

NORCO COLLEGE COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW

Discipline/Unit/Department: Theatre Arts

Program(s) or Certificate(s) Associated: _____

Contact Person: Walter Stevens

Due: April 20, 2016

Please send an electronic copy as a Word document (avoid PDF)

programreview@norcollege.edu



Form Last Revised: December 2015

Norco College

Web Resources: <http://www.rccd.edu/administration/educationalservices/ineffectiveness/Pages/ProgramReview.aspx>

Comprehensive Instructional Program/Unit Review Update Instructions

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

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document. This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:

<http://www.norcollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.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@norcollege.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

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.

Educational Master Plan and Strategic Plan Goals and Objectives 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 Comprehensive Instructional Program Review Update

Unit: [Theatre Arts](#)
 Contact Person: [Walter Stevens](#)
 Date: [April 2016](#)

Trends and Relevant Data

1. Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No	No
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT ? If not, discuss if you are in process or have future plans to do so.	ADT has been created and submitted but tabled at the ISPC level.	No
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	No	No
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT .	No	No

2. List your retention and success rates as well as your efficiency for the previous four years. Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.

Overall

2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
Success	Retention	Success	Retention	Success	Retention	Success	Retention
78.7%	90.3%	85.4%	92.4%	82.1%	92.5%	74.2%	89.8%

Face to Face

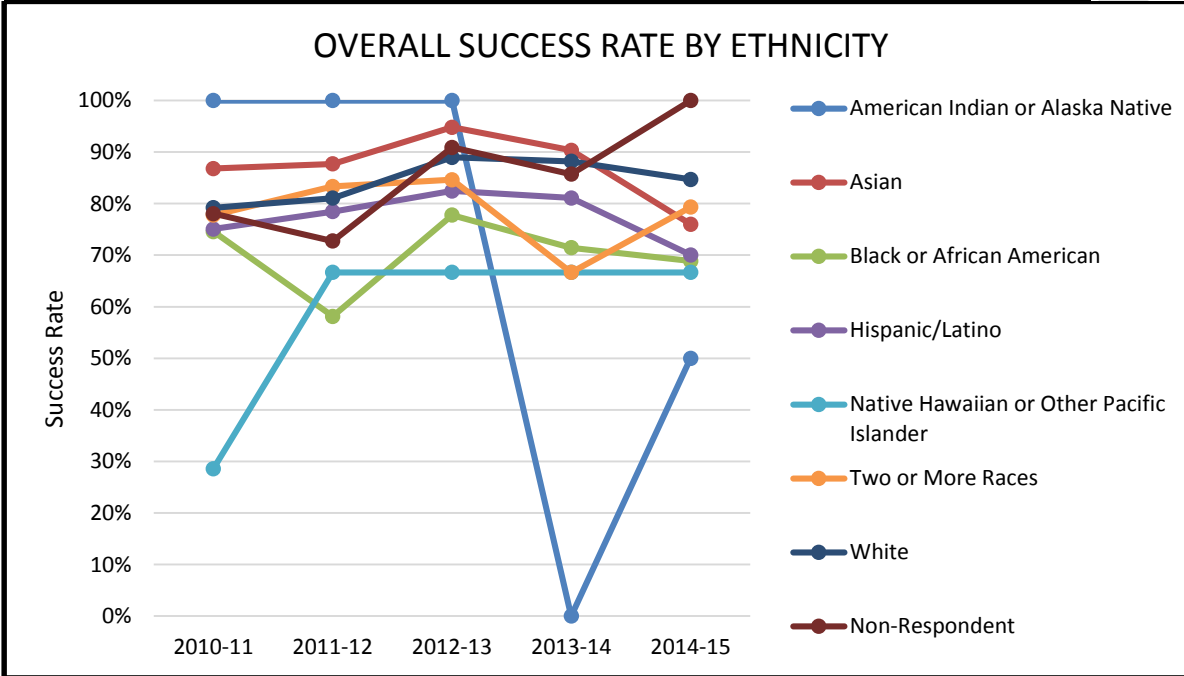
2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
Success	Retention	Success	Retention	Success	Retention	Success	Retention
83.3%	94.7%	87.1%	95.0%	85.2%	95.0%	75.6%	92.0%

