

## Part 2 – Comprehensive Program Review

Spring 2011

Program Name:

Theatre Arts

### A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2007-08, 2008-09, 2009-10

1. List the objectives developed for this program during the last comprehensive program review.

**Goal 1:** Secure a stable, dedicated classroom space to house the Theatre Arts classes.

Objective 1: Renovate Spenser Library and Media Center into a Performing Art Center with appropriate and adequate production facilities (i.e., stage, auditorium, lighting/sound booth, scene shop, costume shop, green room, storage, and public facilities such as lobby and public restrooms).

Objective 2: Until a new library is built, seek to acquire/lease portable buildings to house the Theatre Arts program.

Objective 3: Until portable buildings can be acquired/leased, attempt to secure one or two dedicated classrooms on campus.

Objective 4: Until a stable, dedicated space can be secured, attempt to utilize “found space” for theatrical productions.

**Goal 2:** The writing and implementation of SLOs was the main objective for our division, to improve student success and retention.

2. Present program performance data in tabular form for the previous three years that demonstrates the program’s performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.



THEA 120	1		1	2	1	1	1	3									5
THEA 121	1		1	2	1			1									3
THEA 180	1		1	2	1			1									3
Total	4		4	8	4	2	1	7									15

**Theatre Program  
Average Number of Students per Section**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
THEA 100	27		30	29	22	12		17									23
THEA 120	5		29	17	4	18	30	17									17
THEA 121	4		18	11	5			5									9
THEA 180	5		20	13	6			6									10
Avg.	10		24	17	9	15	30	14									16

**Theatre Program  
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	

THEA 100	41%		47%	44%	23%	42%		32%									38%
THEA 120	100%		59%	79%	50%	33%	80%	54%									64%
THEA 121	100%		70%	85%	100%			100%									90%
THEA 180	100%		57%	78%	83%			83%									80%
Avg.	85%		58%	72%	64%	38%	80%	59%									66%

**Theatre Program  
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
THEA 100	56%		73%	64%	64%	58%		61%									63%
THEA 120	100%		72%	86%	75%	67%	80%	74%									79%
THEA 121	100%		70%	85%	100%			100%									90%
THEA 180	100%		57%	78%	100%			100%									86%
Avg.	89%		68%	78%	85%	63%	80%	78%									78%

**Grade Distribution**

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
THEA	200810	Fall	2007	THEA100	3	5	3	1	3			0	12	27	40.7%	55.6%
THEA	200820	Spr.	2008	THEA100	1	2	2	2	7			0	8	22	22.7%	63.6%
THEA	200920	Spr.	2009	THEA100		2	3	1	1			0	5	12	41.7%	58.3%
THEA	201010	Fall	2009	THEA100	6	5	3	5	3			0	8	30	46.7%	73.3%
THEA	200810	Fall	2007	THEA120	5							0		5	100.0%	100.0%
THEA	200820	Spr.	2008	THEA120	1	1		1				0	1	4	50.0%	75.0%
THEA	200920	Spr.	2009	THEA120	3	1	2	3	3			0	6	18	33.3%	66.7%
THEA	201010	Fall	2009	THEA120	6	6	5	3	1			0	8	29	58.6%	72.4%
THEA	201020	Spr.	2010	THEA120	40	4	4					0	12	60	80.0%	80.0%
THEA	200810	Fall	2007	THEA121	4							0		4	100.0%	100.0%
THEA	200820	Spr.	2008	THEA121	4		1					0		5	100.0%	100.0%
THEA	201010	Fall	2009	THEA121	5	7	2					0	6	20	70.0%	70.0%
THEA	200810	Fall	2007	THEA180	5							0		5	100.0%	100.0%
THEA	200820	Spr.	2008	THEA180	4	1		1				0		6	83.3%	100.0%
THEA	201010	Fall	2009	THEA180	8	4	1					0	10	23	56.5%	56.5%



Total	0.93		0.93	1.87	0.93	0.40	0.20	1.53									3.40
-------	------	--	------	------	------	------	------	------	--	--	--	--	--	--	--	--	------

Theatre Program FTEs per FTEf																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
THEA 100	14.0		15.5	14.8	11.4	6.7		9.1									11.9
THEA 120	3.8		15.0	9.4	2.8	9.3	15.5	9.2									9.3
THEA 121	2.1		7.9	5.0	2.3			2.3									4.1
THEA 180	4.0		9.1	6.6	8.6			8.6									7.2
Avg.	5.3		11.2	8.2	5.2	8.0	15.5	7.3									7.8

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.  
List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

