NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: Theatre Arts

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: Walter Stevens

Due in draft: March 15, 2015

Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs
Norco: Diane.Dieckmeyer@norcocollege.edu
If you are CTE: Kevin.Fleming@norcocollege.edu

Form Last Revised: December 2014

Norco College

Web Resources: http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx

Annual Instructional Program Review Update
Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted *in draft* every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco:	**VP Business Services**	**951-372-7157**

2015

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:
1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:
1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:
1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:
1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:
1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:
1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Annual Instructional Program Review Update

Theatre Arts
Walter Stevens
4/24/15

Trends and Relevant Data

1. Have there been any changes in the status of your unit? (if not, please indicate with an "N/A")

a. Has your unit shifted departments?

No, Theatre Arts remains a discipline within the AHWL department.
The department's leadership is chaired by two co-chairs: Dominique Hitchcock and Walter Stevens. Their responsibilities over the department's disciplines are as follows:
- Dominique Hitchcock: ART; HUM (Humanities); JPN (Japanese); PHI (Philosophy); SPA (Spanish)
- Walter Stevens: MUC (Commercial Music); MUS (Music); THE (Theatre)

-Dr. Hitchcock has assumed full department Chair duties for the 15SPR semester while Professor Stevens is representing Norco College and participating in the RCCD Study Abroad program in Dublin, Ireland.

b. Have any new certificates or complete programs been created by your unit?

An ADT in Theatre Arts is still in a holding pattern and "waiting in the wings" until more course opportunities can be established for student access.

c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

The establishment of various ADTs and transfer scopes have helped to increase student interest in taking requirement fulfilling courses such as THE 3 (Intro to the Theatre).

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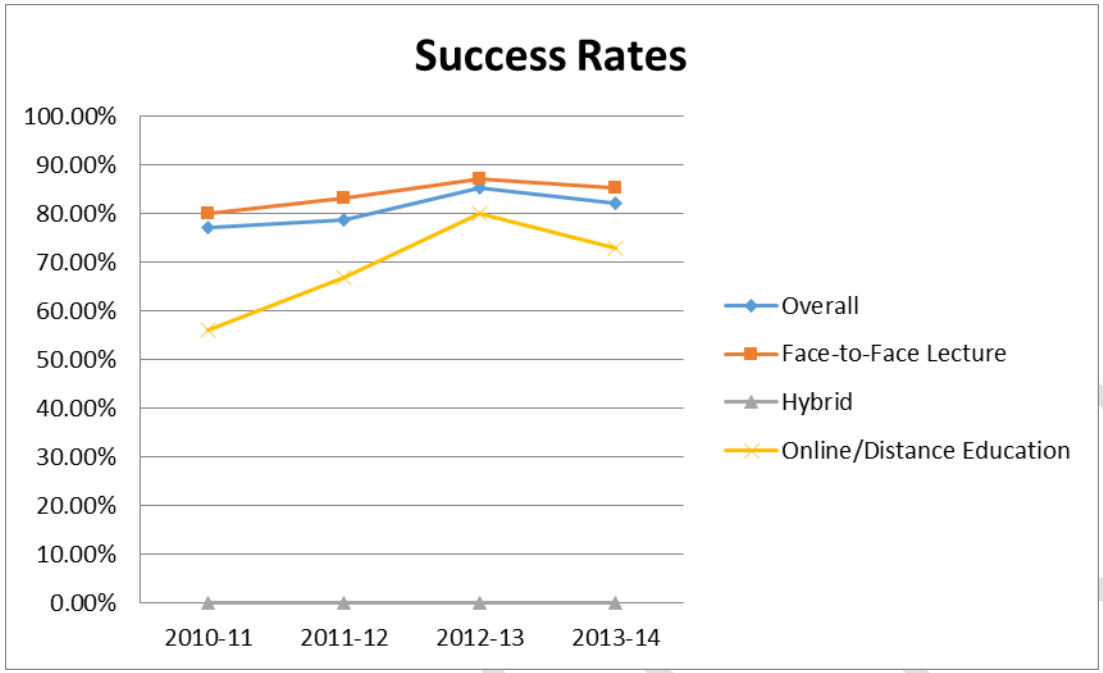
2. **List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.**

Student **success** rates in the Theatre Arts courses overall at Norco College remain high and fairly steady, with a slight decrease.
Success rates in face-to-face courses have decreased 1.84%.
Success rates in online sections of the same courses have decreased 7.16%.
Some of the decreases could be attributed to the new development of the web-enhancement, as well as the ongoing course modifications in the online sections. The discipline predicts this will ultimately be remedies through assessment and, indeed, benefit students in the long-term perspective.

