

Program Review (SP11)

1. Enrollment Patterns	2. Achieveme nt Data	3. Staffing /Resource s	4. SLOs	5. Goals
Data provided by Institutio nal Effectiven ess and Academic Services	Data provided by Instituti onal Effective ness and Academic Services	Data Provided by HR	Data provided by Department Faculty	Department Plan
<p>6. College Wide</p> <p>Overall - How does this information fit with the College Wide Goals?</p>				

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.

The questions below are designed to help you create, a narrative review (roughly 5-10 pages) for each department "program". ***Each curriculum guide (AA or Certificate) within your department represents a "program" and requires a separate program review report.*** Any data included should be interpreted, not simply "plugged in"; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

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It is important to note that while "Program Plans" are really "Department Plans" (yearly), you need to create a separate "Program Review" (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. - 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

We have made significant changes to the Theatre Program which take effect in Fall 2011. We have revised the Theatre Curriculum Guide to create a General Theatre emphasis and an Acting Academy emphasis while dropping the Technical Theatre emphasis. This has been approved by the State and we have begun the first semester of the Acting Academy this fall. The reason for this major change is encourage student success and transfer as well as an increase in A.A. degrees awarded.

With the retirement of one of our Technical Theatre full-time professors, the enrollment in the Technical Theatre classes had dropped quite low in Fall 2008 but has made a 425% increase in enrollment in Fall 2010. However, we are only able to offer 2 of 4 technical theatre classes in one semester when we previously offered all 4 every semester. This made it harder for students to complete the A.A. in Technical Theatre and as a result we dropped that emphasis. Instead we want to offer a certificate of achievement in Technical Theatre but we need permanent faculty to oversee and mentor the students in this area.

Twenty four of thirty three Theatre classes have success rates of 75% or higher. The nine courses under 75% averaged 64.75% success rate. Most of these courses are in technical theatre and can be attributed to the decline of the program after the retirement of the long-time tenured faculty member.

There were 7 A.A. degrees in Theatre with an Acting emphasis awarded from 2008-11. There were 2 A.A. degrees awarded in Theatre General emphasis in 2009-11 and 2 A.A. degrees awarded in Theatre with a Technical emphasis in 2008-11. With more interest in the Acting emphasis and with the majority of our faculty teaching in that area, we created the Acting Academy emphasis. We hope to see increased numbers of degrees awarded due to this significant change, and we have already begun to see improved transfers. We will also endeavor to merge degrees awarded and transfers with the new transfer A.A. degree. We also have implemented a Certificate of Achievement in the Acting Academy this year.

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Our Certificate of Accomplishment in Vocational Media has been temporarily halted due to financial cutbacks in 2009. As finances are restored, we hope to activate this Certificate again.

4. SLOs - a) Summarize the collected program data

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?
- Summarize how the program has responded to SLO assessment results
- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

The related courses for Assessment review for the THEATRE program are: **TART 50AD - Major Production** and **TART 25 - Introduction to Theatre**. TART 50AD - *Major Production* underscores the first intended Student Learning Outcome for the THEATRE program- (Live Performance Knowledge): **A basic knowledge and experience of live performance synthesizing lower division level principles and theories of acting, production techniques, and creativity**. TART 25- *Introduction to Theatre* underscores the second intended Student Learning Outcome for the THEATRE program - (Theatre Respect) **A respect for theatre as a means of personal, cultural, or social expression**.

The Assessment task for the first Student Learning Outcome - *Live Performance Knowledge* - **A basic knowledge and experience of live performance synthesizing lower division level principles and theories of acting, production techniques, and creativity** was the Capstone project of course **TART 50AD** an evaluation of production and performance". Using a standard department rubric with 4 success levels (Below average, Average, Above Average, Excellent) to score videotaped main stage production performances. The expected Achievement was 70% of the representative sampling of students. The success level was Average or above on the rubric. Students included a random sampling of 30% of the students from each section who finished the course with a "C" or better being assessed, Our actual Results were 100% of students received a score of 3 or better based on the theatre programs performance rubric. Our key findings were that the production performance assessment using the Program's performance rubric brought clarity to the students understanding of SLO #1. Our conclusions: was that the students' level of achievement with the Production Performance assessment task met our expectation regarding the intended outcome.

The Assessment data for the THEATRE Program's Student Learning Outcome #2: *Theatre Respect* - **A respect for theatre as a means of personal, cultural,**

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or social expression was fulfilled through information gained through the TART 25- *Introduction to Theatre* online class section. The assessment tool was a Critical Essay with the expected achievement of 70% of the representative sampling of students. The success level: "Average" or above on the rubric. The students included were to be a random sampling of 30% of the students from each section who finished the course with a "C" grade or better. The data, more favorable than expected, shows that 78% of students received a score of 3 or better based on the Theatre Program's Written Critical Essay rubric. The students' level of achievement with the Critical Essay assessment task meets our expectation regarding the intended outcome. Key findings found that the assignment demonstrated students understood and differentiated between and among historical and worldwide cultures. No students who took this class were theatre majors. The sampling of students were non majors. Conclusion: Students level of achievement in answering the essay questions meets the expectations of intended outcome. Since only the students in the Theatre 25 online class (1 section) were assessed the data we received is not an ideal overview of the achievement level in all TART 25 classes in terms of teaching modality. The full-time faculty teaching the on-campus face-to-face TART 25 class did not submit assessment results.