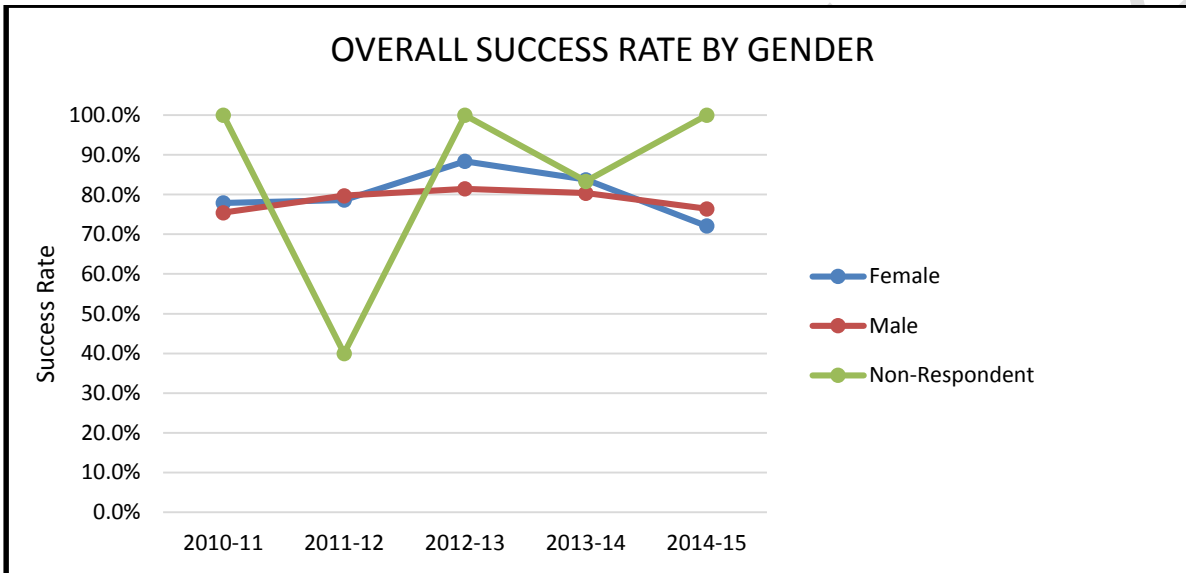
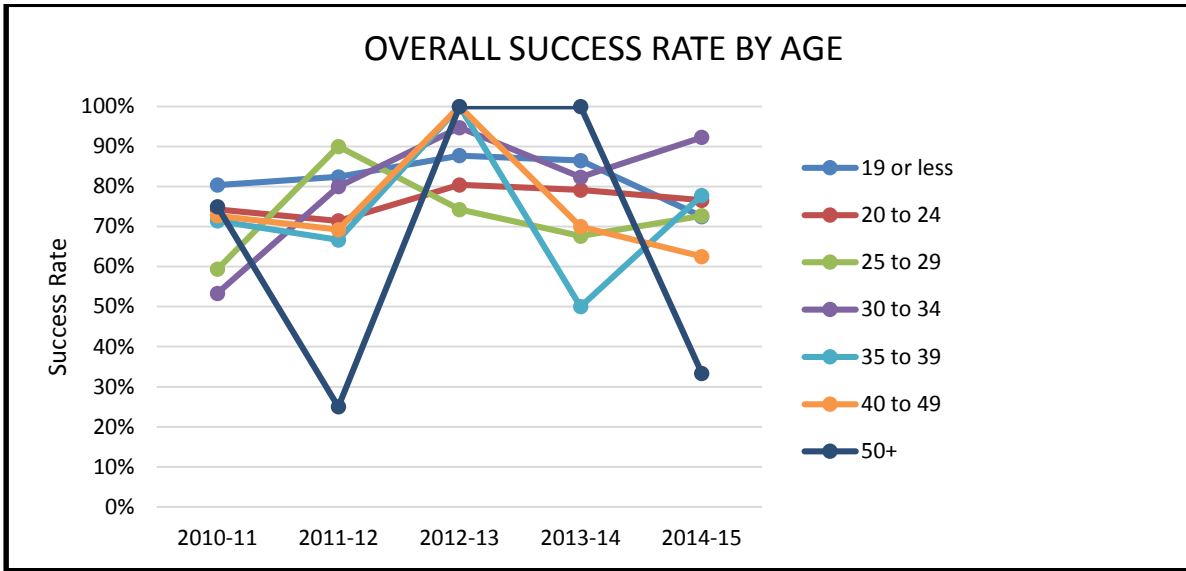
Online