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	77.01%	78.73%	85.41%	82.12%
Face-to-Face Lecture	79.97%	83.30%	87.08%	85.24%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	56.04%	66.86%	80.00%	72.84%

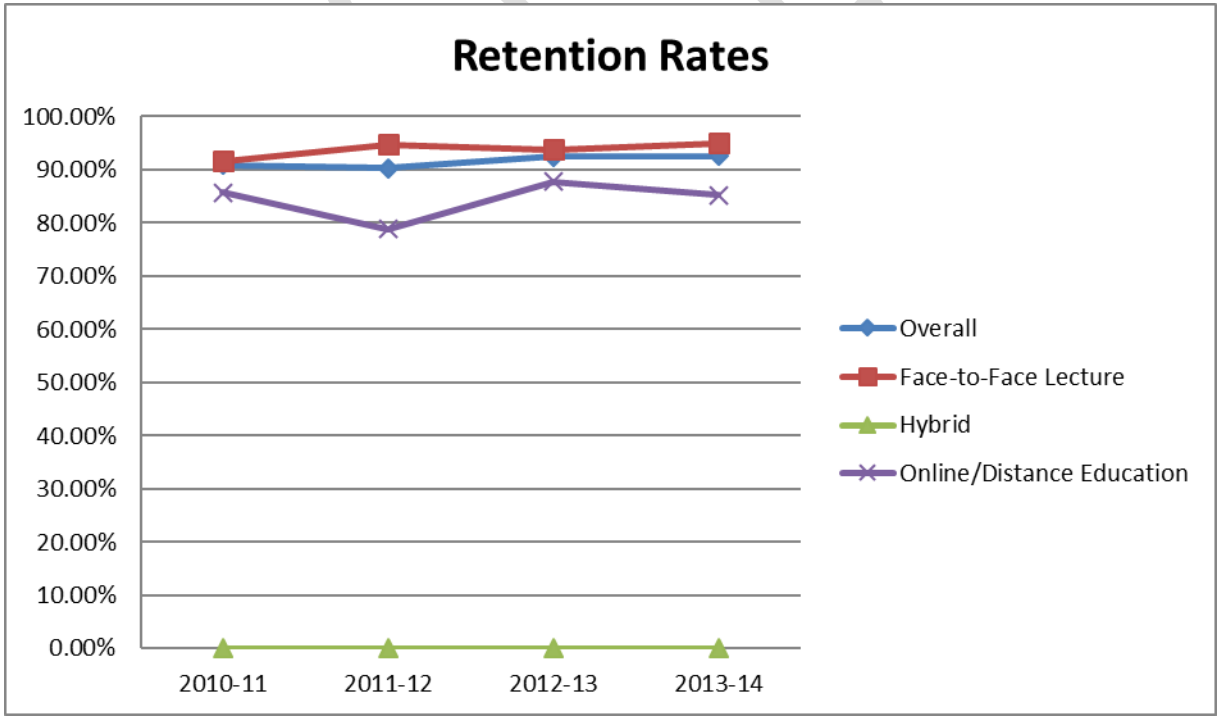
2015


Success Rates
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
2010-11
2011-12
2012-13
2013-14
Overall
Face-to-Face Lecture
Hybrid
Online/Distance Education

Student **retention** rates in the Theatre Arts courses overall at Norco College remain very high and generally steady, with slight variables in terms of instructional modes.
Retention rates in face-to-face courses have increased 1.26%.
Retention rates in online sections of the same courses have decreased 2.55%.