b) Based on analysis of course and program SLO assessment:

· **How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?**

The written essay assessment using the Theatre Program's rubric brought clarity to the students understanding of the Theatre Program SLO #2.: *Theatre Respect – A respect for theatre as a means of personal, cultural, or social expression*. As the data from this assessment was gathered this past semester only in the Online a TART 25 class with non majors we need to continue to track more data from all class modalities to complete our analysis.

The assessment for the Theatre Program Student Learning Outcome # 1 *Live Performance Knowledge – A basic knowledge and experience of live performance synthesizing lower division level principles and theories of acting, production techniques, and creativity* was very successful. We will continue to track TART 50AD and no changes in assessment are contemplated at this time.

5. Goals -

Based on the data from questions 1 - 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

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Based on the ever increasing student enrollment and the ever decreasing funding college wide, we have found ourselves stretched beyond our limits. To maintain our artistic integrity, program goals were recently created and are currently developing. We have expanded student opportunities through community outreach, professional partnerships, and outside performance opportunities. By embracing the diversity of our community we promote academic excellence to encouraging students of every background and level of experience to audition, enroll and enjoy the performing and academic experience.

As the financial climate improves, we look forward to increasing our class section numbers to provide more classes in all areas that were cutback and to reinstitute the Vocational Media Certificate courses.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

Through the creation and implementation of the LBCC Acting Academy our students now have the opportunity to enter a 4-year University with a transferable A.A. degree and a Certificate of Achievement that demonstrates that they have achieved the intentions of our original departmental and program goals.

We have begun the mentoring program and hope to see improvement in the upcoming years in terms of A.A. degrees awarded in Theatre as well as actors being accepted into professional training programs. A new link on the department website has been created titled "Theatre Student Success" where students can be recognized for their accomplishments, awards and successes. Continuing to fund raise to take students to the American College Theatre Festival is still part of our goals.

c) Based on the new data collected (4), what are your plans for change in the future?

The Festival of the Arts is something that we will definitely pursue again in the future with more of an emphasis on a financial commitment from the participating schools. This will ensure a more guaranteed support and participation by each committed attending institution. For the inaugural launch, our goals were met but with lessons learned.

- 1) A more formal registration process
- 2) A wider offering of competitive categories within each genre.
- 3) A broader opportunity for family and friends or gain a fuller understanding of who we are and what we contribute to the community through campus touring and classroom demonstrations.

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4) Following up with the distribution of a link for an electronic survey to gain more insight into improvement for future festivals. With this the college will experience a substantial savings on printing, materials and mailing.

With an eye on an economic upturn for the future we hope to expand our class offerings by restoring what was cut and create new and updated course offerings to remain academically competitive.

We have optimistic goals to gain a dedicated departmental location whereby to ensure a collaborative environment where all three disciplines are within one building. We are currently allocated minimal hours and space usage by other department schedules. As a result of this, our flow of creativity is interrupted and the students suffer an academic and creative loss. This facility will not only include classrooms, lecture facilities and rooms for the practical application of Dance, live Theatre, and a sound stage for Film but also proper equipment such as a sprung floor to minimize injuries, air conditioning, a functional recessed hydraulic floor, and onsite faculty offices promoting student access.

Adding e-portfolios for our graduating students will prepare them for the next step in their career whether they continue at a 4-year university or conservatory or they enter the professional world of auditions. This is one of the goals in our Department Plans but again we need the financial resources to make this happen.

We want to provide our students with more interdisciplinary productions (ie. Musicals and Multimedia presentation to bring more technology and current trends in the professional world into our students' experience here at LBCC. Ultimately, our mission is for the students who complete our program to be fully prepared to move on to the next level of Theatre education.

Student/faculty mentoring again is something we can accomplish now to sow the fruits of more successful completion data in the future.

6. College Wide -

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

As identified by the college mission statement, we in Theatre, Dance, and Film are dedicated to delivering a high quality education and support services to our diverse communities. We promote equitable student learning and achievement through open classes and auditions.

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By the continuing of internships and the growth of more professional outside participation the college's statement of workforce development is being fulfilled.

Our department provides an avenue for community outreach with our Theatrical/Dance/Film productions, which are open to the public. Often the public's first encounter with LBCC is at one of our productions. Maintaining consistently high artistic standards serves the college's mission of community outreach. The Performing Arts Festival brought area high school students to LBCC to compete in their respective fields and receive quality feedback from our professors and top professionals.

The Theatre program fulfills three of the General Education Learning Outcomes based on Aesthetics and Creativity, Wellness, and Critical Thinking. The Theatre program prepares students to analyze/synthesize concepts, to think in new ways, and promotes health and wellness through self-expression.