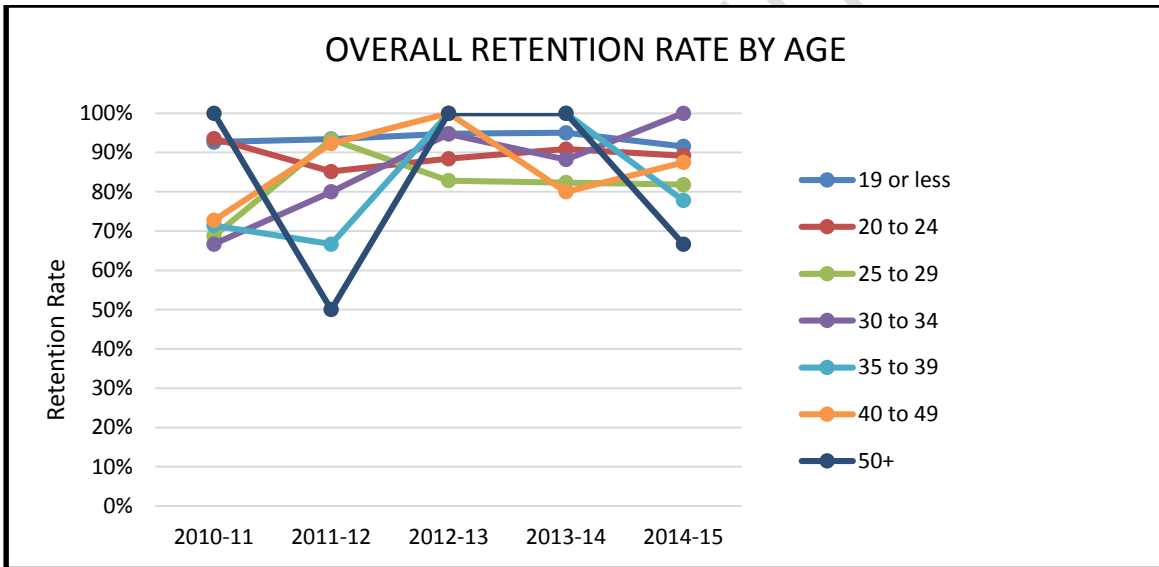
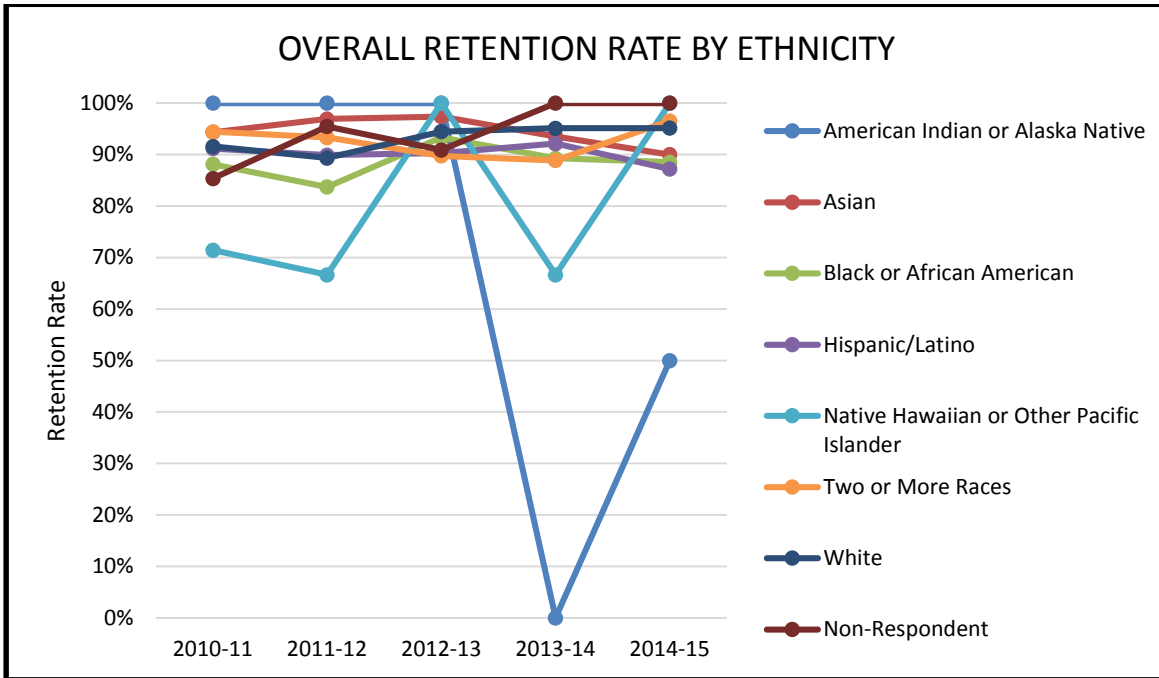
2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
Success	Retention	Success	Retention	Success	Retention	Success	Retention
66.9%	78.9%	80.0%	85.2%	72.8%	85.2%	71.4%	85.7%