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	90.88%	90.32%	92.40%	92.53%
Face-to-Face Lecture	91.61%	94.73%	93.84%	95.01%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	85.71%	78.86%	87.74%	85.19%

Theatre Arts



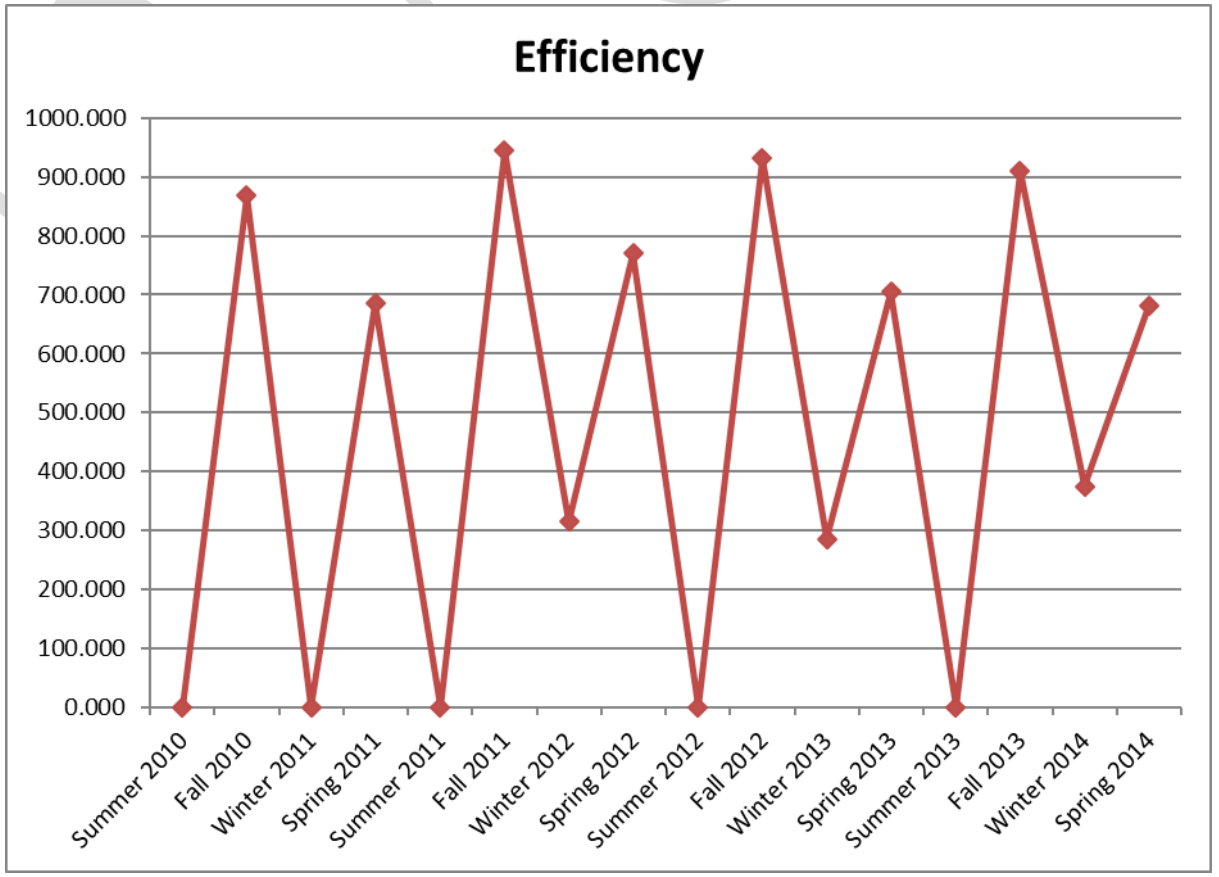
The Theatre Arts discipline at Norco College has introduced Web-enhancement to the large-lecture, face-to-face courses in an effort to increase student success and retention. In addition, a large-lecture, hybrid section of THE 3 (Intro) will be introduced 15FAL. Both of these innovations will help provide students with access and alternative methods of pedagogically credible instruction.

Efficiency rates in the Theatre Arts discipline overall at Norco College remain very high and generally steady, with noticeable variables regarding specific semesters and short-term intersessions.
Efficiency rates are regularly extremely high, over 900, during the fall semesters.
Efficiency rates are very healthy, near 700, during the spring semesters.
Efficiency rates fluctuate during the summer and winter intersessions probably because they are newly offered.
Efficiency rates overall are high with a total of 781.54.

