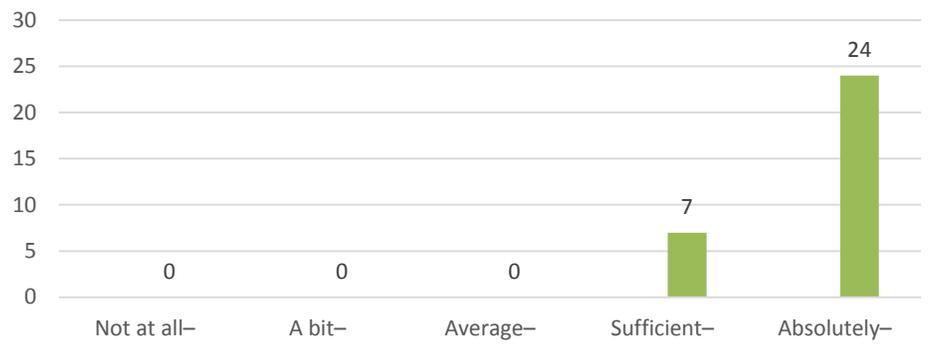
○ **Appendix C: 2016 Theatre Program Alumni Survey**

2016 Theatre Program Alumni Survey

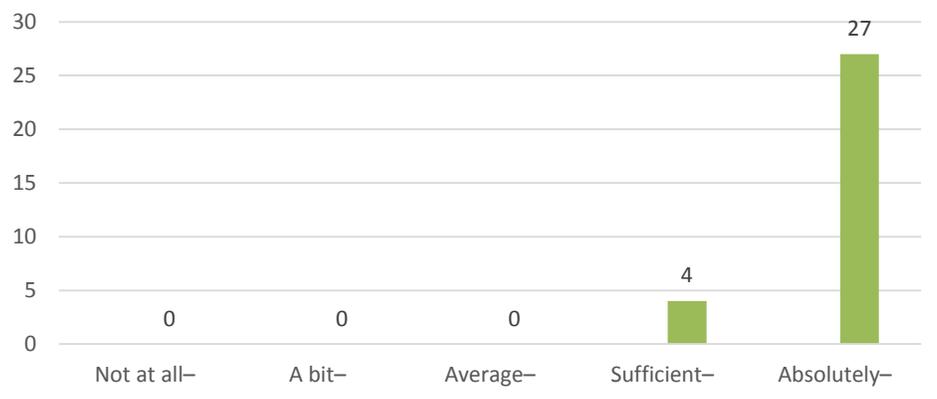
The survey was created in Survey Monkey and distributed to over 50 FCC Theatre Program Alumni in the spring of 2016. There were 31 respondents.