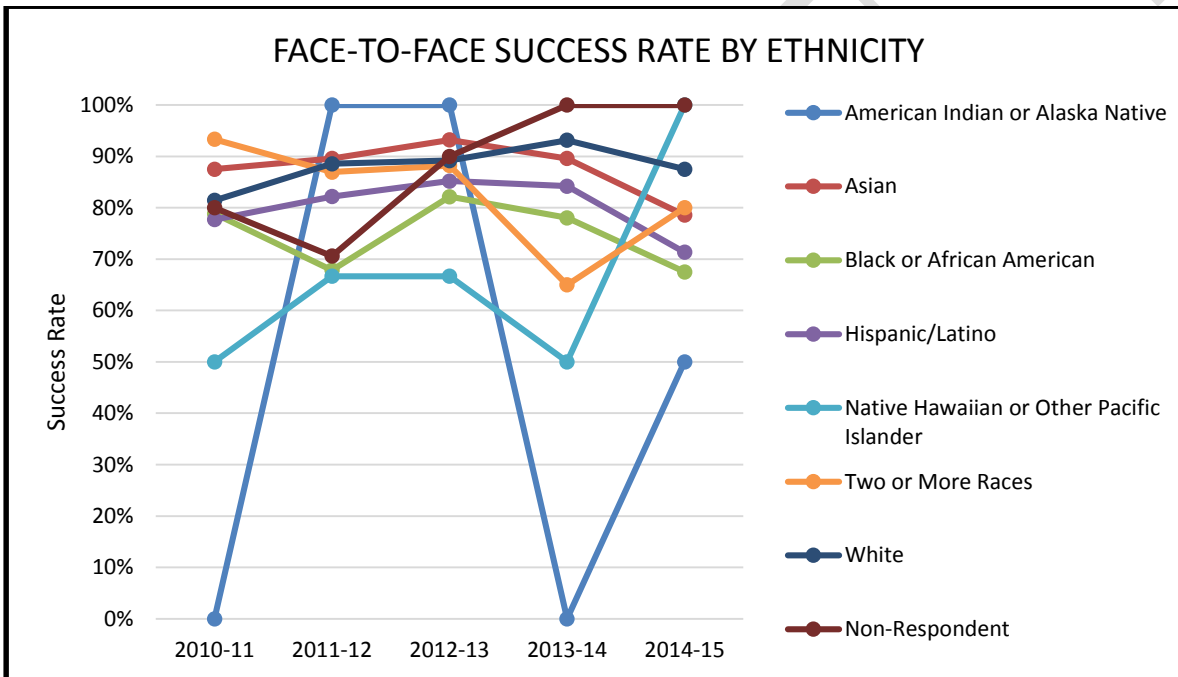
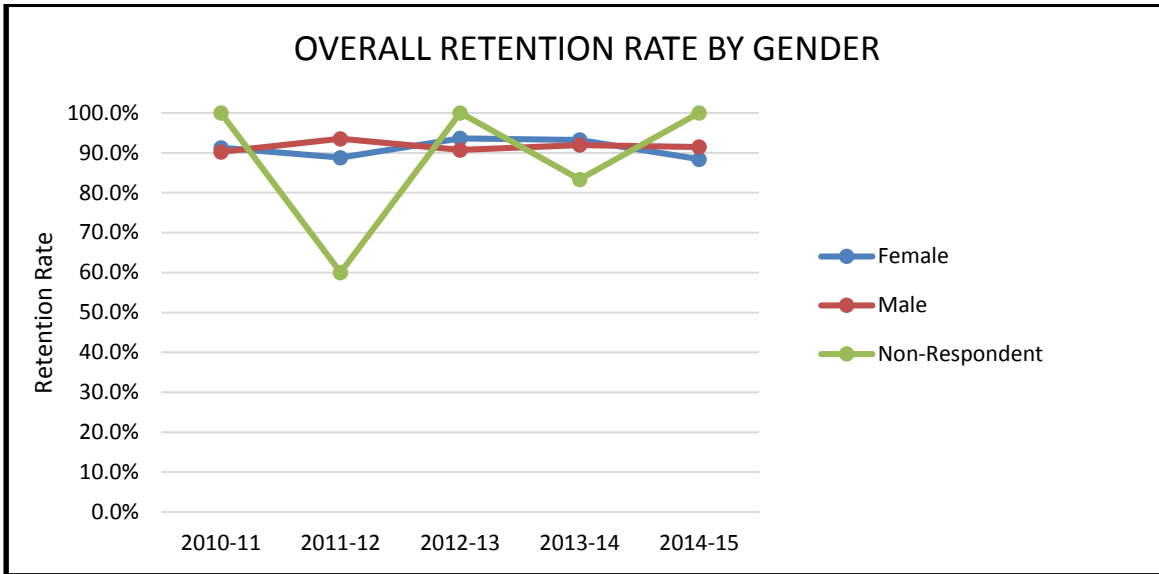
2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
Success	Retention	Success	Retention	Success	Retention	Success	Retention
78.7%	90.3%	85.4%	92.4%	82.1%	92.5%	74.2%	89.8%
100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	50.0%	50.0%
87.7%	96.9%	94.8%	97.4%	90.3%	93.5%	76.0%	90.0%
58.1%	83.7%	77.8%	93.3%	71.4%	89.3%	68.9%	88.5%
78.5%	89.9%	82.4%	90.3%	81.1%	92.2%	70.0%	87.2%
66.7%	66.7%	66.7%	100.0%	66.7%	66.7%	66.7%	100.0%
83.3%	93.3%	84.6%	89.7%	66.7%	88.9%	79.3%	96.6%
81.1%	89.3%	89.0%	94.5%	88.2%	95.1%	84.7%	95.2%
72.7%	95.5%	90.9%	90.9%	85.7%	100.0%	100.0%	100.0%
82.4%	93.4%	87.7%	94.8%	86.5%	95.0%	72.5%	91.6%
71.4%	85.2%	80.4%	88.4%	79.1%	90.9%	76.6%	89.2%
90.0%	93.3%	74.3%	82.9%	67.6%	82.4%	72.7%	81.8%
80.0%	80.0%	94.7%	94.7%	82.4%	88.2%	92.3%	100.0%
66.7%	66.7%	100.0%	100.0%	50.0%	100.0%	77.8%	77.8%
69.2%	92.3%	100.0%	100.0%	70.0%	80.0%	62.5%	87.5%
25.0%	50.0%	100.0%	100.0%	100.0%	100.0%	33.3%	66.7%