2013

Term	Efficiency
Summer 2010	0.000
Fall 2010	868.734
Winter 2011	0.000
Spring 2011	684.839
Summer 2011	0.000
Fall 2011	944.986
Winter 2012	315.000
Spring 2012	769.913
Summer 2012	0.000
Fall 2012	931.318
Winter 2013	285.000
Spring 2013	704.712
Summer 2013	0.000
Fall 2013	909.998
Winter 2014	375.000
Spring 2014	680.712
Total	781.540

Theatre Arts



2015

Theatre Arts

Face-to-Face/Large-Lecture:

Based on analysis of the above information the discipline agrees that further adjustments and revisions will be created and implemented using the web-enhanced format to the face-to-face sections of THE 3 in order to support and foster student success and retention. Using the Blackboard tool to facilitate, clearly defined directions, expectations, and success indicators for class assignments, as well as regular reminders and announcements will be established and published. In addition, deadlines pages and specialized discussion forums, both executed in-class and online, will help to support and clarify fundamental concepts during the progression of the course. This will also help the students and to remain in regular and substantive communication, as well as in-sync throughout the course.

Distance Ed.:

The discipline also notes that previously revisited and revised methods of instruction in the online sections of THE 3 noticeably aided in the evidence of increased student success, as well as the maintenance of healthy student retention rates in the online sections. The discipline will continue to investigate new and appropriate instructional tools in the continuing development of the online e-forum. One tool will be to create a series of digitally recorded lectures, presented by the instructor, which will accompany each class lesson. This will help to pedagogically clarify and emphasize various points that are intricate in the progression of the course.

Ongoing revisions to course tools (online and face-to-face) and materials will be continued, and regular meetings and discourse will be scheduled among fellow faculty across disciplines in the Arts, as well as the wider college community in order to gain a wide variety of perspective. Continued participation on the Norco Distance Education Committee will assist in the exploration and development of tools and methods that support student success and retention.

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Theatre Arts and the Mission Statement

Highlighted are sections of the college's **Mission Statement** where skills and knowledge in the Theatre Arts can be directly linked:

> Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to, career and technical education, certificates and degrees.

The data above also demonstrates that the Theatre Arts discipline is proactively focused on several main points from the Goals and Strategies section of this document:

Goal 1: Increase Student Achievement and Success

1. Improve transfer preparedness (1).
2. Increase success and retention rates (6).
3. Decrease the success gap of students in online courses as compared to face-to-face instruction (9).

Most of the specific success and retention goals, strategies, and results will be addressed in the Assessment section of this document.

The discipline also recognizes that there is a need for culturally enriching opportunities on the Norco College Campus, and that the college traditionally has both the potential and responsibility for being that geographic and figurative center for cultural enrichment, in addition to education and workforce preparedness. Theatre should be included and exist in the form of the art that it is as a service to our students and the community. In comparison to most of our peer institutions, without it there is a hole, and something very important missing in the well-roundedness of our own institution.

As a very viable option for transfer opportunities, industry related paths, and an introduction to several relevant majors in various university systems and settings, the Theatre Arts program at Norco College deserves a serious consideration for re-development and expansion.

In addition, Theatre can be a terrifically enriching and important tool in targeting some other important goals and strategies established by the college:

Goal 2: Improve the Quality of Student Life

1. Increase student engagement (1).
2. Increase frequency of student participation in co-curricular activities (2).
3. Increase the percentage of students who consider the college environment to be all-inclusive (4).

2015

3. What annual goals does your unit have for 2014-2015 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Educational Master Plan?

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
New course assessment, modification, and application for THE 3.	Examine course data and revise syllabi and lesson plans accordingly.	**Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)**	
Develop hybrid section of THE 3 for evening class block.	Combine online and web-enhanced tools with the face-to-face format. Measure success, retention, and efficiency.	**Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)**	Distance Ed.
Collaborate with other Arts disciplines for mutual development of cultural offerings at the college.	Meet with MUS, ART, and DAN faculty to devise ideas and venues for student expression and participation.	**Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)**	
Focused assessment regarding online sections of THE 3.	Continue the ongoing analysis and implementation of various techniques and methods of online instruction.	**Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)**	Distance Ed.
Begin development of online Musical Theatre Appreciation course.	Examine COR for THE 29 and begin creation, adoption, and implementation of online format.	**Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)**	Distance Ed.
Continued exploration of the Theatre Arts ADT.	Exploration of current viability, practicality, and potential of the	**Increase Student Retention, Persistence, & Success (Goal 1)**	

	ADT.	**Enhance institutional effectiveness (Goal 5)**	
Explore more uniformity throughout the Distance Education offerings at the college.	Continue active participation on Distance Ed. Committee with discourse regarding limited uniformity and pedagogical effectiveness regarding NC online community.	**Increase Student Retention, Persistence, & Success (Goal 1)** **Enhance institutional effectiveness (Goal 5)**	Distance Ed.