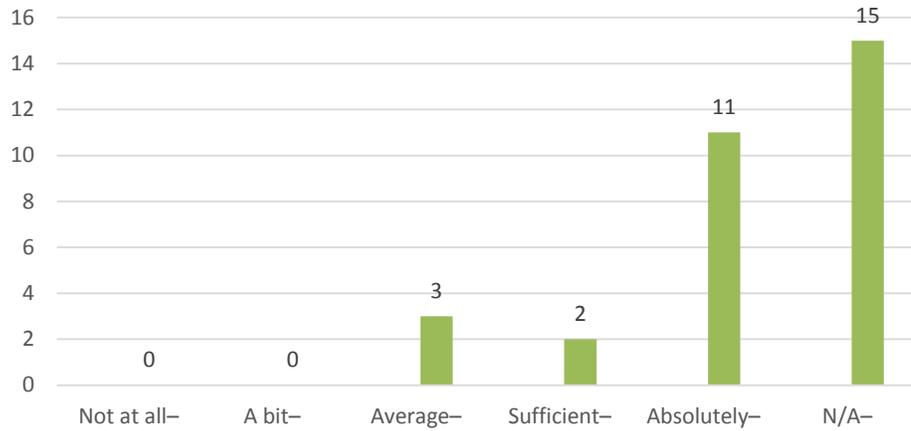
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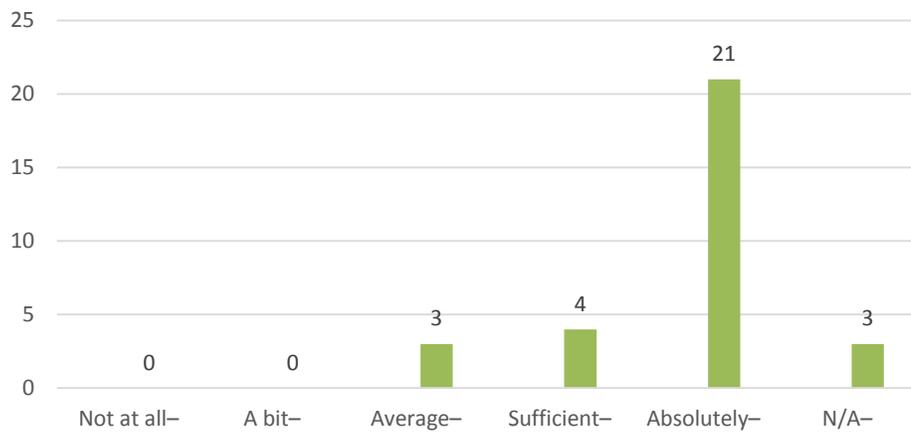
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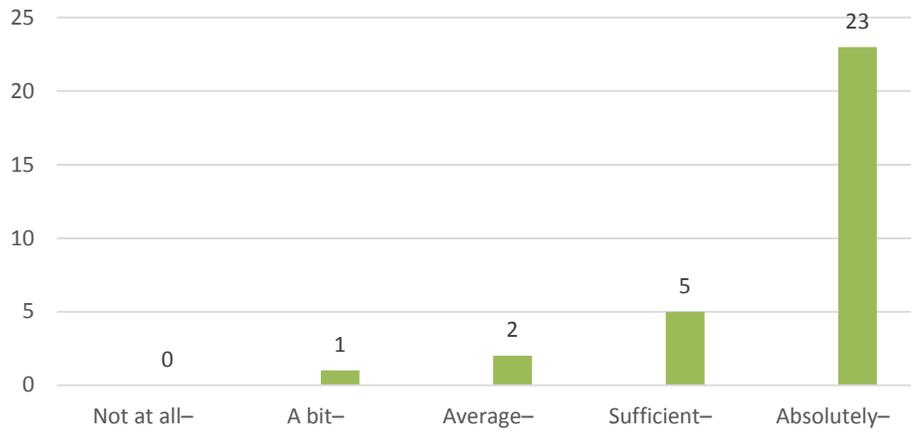
The FCC Theatre Program prepared me for a four year college theatre program.



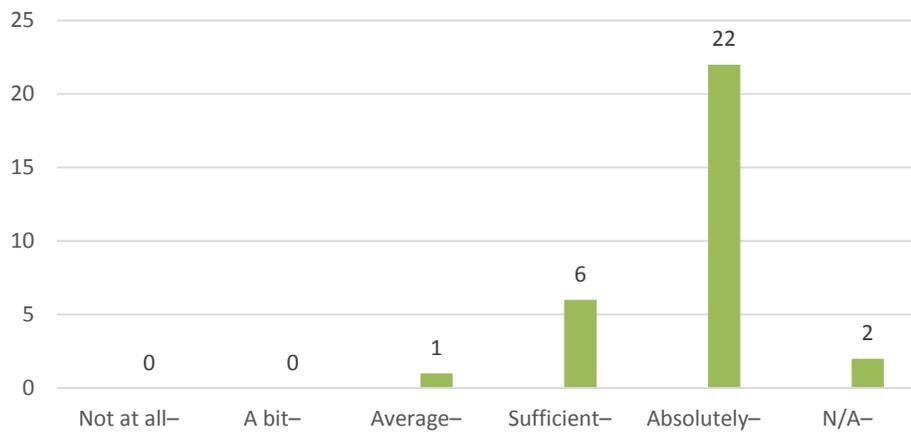
The FCC Theatre Program prepared me for professional theatre work.