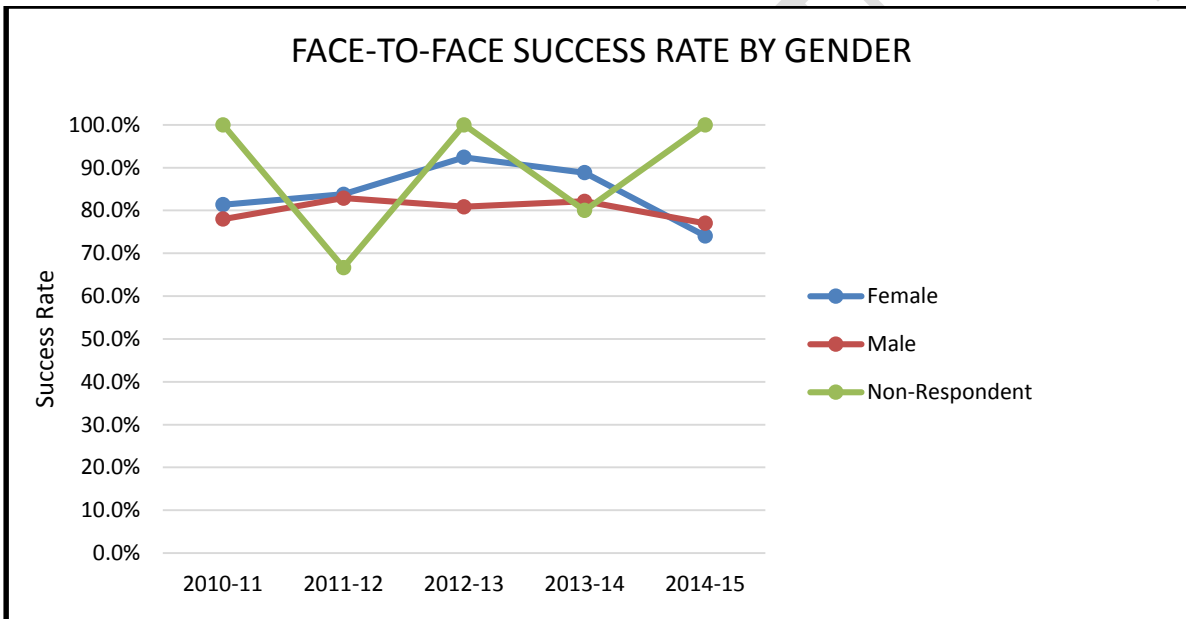
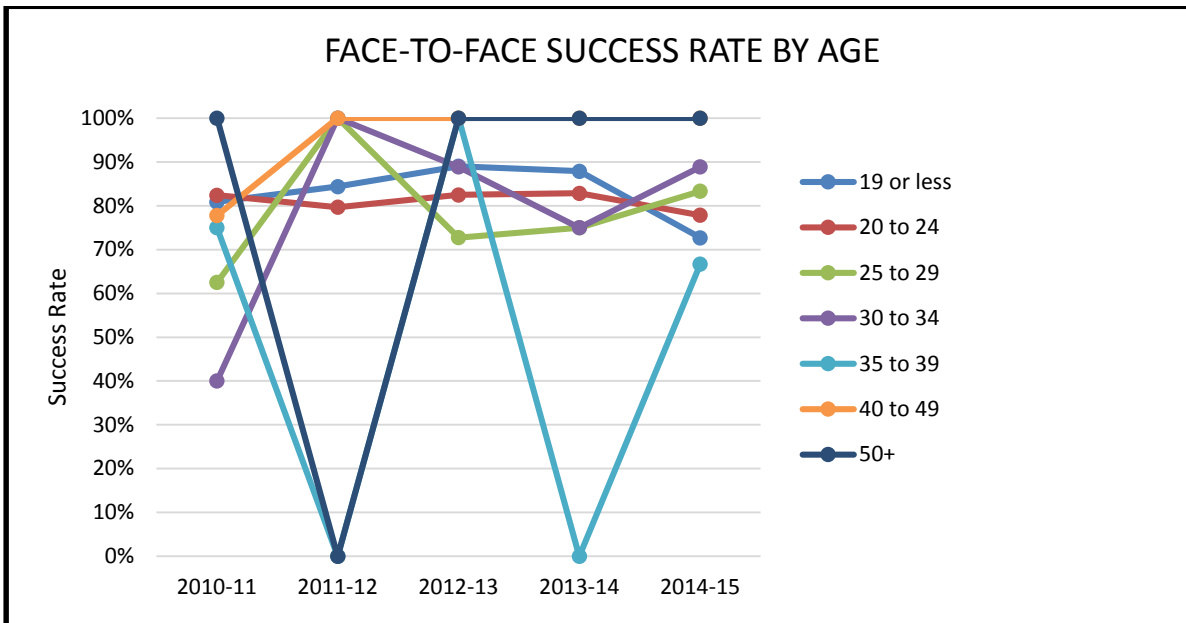
78.6%	88.8%	88.4%	93.6%	83.7%	93.3%	72.1%	88.4%
79.7%	93.5%	81.4%	90.7%	80.4%	92.0%	76.4%	91.5%
40.0%	60.0%	100.0%	100.0%	83.3%	83.3%	100.0%	100.0%