**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

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Norco College Annual Instructional Program Review Update

Unit: _____ Theatre Arts _____
Contact Person: _____
Date: _____

Current Human Resource Status

4. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Theatre Arts	1	2 (substituting for F/T faculty while on Study Abroad).	1

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
N/A			

5. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)[1]

List Staff Positions Needed for Academic Year___'15 – '16_____ **Please justify and explain each faculty request as they pertain to the goals listed in item #3.** Place titles on list in order (rank) or importance.	**Indicate (N) = New or (R) = Replacement**	**Annual TCP***	**Distanced Education**
1.N/A Reason: Without the ADT there is no need for staff.			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

[1] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Requests for staff and administrators will be sent to the Business and Facilities Planning Council. Requests for faculty will be sent to the Academic Planning Council.

Unit Name: *Theatre Arts*

6. Equipment (including technology) Not Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year '15 – '16 **Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.** Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. Theatre Drapery Reason: Drapery is tattered, hung incorrectly, and in need of repair and cleaning and maintenance. Drapery company did not follow through with estimate, delivery, and installation last academic year.	**I/N**			**$4000.00 - $7000.00 approx.**		
2. Exploration of moving MUS facilities to another location. Reason: Tremendous sound interference with instruction in the theatre space during large-lecture classes compromising student learning and success. This problem is across several disciplines that use the theatre.	**I/N**			**TBA**		
3. Reason:						
4. Reason:						
5. Reason:						

[2] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

6. Reason:						

*** Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).**
Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).
**** These requests are sent to the Business and Facilities Planning Council.**

Unit Name: _____

7. Professional or Organizational Development Needs Not Covered by Current Budget*[3]

List Professional Development Needs for Academic Year__'15 - '16__. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1.N/A Reason: Digital recording is available and covered by current budget. IMC and online support are very accommodating with class development.					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					

[3] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

6. Reason:					

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the Professional Development Committee for review.

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Unit Name: _____ Theatre Arts _____

8. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college[4]

List Student Support Services Needs for Academic Year____'15 – '16____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.	**EMP GOALS**	**Distance Education**
1. Increased expansion and development of the library dramatic text, research, reference, and script collection. In addition, digitally recorded performances of plays and master classes will help the credibility of the library and the Theatre Arts program. Reason:	**Yes**	**Yes**
2. Reason:		
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

[4] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

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** These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]

**** For immediate hazards, contact your supervisor ****

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. Theatre lighting instruments should be inspected and maintained for regular safety issues. Reason: The lighting equipment is housed just over the audience area and the heads of students in class. The system should be professionally inspected for safety on a regular basis.	**$2500.00 Est.**				
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

[5] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

These requests are sent to the Business and Facilities Planning Council, but are not ranked. They are further reviewed as funding becomes available.

2015

Rubric for Annual Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
3. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
4. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
5. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
6. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
7. The document is complete	No; there are incomplete sections			Yes; all sections are completed
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit's accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year ***(fall 2013 - spring 2014).*** Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven't yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO ***Initial Assessments*** and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with ***Improvements identified*** (Identify the SLO with # of improvements in ( ) e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in ***Loop-Closing*** assessment (state SLO and effect)
EAR 20 Child Development	SLO 1, SLO 3 (*Indicates the discipline assessed and wrote a report for both SLO 1 and 3 in the past year for this course)*	SLO 1(2) (*Indicates 2 adjustments were made to the course e.g., in materials, assignment, test questions, pedagogy, curriculum etc.* *Notice, nothing is stated for SLO 3 – suggesting no concerns were identified…see the next column…)*	SLO 3 – results meet discipline set standards of 75% success *(If no improvement is needed please state why in this column)*	SLO 1 – data indicate increased success after improvements were made *(This means a closing the loop assessment was completed on SLO 2 for EAR 20)*

Course number and name	SLO ***Initial Assessments*** and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with ***Improvements identified*** (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in ***Loop-Closing*** assessment (state SLO and effect)