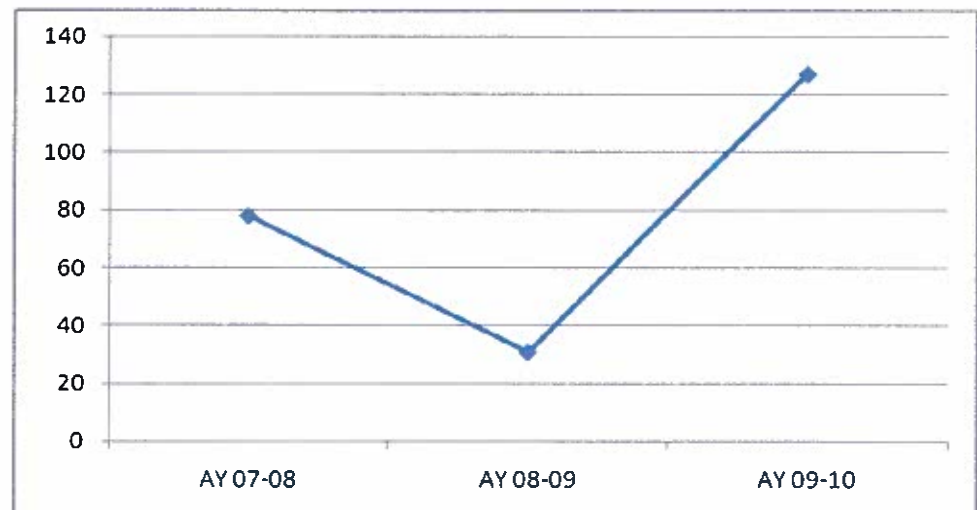
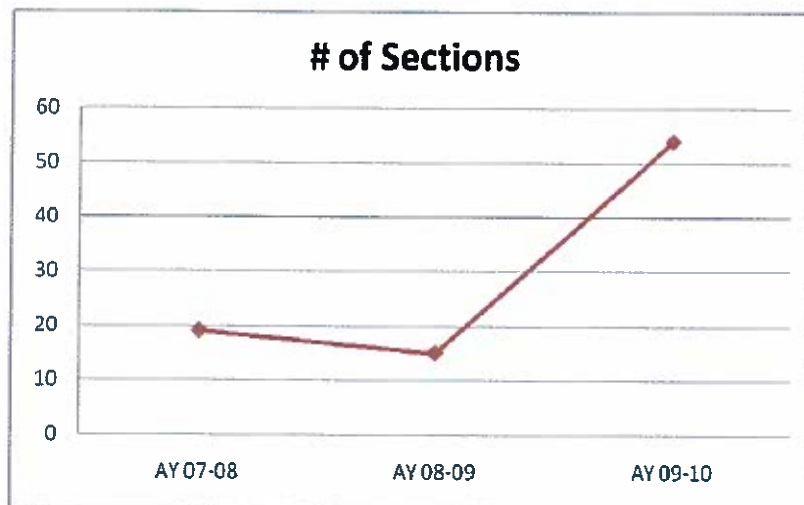
The Theatre Arts program does not offer a certificate or major; therefore, no program-level student learning outcomes are appropriate. The two courses that are offered (Acting and Introduction to Theatre) support different areas of the General Education program at Imperial Valley College.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Data shows approximately one section each for THEA 100 and THEA 120 for spring and fall, except there were no theater classes offered in Fall 2008. Overall retention for THEA 100 is 79%; and overall success rate is 38%. Overall retention for THEA 120 is 63%, and overall success is 64%.

### Enrollment & Access

During the academic years 2008-09, 2008-09, 2009-10 we were successful in meeting students' needs for the THEA 120 course. The data below shows that during the three year period we offered 5 sections of THEA 120, enrolling 86 students, or an average of 17.2 students per section, a 68.8% overall fill rate at census. The following graphs show the number of sections offered and the enrollment for THEA 120 over the three-year period:



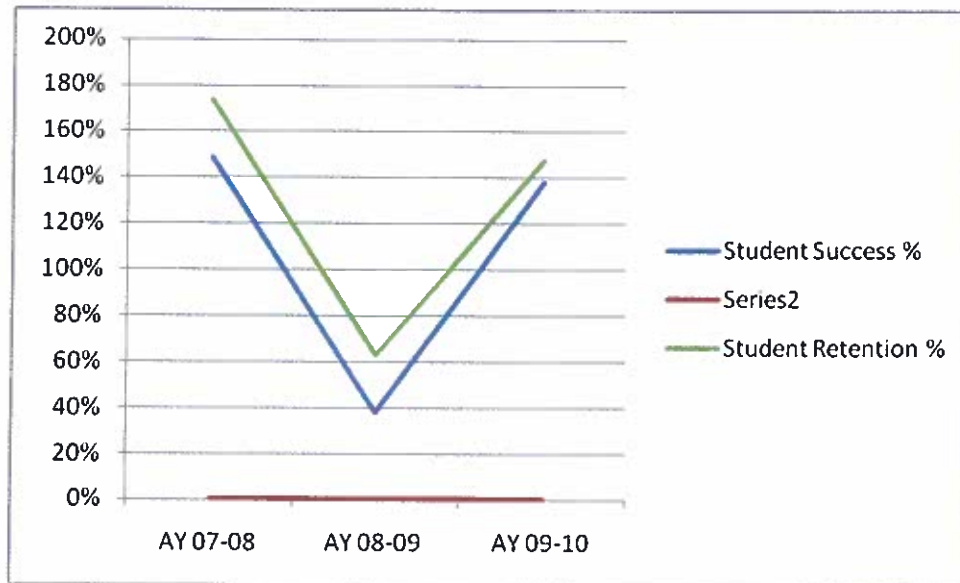


GRAPH 1: # of Sections

GRAPH 2: Enrollment at Census

Retention

Overall, student retention in THEA 120 is 63% overall during the three year period. The success rate of students in this course is not as high as we would like, at an overall 64%. The following graph shows that for the fall and spring semesters both the retention and success rates.



**B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011**

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

Currently there is one section of THEA 120 (Fundamentals of Acting) being taught. The Speech/Theatre Arts instructor position became vacant after the 2007-2008 academic year. The position remains vacant. There is no dedicated space for the theater program.

An online version of THEA 100 (Introduction to Theatre) is currently under development. THEA 121 (Intermediate Acting) and THEA 180 (Rehearsal and Performance) are being dropped from curriculum because these do not articulate with other institutions. New courses, geared towards transferring, will need to be developed when the Theatre program is revived.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

In this age of technology, mass communication, video conferencing and more, public speaking and performance is increasingly important to include in education. Theater arts teach students expression of thoughts and feelings as well as empathy. Plays, like literature, broaden vision and understanding of the world tying into Imperial Valley College's Institutional Student Learning Outcome of world awareness. Live performance engages and enlightens the audience and emits a sense of community, humanity, and connection with others. Theater is, therefore, an important component to a well-rounded curriculum and needs to be further developed at Imperial Valley College.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Funding needs to be achieved through grants or public sources to build a performing arts center and theatre arts program.

**C. FUTURE: Program Objectives for the Next Three Academic Years: 2011-12, 2012-13, 2013-14**

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify

the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Improve student success rate through: innovative basic skills partnership programs, SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate, by at least 5% in three years based on the Fall 2010 baseline academic year	Institutional success and retention data	Fall 2012

2.

Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Initial Student Learning Outcomes are being implemented in both Theatre program courses AY 2008-09. Assessments of SLOs measured in Fall 2010 will be made in Spring 2011. The program intends to extend multiple SLOs in each course during the next two years, and integrated the SLOs in the General Education program path.

THEA 100 Student Learning Outcomes	Fall 2009 - one section	Spring 2008 - one section	Institutional SLO
Students will evidence a satisfactory level of knowledge of theatre history (Greek, Roman, Medieval, Elizabethan, 17 <sup>th</sup> Century France, Melodrama, Realism, and Nonrealism) through objective examination and the development of a research paper.	Assessed: Examinations (50% pass rate (C or better))  Research paper (59% completed)	Assessed: Examinations (50% pass rate (C or better))  Research paper (43% completed)	ILO2
Students will demonstrate evidence a satisfactory level of awareness of theatre productions processes through specific projects in playwrighting, acting, and design.	Assessed: Projects (73% pass rate (C or better))	Assessed: Projects (36% pass rate (C or better))	ILO1, ILO2, ILO3
Students will demonstrate a familiarity with performance theory related to acting and directing through a prepared and performed dramatic monologue.	Not assessed	Not assessed	ILO2, ILO5

<b>THEA 120 Student Learning Outcomes</b>	<b>Fall 2009</b>	<b>Spring 2008</b>	<b>Institutional SLO</b>
Analyze the function of a character/agent within an assigned play script.	Not Assessed	Not Assessed	ILO2, ILO5
Analyze a play script for diction and character traits.	Not Assessed	Not Assessed	ILO2, ILO5
Perform an assigned role	Not Assessed	Not Assessed	ILO1, ILO3

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

THEA 120 is currently taught in a former dance studio in the gym. The theatre program lacks faculty, classroom space, and funding to either rent a performance space or build one.

4. Identify any outside factors that might influence your program during the next three years.

A dedicated search is recommended for grants to fund and provide space for this program. Creative, out-of-the-box solutions should be explored. One such solution might come from a partnership with another non-profit entity for which certain types of funding may be easier to procure. The goal is a performing arts center with instructional space.