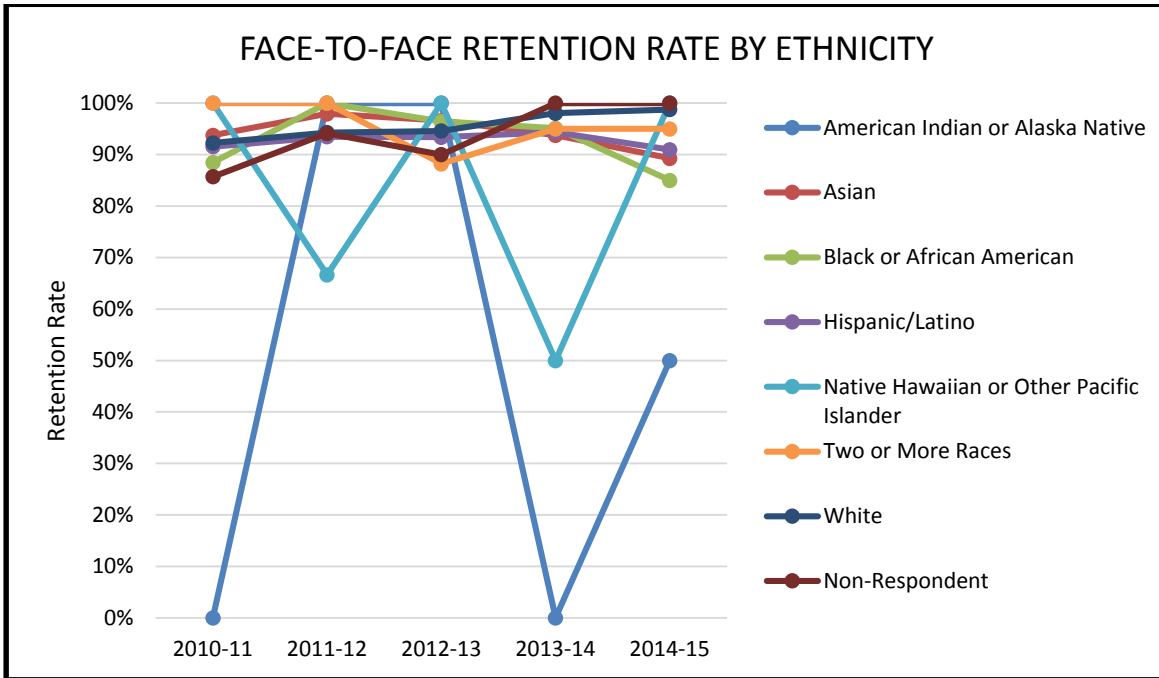






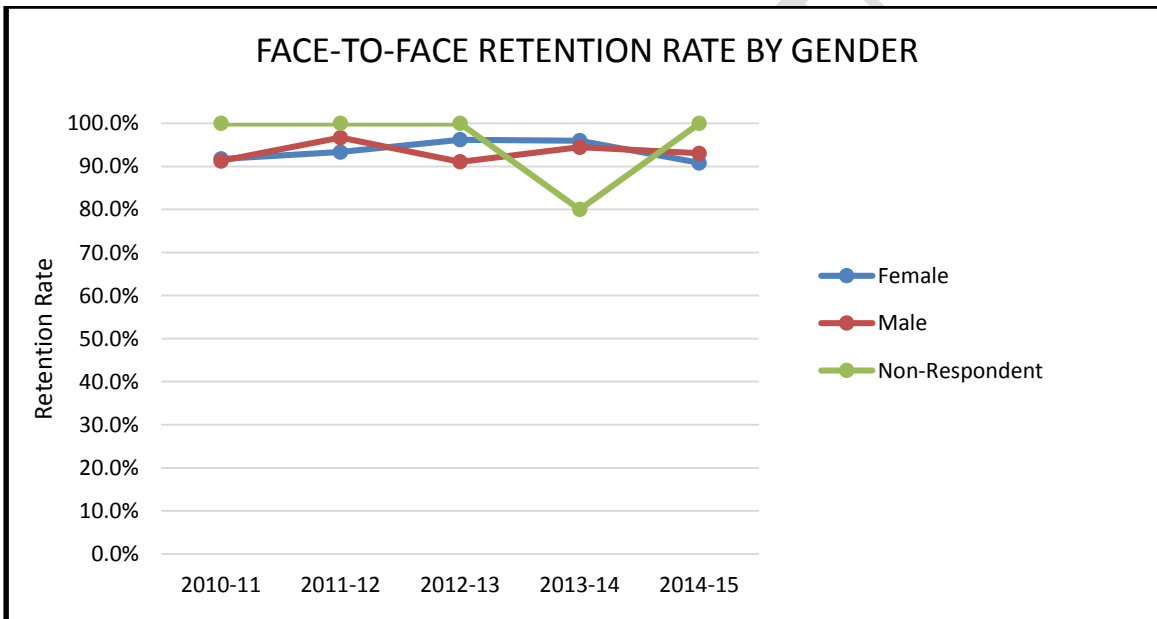
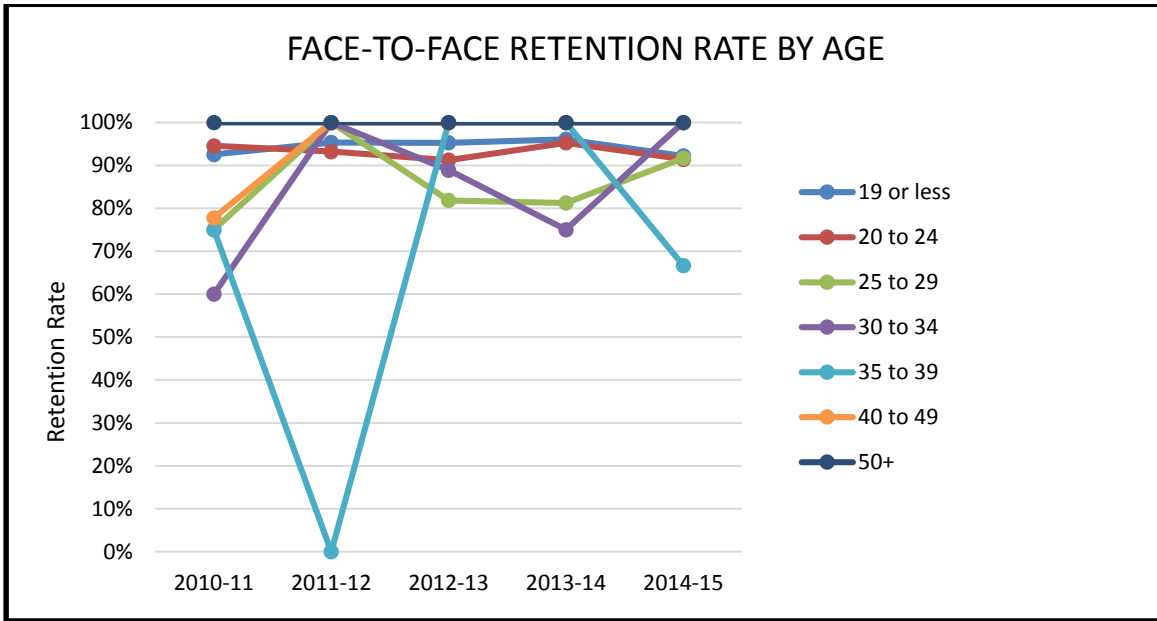