2. a) How many Program Level Outcome ***initial*** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

b) How many Program Level Outcome ***loop-closing*** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

2015

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

7. What additional support, training, etc. do you need in the coming year regarding assessment?

2015

Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: _____ Average score _____

	0	1	2	3
On-going SLO assessment and Loop-closing activity	No evidence provided 0	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing) 1	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing) 2	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing) 3
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No indication of any changes made to any courses and limited clarification regarding discipline standards 1	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear clarification why no improvement is needed 3
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline or department 1	Clear demonstration of dialogue and sharing of assessment within discipline or department 2	Robust and systematic dialogue and communication demonstrated within discipline 3
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14 1		

Theatre Arts

Annual Program Review - 2015

Assessment Report

W. Stevens

Assessment **April 2015**

THE 3 – Traditional Face-to-Face

Web-enhancement

At the finish of the last academic year the Theatre Arts discipline began exploring the idea of re-formatting the traditional sections of THE 3 to include **web-enhancement** as a tool for classroom management and student success. As a result, major revisions and modifications have been made to all course materials and instructional methods, and the web-enhancement tool was fully implemented for the 14FAL semester. With the exception of a few adjustments to make, the new format demonstrates tremendous success, and students are able to keep on-track more easily, as well as have much more convenient access to course materials. The amount of focused course materials accessible to the students has also been greatly increased, and therefore there is a greater opportunity for students to associate and retain the information included in the lectures.

In addition, this new format is virtually "paperless" and supports the college's goals regarding sustainability. Theatre Arts students now access 99% of their course materials online. Since most students are highly computer literate today, it appears that most of them are very comfortable with, and appreciate, having access to practical class information, deadlines, and supplemental materials whenever they need them. This course modification is proving to be user-friendly and efficient.

As of this assessment cycle, all of the THE 3 face-to-face sections have been successfully transitioned to the web-enhanced format. Because normally the sections are large-lecture (90+), as of yet the discipline has noticed a marked increase in the classroom efficiency and general success rate among the students. This data, however, covers only one full semester of this transition (14FAL), and because the full-time faculty in the discipline was away from the college participating on the RCCD Study Abroad program for the 15SPR semester, it would be much more informational and accurate with a full analysis of all sections at the end of the upcoming academic year ('15-'16).

THE 3 - Online

Appropriate and Proficient Communication Practices

The full-time Theatre Arts faculty participates on the Norco Distance Education committee and has been able to collaborate with other disciplines and online instructors in committee sessions, as well as otherwise as part of the network of committee participants. Much of what is addressed in the committee meetings is directly applied to, or a result of, online instruction in the Theatre arts discipline itself.

One issue that has been noted among colleagues who teach using the online format is the notion of appropriate, proper, and formalized communication within the virtual classroom setting. Many students are accustomed to using a "texting" style of communicating with instructors and among themselves. The Theatre Arts discipline holds a firm belief that not only should there be instruction regarding theatre and the arts, but also guidance and advice on becoming a successful student in the university setting, as well as in the professional atmosphere. This involves suggestions, examples, and encouragement of correspondence within the online classroom that are, as mentioned, more formalized and less casual as is used with many smart-phone users for everyday communication. This will help them both at present, and in the future with success and mutual respect in various settings.

The format, for example, for class email correspondence is established as involving a **greeting**, proper **grammar** and **punctuation**, and a **closing** of some sort. This is in contrast to simply stating a question or comment, single-sentence, texting-type style. Students are so accustomed to the smart-phone way of communicating that knowing and then practicing this format, as opposed to never learning it, can only help with their educational and professional success in the future.

After examining a sampling of 30 random class email messages from various sections of the online THE 3 courses since this issue has become a focus, it appears that about 25% of who might be considered superior students welcome the opportunity to explore this important skill. Another roughly 30% of good students use it occasionally, but not on a regular basis. Of the remaining students, about 30% still use the texting style of correspondence, and the remaining 15% rarely participate in the class email forum anyway.

With these findings the Theatre Arts discipline will explore various means by which this important communication skill can be stressed and better utilized:

1. A clearer statement regarding class email format will be incorporated into the syllabus, as well as in a separate course document entitled "Tips for Success in This Course."
2. Some examples of appropriate and proper email format in the same document.
3. Regular use and encouragement by the instructor of these skills throughout the term.