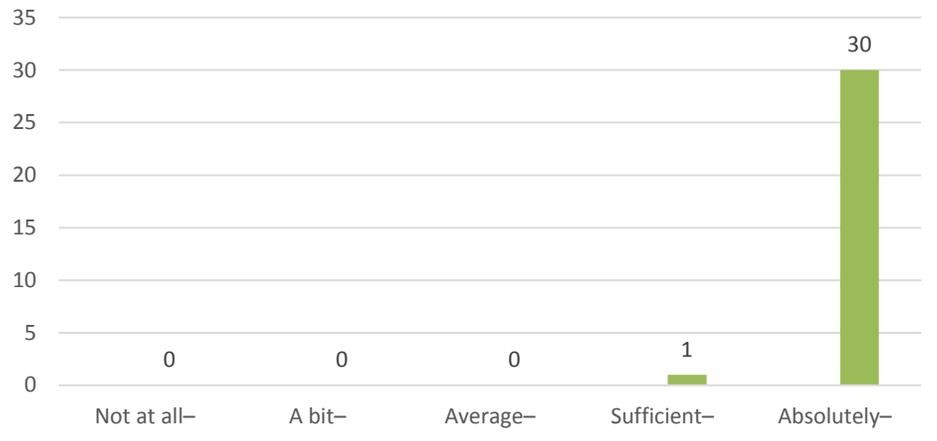
The FCC Theatre Program helped me build strong bonds with my classmates.



The FCC Theatre Program helped me build new professional relationships.



I enjoyed my time in the Theatre Program at
Frederick Community College.



- **Appendix E: Course Evaluations**



THR_105_Spri16_SecE
X1C_Sess15WTheatrel



THR_102_Spri16_Sec1
_Sess15WIntroduction



THR_101_Spri16_Sec1
_Sess15WIntroduction



THR_210_Spri16_SecE
X1C_Sess15WTheatrel

○ Appendix F: Theatre Workshop (Ensemble) Reflection Papers 2016

Theatre Workshop
Tad Janes
Liana Glass
May 9, 2016

Process over Product: Devising Theatre

This semester I knew I wanted to register for two acting/theatre courses I just didn't know which. When I saw the name "Acting Workshop" and read the class synopsis I was intrigued. So, I signed up. Prior to this class I had never heard of "devising" theatre. I didn't realize that this class would have such a huge impact on the way I view theatre and treat the arts.

On the first day of class I heard a lot of fellow students state that this class was going to be confusing and frustrating. At first I thought, "Well great, I signed up for a confusing and frustrating class." But little did I know what they meant by those words. Yes, this class was confusing at first. Doing different exercises to get the creative juices flowing didn't come naturally. However, as confusing as this process was, it was exciting. The idea of creating a product from the ground up made me enthusiastic about going to class twice a week. This process was not only exciting and fun, but also educational and incredibly character building.

This year I learned more about different educational systems than I have in any other educational class. Period. As a class, we had to find examples and do research outside of class. Our homework was seeking inspiration and stretching our brains to create something different. I found myself opening up to a creative side I never knew existed. I found myself directing pieces in my mind outside of class. Not only was this class incredibly educating, but it was also character building. Working with a group of very creative and smart students was humbling, challenging, and encouraging. There were so many great ideas thrown out all semester long and we used the majority of them, but there were still a handful the class didn't even touch on. The fact that there were an excessive amount of alternative ideas for the final product really blew my mind. I have never been in a school atmosphere where every single student contributed one hundred percent towards a final project. That spoke volumes to how this class really allows every single student's mind to be stretched in a way none of us knew we possessed.

For me, the process of this class was more important than the final performance product. Sure, the final product was fun. The two shows we had went well, but creating the product was the exhilarating part. I think it clicked for me during our first show that all our hard work the entire semester paid off. We had created something from scratch and the process was unbelievable. The process is what I am proud of. It was long, some of the time lacking, most of the time fruitful, but as a whole it was beautiful. I wish more people had

this mindset with life, that the process is more important than the product. We didn't rush the process. We sometimes grew irritated at it, but learned to go with it.

I wish I could go back to January and tell myself to really soak up everything this class has to offer because it's impact is incredibly life changing and important for everyone. This should be a require course at Frederick Community College because students learn communication, leadership, collaboration, and creative skills that can be used in everyday life. This class truly taught me a deeper respect for the arts and for all the time and effort people put into creating, designing, and collaborating to make something amazing. I am truly sad I will not be taking this course next spring because I would in a heartbeat. I will definitely be pursuing any chance I can do have an experience like this again. The process was incredible and something I will take with me for the rest of my life.