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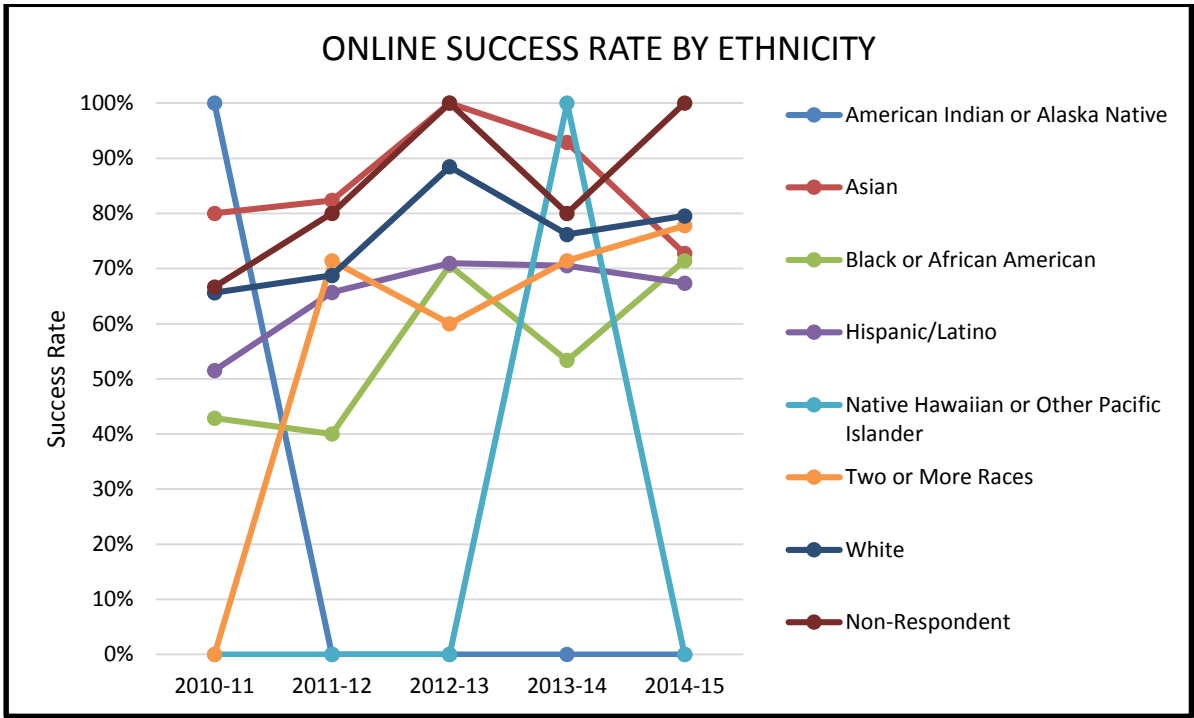
HYB = N/A

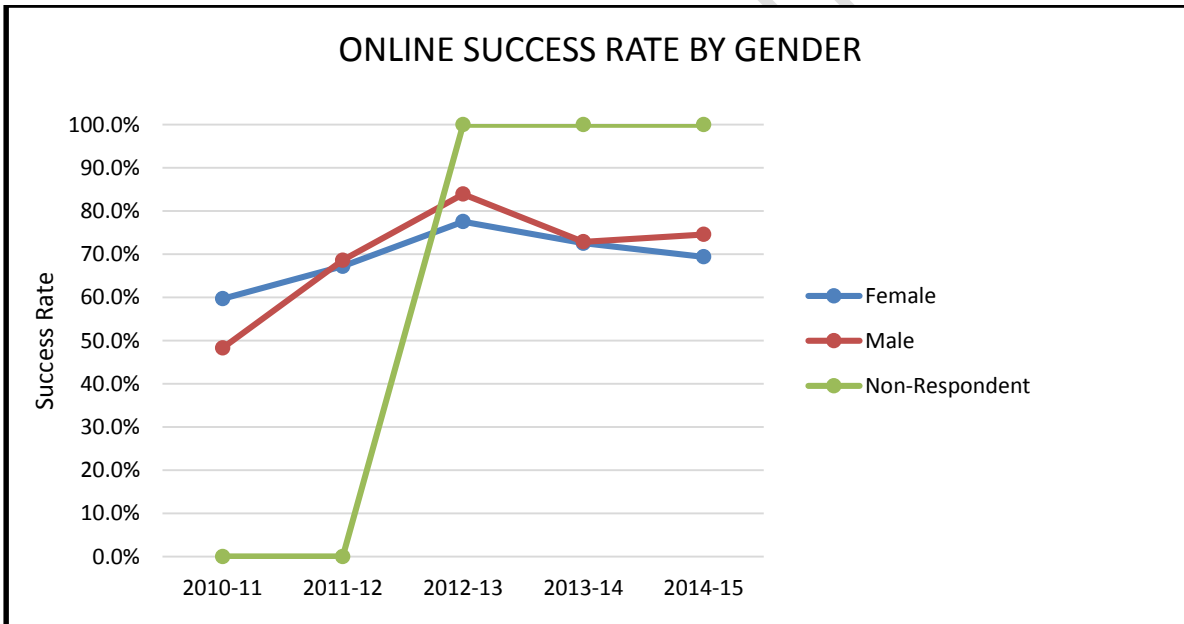
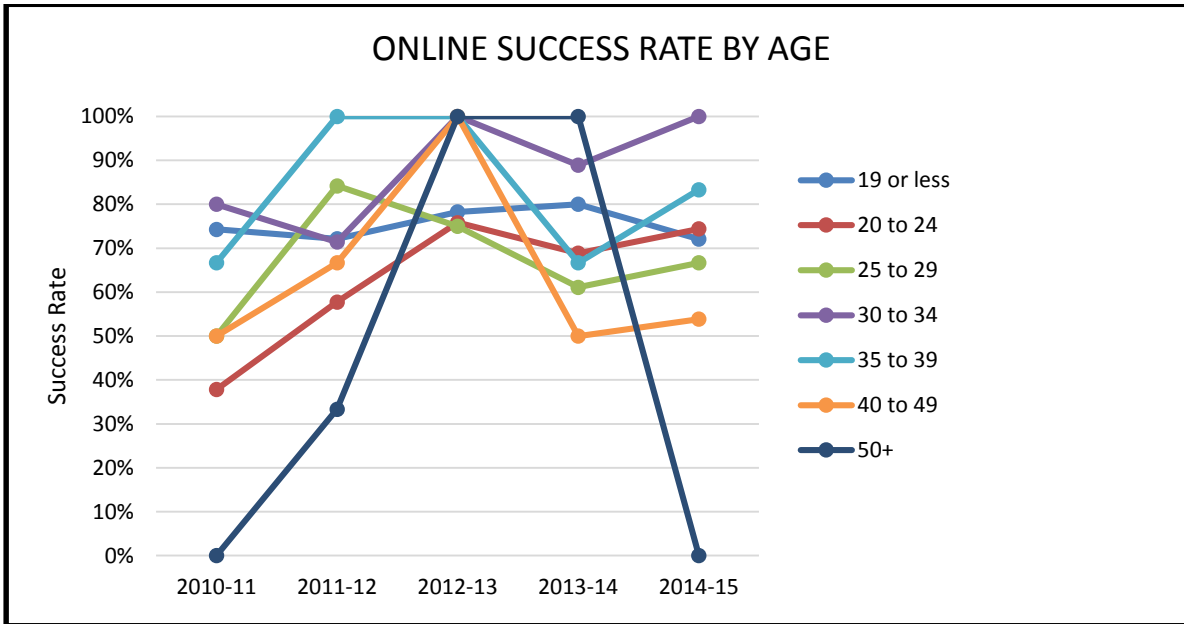
ONLINE