Short-term vs. Full-term Success (online)

Recently the Theatre Arts discipline has recognized a noticeable difference in the success rates of short-term (8 week, SUM & WIN intersessions), and full-term (16 week) sections of the **online** THE 3 courses. Interestingly, the overall success rate regarding examinations, written coursework, final grades, and course completion in the *short-term* sections is noticeably **better** than in the regular 16 week, *full-term* sections. Historically this tends to happen in the traditional classroom setting, as well, and it would seem that there can be a "burn-out" phase for students during the full-term. A challenge has always been to keep the students interested, focused, and actively learning the last few weeks of a semester. In the traditional classroom setting the Theatre Arts discipline has explored tools to facilitate this sustained interest, and throughout specific lesson plans has modified curriculum, activities, and goals to accommodate this.

In the online format, however, the discrepancy has only recently been recognized, and the discipline is exploring ways in which to fill this specific gap student success. The following are some of the ideas being considered:

1. Revision of deadlines in the 16 week full-term sections so that exams and the class's written work alternate each week. A student would therefore have something substantial due each week of the semester.
2. Revision of regular class activities to become more goal-oriented and better incorporated into the progression of the course.

Assessment

THE 33 – Creating a Role

The Theatre Arts discipline at Norco College is in the process of putting the final touches on the assessment loop process for THE 33 – Creating A Role course for the academic year. The following Student Learning Outcomes from the Course Outline of Record were selected and assessed:

SLO 1

Demonstrate the fundamentals of scene work in a written text through exercises.

Critical Thinking - Recognize and assess evidence from a variety of sources
Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
Application of Knowledge - Maintain and transfer academic and technical skills to workplace

SLO 2

Apply advanced stage fundamentals to the scene process.

Critical Thinking - Recognize and assess evidence from a variety of sources
Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields

The Theatre Arts discipline held discussions (formal and informal) with other disciplines at the college in order to brainstorm and collaborate on assessment tools and techniques (**Appendix I**).

The student success regarding these two SLOs was measured using the following methods:

To begin, the students were given the assignment to choose a partner from the class with which to work and together they would research and select a short scene from a published piece of contemporary dramatic literature. Upon selection, the students would prepare the scene in order to be able to work with the director/acting coach in the laboratory setting. Prior to the lab work, fundamentals of acting technique learned in the prerequisite course (THE 32 – Acting Fundamentals: Theatre Games and Exercises) were reviewed in the lecture setting and the students were encouraged to directly apply those fundamentals to their present scene-work. The main fundamentals that were to be applied were:

1. Establishing a connection with your partner.

2. Establishing a goal, in terms of your partner, to pursue within the scene.
3. Exploring the tactics (both inductive and threatening) that will help you achieve this goal.
4. Preparing a scene for performance.

A theme, focus and title were established for this particular exercise: Banned, Challenged, or Prohibited Literature. Each student eventually researched, analyzed, and prepared two separate scenes with this perspective and, following the laboratory technique work with the acting coach, the scenes were then organized and further rehearsed among the students with the goal of public performance. Two performances were scheduled so that the students could compare and analyze their own separate performances. One of the performances was also digitally recorded, and in a subsequent class session the students collectively viewed, discussed, and used critical thinking skills to analyze their own performances, as well as that of fellow classmates.

During a class session following the public performance students were asked view the digital recordings and asked to rate (on a scale from 1 – 5) and respond (in sentence form) to their own performance using the following guidelines:

1. How well did I establish a connection with my partner?
2. How well did I establish a goal to pursue within the scene?
3. How well did I explore the tactics, both inductive and threatening, that helped me achieve this goal?
4. How prepared was I for this performance?

The hard data for the exercise is in the process of being analyzed, but preliminarily the exercise seems a success for many reasons:

1. The students gained research skills in terms of dramatic literature.
2. The students were able to work with not only one, but two separate partners, thereby expanding their exploration skills even further.
3. The individual scenes were worked technically and then further rehearsed exploring the idea of applying tactics to achieving a goal within the scene. This process was repeated in the second scene so that a great deal of practical application was exercised.

4. The students were able to perform not only once, but twice, and then critically evaluate their work in a subsequent class meeting using the digital recording. This type of objective criticism can be fundamental in the development of a young artist.