AnneRob Lovelady
THR 105X
Tad Janes

Reflections on My Devising Theatre Experience

My experience with the Devising Theatre class has been an adventure. Before signing up for the class I had a conversation with Tad where he explained the structure of the class. I was taking this class because it was required for my degree to be honest. My first day of THR 105X was very nerve wracking. The whole idea of “devising” theatre was foreign to me. When it comes to the theatre world I myself do not create from scratch. My experience has been to take a script and delve into the life and world of a character, finding a life beyond the words provided, then I simply do what I am told. Entering the class I was scared of failure, of people’s disapproval, and judgement. Scared of appearing stupid incompetent. This was my first full semester of school in three years and first encounter with the theatre world in three years as well. I could not have asked for a more wonderful experience.

I am a person obsessed with the end result; finding a solution or an answer to present to another person. This class very much paralleled my personal life on learning to enjoy the process and that just maybe the point is to live in the moment and not in the finale. The students in the class, the ensemble, spent an entire semester learning to trust and respect each other. If a final piece was to be presented to an audience at the end of the semester we had to work together and use our pool of talents to create something original and had meaning to a group of students who were quite different from each other. Our aim was create a piece from scratch that had meaning to us. A lot of research, writing (and rewriting), honest stories, and sketches were shared and created. The show had to revolve around a social issue. The issue we decided to use, the issue closest to the majority’s heart was the education system. I am not going to lie, this was a subject that was nowhere near being an issue of concern for myself.

My own educational experience involved being homeschooled in elementary school, middle school was spent in the public school system, and all of high school I attended a private Christian school. Despite being a C average student I greatly enjoyed learning

and my educational experience in high school (time and life have muddled the earlier years). Do not misunderstand me, I was very grateful to leave high school and have no desire to return to any of those earlier years, but I did learn much that would prepare me for my current life. I was encouraged to follow my passion and to not focus on the grade but I should always be eager to question the way systems worked and keep an open mind. I love to learn. I truly do. As my educational experience continued into college I was forced to leave due to alcoholism and drug addiction (maybe all those pills were the reason I never noticed the issues with the educational system). So returning to my education three years later (sober and clean) at FCC was a privilege and I felt completely out of the loop when topics such as common core, over populated classrooms, school budgets, etc. came up.

Through my fellow student's personal stories, raw honesty, and collaborative research I would learn to care for this issue as well. By working with an ensemble I learned more of what it means to have compassion and empathy. That we each have issues laid on our hearts and no issue is direr than the other. We all play a part in giving voice to the things unsaid and destroying stigma. We each had a gift to bring to the table and each of us were willing to listen and learn from one another. Our end product was nothing that I had expected and most of our original ideas we had gotten rid of when it came to tech week. The final result of the show was something much more personal and humorous than I was expecting and it started a conversation amongst our audience. I do believe that was our main goal all along. To start a conversation.

Unfortunately it takes me quite a bit of time to come out of my shell of insecurity and to find the courage to share my own ideas with others. The class provided a safe environment where I was encouraged to bring my own experience of substance abuse while in school to the table. The other students were understanding and willing to bring Leah's Story to life and that was an experience I never thought I would have. Tad encouraged me to write the story, and with the help of other's and their own creative minds, life was breathed into a very dark subject that ended up fitting perfectly into our school schedule.

Devising Theatre opened my eyes to the wider theatre world. I was living in a box initially when it came to this subject. This class helped me find courage. On a more practical note, this class helps the students work under a deadline, think outside of the box to tell a story, find creative ways to solve issues, work as a team, and learn from one another. These lessons are needed not just in the classroom but in life as well. I am very grateful for the opportunity presented in this class and for the lesson that the journey is just as important if not more so than the final product.

Theatre Workshop Reflection

Curtis Manos

This was my first time taking a theatre course at FCC, as well as the first time I've been involved in any sort of the theatre production in many years. After the fact, I can say with certainty that I'd like to take this course again in the future, as it was an

incredibly positive teambuilding experience. This is a course that helps develop social skills that are crucial in all areas of study one might want to pursue, and I'd recommend it to anyone.

To start with the positives, constructing a production from the ground-up was incredibly rewarding for myself and for everyone else involved. No single person was left out of the process, and the final product contained the ideas and passion of every student in the class in some way. Being given so much control over such a large project was very helpful in learning how to manage responsibility, as well as form ideas with others pursue them to a substantive end. I never once felt that my voice was being silenced or ignored, and every contribution by every person, regardless of whether or not it ended up in the final piece, was acknowledged and realistically considered. Furthermore, students with more experience in the class didn't overpower new students such as myself, but instead guided us and helped us get used to this unique working environment. Practicing slides and scenes, as well as talking about and discussing ideas, helped make me more comfortable working with people, many of which I didn't know very well before this course but can now consider friends and partners. This is a class based heavily around the creative development process as opposed to the actual results, and the process of formulating a significant theme, devising scenes, and finally assembling them into an actual performance was awesome and satisfying.

On the other hand, I believe there were some elements of the course that could be improved, or at least expanded upon. Since this is a class that can be taken by students who are entirely new to theatre, it would be beneficial to help orient the uninitiated at the start of the course. This could be simply breaking down a few styles of theatre (such as static shows, script-based, and improvisation), as well as the different roles that can be pursued (such as writing, acting, and tech.) Our performance this semester was very much improvisation based, featuring multiple standalone scenes connected by a common theme and setting. I would personally like to have alternative styles be discussed before any commitment is made, as I believe it would be a fun and new experience to try devising a more static, script-based show entirely from scratch, as this would be a different sort of experience with its own benefits and drawbacks. I also believe it may be helpful to start solidifying ideas earlier on the semester. While the time spent bonding and generating ideas is valuable, it could be beneficial to start developing scenes a bit earlier in order to polish and flesh them out given the extra time before the actual show.

Ultimately, I believe theatre workshop is a very cool class that offers many valuable lessons for anyone. Working in groups, social skills, and compromise is an essential part of being a member of any job or facet of society, and courses like theatre workshop help foster these abilities in an organic and natural setting, so they are learned through experience rather than a textbook. I plan to take this class again as soon as possible, and will do my best to introduce others to all the benefits it has to offer!

Doris Marusich
May 11, 2016

Tad Janes

The world of theatre is all encompassing; that I knew before I took this class. You can learn any life lesson from working in theatre. I don't really have a source for that information; I just know that to be true. And that's why I love theatre; each project is a new opportunity to create something brand new. Each show has its own new lessons to learn and new challenges to overcome. And that's especially true for devised work; everything is new and raw. You have the chance to learn so many new and unique lessons. During my time working on Come Prepared I learned a lot of lessons. Three major lessons having to do with being an actor, being a stage manager, and being a writer. These lessons are lessons I will take with me to the next stage of life.

Firstly, what I learned about being a stage manager. I was not officially the stage manager for Come Prepared, and I won't claim that title. Usually when I stage manage a show the two weeks before opening are chaos. The two weeks before the opening for Come Prepared, the script was still a work in progress. I didn't know what I would be doing on stage for the actual show. We had just created a poster, and we were still working out the interactive part of our show. While it seemed like I should've been swallowed by the chaos, I wasn't.

The two weeks before opening I felt like I was standing in the eye of a hurricane; surrounded by some sort of natural beast, yet I was safe. I felt like no matter what happened everything was going to be OK. I learned to keep things organized and accept chaos as a part of the process. Now, when I face the two weeks before a show and all the chaos that comes with it, I can look for that calm again. Chaos is bound to happen, it's a part of the process. What's important is how we harness that chaos and use it for our show. The second lesson I learned involved being an actor. I don't act nearly as often as I stage manage. However, I knew when it came to Come Prepared I had to be on stage. I just didn't know what I would be acting. Two weeks before opening this character came out of nowhere. Her name is Ms. Spicket. We needed someone to be an administrator and this name sprang from my mind. After her name was decided her character came naturally. Ms. Spicket gave the show the organization it needed. She was a character that it wouldn't be out of place for her to tell people to hurry up, or remind people what was going to happen next. I learned that even though I and Ms. Spicket are nothing alike, she provided structure to the show. And I feel that's what every actors need to learn about their character; how does my character serve the play?

And finally, what I learned about being a writer. Early in the process for Come Prepared I had a story in mind. It was about a girl going after an emotionally abusive relationship, and how she had felt neglected by the school system. I wanted to pursue this story because it's something I went through. However, when it came to writing it I couldn't finish it. I kept hitting an emotional barrier; something in me that isn't ready to explore that part of my life yet. I thought writing about my experience would help, instead it caused me some emotional hurt. When I realized this I stopped writing immediately. Which is something I usually never do; I usually push

myself through the emotional barrier and hurt myself in the process. This time, I learned that stopping a project doesn't mean I'm a failure. Sometimes it's me taking care of myself.