In conclusion, it appears that the lecture and laboratory environment of the THE 32 course helps facilitate the instructional process of a course in Acting Fundamentals, as it allows students to intellectually learn the basic skills in actor-training, and then immediately apply them to practical acting classwork. The Theatre Arts discipline feels that a bit more time and focus could be spent on certain skills such as the progressive approach to scene analysis and the practical application of certain fundamentals. However, the discipline also notes the success of certain activities and exercises within the classroom laboratory environment that help prepare students for subsequent studies at a more advanced course level, for example in THE 34: Classical Acting and THE 5: Theatre Practicum.

The Future

The Theatre Arts discipline will continue the idea of ongoing assessment for all of its courses including THE 3 (online and traditional), THE 32, and THE 33 (acting technique). With the ideas of student success and classroom efficiency at the focus, the discipline will re-visit this particular document on a regular basis as a reference for continued improvement throughout the curriculum. Revisions and modifications that have recently been made will be closely monitored, and any adjustments deemed necessary will be discussed, considered, and if need-be, applied.

The Theatre Arts discipline at Norco College will continue evaluation and re-evaluation of its effectiveness as part of the student learning process. The discipline looks forward to continued dialogue and collaboration with other disciplines throughout the college in a continued effort to monitor and improve student success.

Appendix I

Inter-discipline Assessment Discussion
Theatre Arts
Thursday, May 29, 2014
12:50 – 1:50 / LIB 130

Meeting Minutes

Present: **W. Stevens, S. Crasnow.**

Ways to measure selected SLOs.

THE 33

SLO 1

Demonstrate the fundamentals of scene work in a written text through exercises.

- Critical Thinking - Recognize and assess evidence from a variety of sources
- Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
- Application of Knowledge - Maintain and transfer academic and technical skills to workplace

SLO 2

Apply advanced stage fundamentals to the scene process.

- Critical Thinking - Recognize and assess evidence from a variety of sources
- Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields

Develop a rubric that focuses on the individual SLOs.

Outline the acting fundamentals to be examined and measured:

- Establishing a goal.
- Establishing a connection with the acting partner.
- Exploration and use of a range of tactics to achieve the goal.

Using digitally recorded samples of student scene-work that was publically performed in the Little Theatre have students and faculty use the concepts included in the rubric to rate their work, perhaps on a scale of 1 – 5, in terms of the selected acting fundamentals and SLOs.

Students:

- How well did I accomplish the learning of the SLO?
- What did I learn about pursuing a goal within a scene and using tactics to accomplish it?
- What skills did I use to establish a connection with my scene partner?
- Did I use those skills correctly and efficiently?
- What will I do the next time to improve my performance?

Faculty:

- How well did the student achieve this SLO?
- How are other SLOs affected by this outcome?
- How do the recordings serve as evidence?
- What to do the next time the course is offered.

As part of the process include collaboration between **faculty and students** in regards to measuring the SLOs? Measuring how well each individual student achieved certain skills from both perspectives. I/she/he achieved the SLO within the lecture/laboratory learning environment. Why or why not?

Following classroom discussion of the exercise explore having students produce evaluation in paragraph form, as well. Include how they applied the understanding of what they learn to the actual practical application.

Using the recorded public performance as evidence, faculty to rate individual students on a scale of 1 – 5.

- Strongly achieved it.
- Adequately achieved it.
- Somewhat achieved it.
- Did not achieve it.
- Cannot measure.

Following examination of the assessment process outcome, establishing goals by which the course can be improved to ensure adequate student achievement. Because of the nature of the

art-form, some students will naturally achieve the SLOs better and more completely than other students. How do we make it uniform and yet effective for each individual student?

Appendix II

Below is an internet web-link to the digitally recorded scenes the students prepared:

https://www.dropbox.com/s/xl068zk2hpjlxgf/Spring%202014%20Theater%20Skits.mov?dl=0

During a class session following the public performance students were asked view the digital recordings and asked to rate (on a scale from 1 – 5) and respond (in sentence form) to their own performance using the following guidelines:

1. How well did I establish a connection with my partner?
2. How well did I establish a goal to pursue within the scene?
3. How well did I explore the tactics, both inductive and threatening, that helped me achieve this goal?
4. How prepared was I for this performance?

The hard data for the exercise is in the process of being analyzed.