Maybe these lessons seem like common sense. Something everyone should know. For me, they weren't. And learning them, learning to accept chaos and taking care of myself emotionally, will benefit me the next project I work on. And I am so very grateful that. This class taught me that. I came unprepared for these lessons, and I came out the end of an educational experience with more than I bargained for.

Madeline Reinhold

Theatre Performance Workshop

Professor Janes

May 9, 2016

Reflection Paper

My second time around taking this course ran differently from the first time I took it. For one, I was more prepared to face the expectations, and therefore, was more involved in the experience overall. A lot of the people who took the course this year were the same people who took the course last year. However, that does not mean the process was any less complex or committal. It only means that I was more familiar with each class mates' skills, talents, ambitions, and capacity for stress.

Last year, I was still pretty unfamiliar with what I call "theatre culture" and felt something like an outsider in some of the work. This didn't stop my previous experience from being valuable, but it did hinder me in some of the activities. This year, being cognizant of the expectations allowed me to take on more work than before. My experience feeling like an outsider does not mean that this course would only be useful for those cognizant in theatre. In fact, I think the opposite is true. I have said it before and I will say it again, I think this course will provide special skills to anyone who takes it and prepare that person for whatever career they intend to pursue. It only seems that mainly theatre majors take this course. I hope in the future that this course can be extended to all majors. It is a super profitable educational experience and one I encourage everyone to take.

The subject we based our work around this semester was education. This encouraged me to be more involved as this subject is something I am already deeply passionate about. There seemed to be some confusion regarding this subject for classmates. Education is a big umbrella and is something intimate to each person's experiences. For instance, not everyone attended a school, some people were homeschooled and may have felt left out when we focused activities around institutions. I realize now that in the future I must recognize this difference between project members and I, and encourage everyone to provide more background on their experiences.

Because, really, no matter what subject we picked, everyone has very different experiences and outlooks from one another and MUST share their stories.

The great thing about this course is that you learn valuable skills that will help you in any circumstance, whether that circumstance be a future career or just general relationship building. You will learn a great deal about what you are capable of. I learned that I am better at taking on responsibilities than I previously thought. Not only can I take on responsibilities, but I truly enjoy having a lot of responsibilities.

I also learned that I can be controlling if I don't restrain myself. During this course, I craved different ways to convey the ideas in my head, but one person's ideas (my own ideas) aren't enough. It takes each person's individual ideas in order to create something spectacular. I say that because, only one mind will breed one thought process, which will breed one end result, that only speaks to few individuals with similar outlooks. Multiple minds, breed infinite perspectives and a product that extends to all kinds of people. I tried to remember this If I felt like I was taking control during activities, but I didn't need to in most cases because I truly enjoyed the ideas other people had to share.

If you involve yourself in this course, there will be stress. However, it is necessary stress and shared stress. I learned more about managing stress from this course than I did in stress management. This course allows you to be stressed, it is expected of you and instead of dealing with it alone you share the experience with your project members. During fragile times it is of utmost importance to try and be transparent with one another. Sometimes, aggravation at a project member is really just personal anxiety that can be resolved by communicating with your group. You learn to communicate for the sake of the show.

Taking on responsibilities, learning to collaborate, and managing stress are only three valuable abilities out of the many I have fine-tuned from taking this course. If I partake in this course again I will continue mastering different beneficial skills. This course is truly a rewarding experience no matter how many times you take it.

I learned a lot about myself in this course but more importantly, I learned a lot about life. There is a saying that most people know but do not fully understand. That saying is "the show must go on". Even when you feel like the whole project will fall through, you power through anyway. The show must go on just like how life must go on. You don't give up, you power through and the whole experience is sensational. I previously believed this saying only connected with the theatre world, but now I realize that it is much bigger than that. In a world focused on products, this course reminds you that the process of creation is more important than the end result. This perspective should be applied to ourselves in life. In my age, people are concerned with what their future selves (their future product) will look like. I cannot stress enough that the process it takes will forever be more valuable, more profitable, than the end result.



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