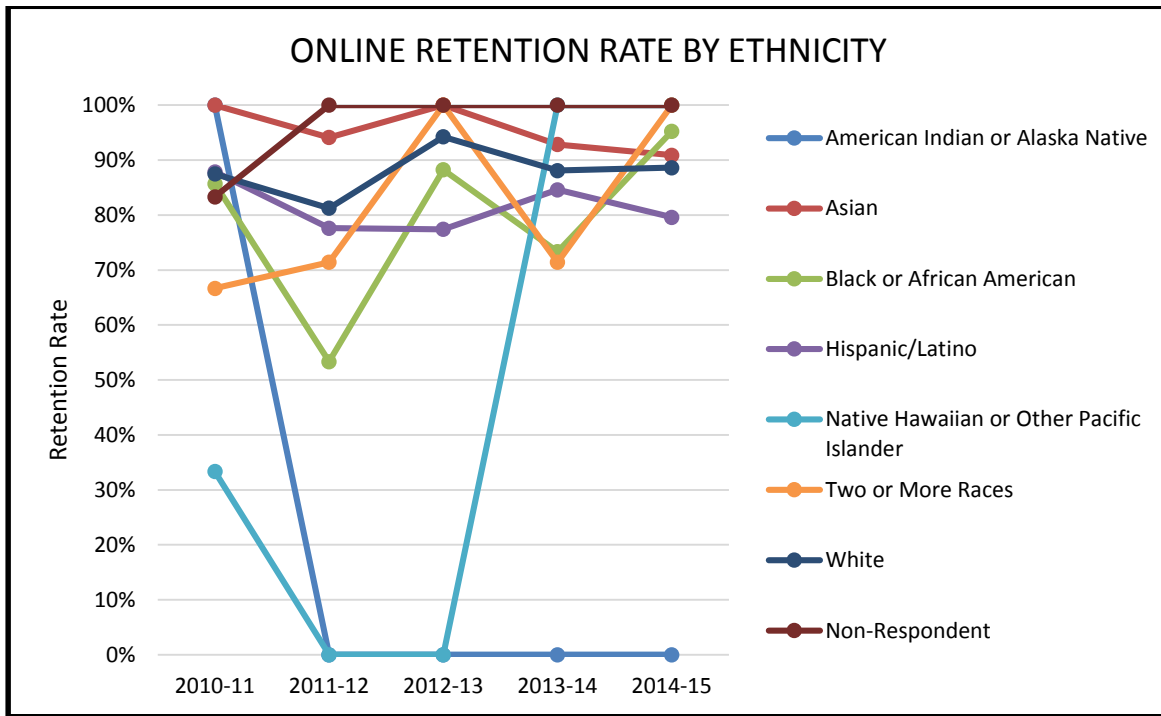
2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
Success	Retention	Success	Retention	Success	Retention	Success	Retention
66.9%	78.9%	80.0%	85.2%	72.8%	85.2%	71.4%	85.7%
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
82.4%	94.1%	100.0%	100.0%	92.9%	92.9%	72.7%	90.9%
40.0%	53.3%	70.6%	88.2%	53.3%	73.3%	71.4%	95.2%
65.7%	77.6%	71.0%	77.4%	70.5%	84.6%	67.3%	79.6%
0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%
71.4%	71.4%	60.0%	100.0%	71.4%	71.4%	77.8%	100.0%
68.8%	81.3%	88.5%	94.2%	76.2%	88.1%	79.5%	88.6%
80.0%	100.0%	100.0%	100.0%	80.0%	100.0%	100.0%	100.0%
72.1%	83.6%	78.3%	91.3%	80.0%	90.0%	72.1%	89.7%
57.7%	71.8%	75.8%	82.3%	68.9%	78.7%	74.4%	85.4%
84.2%	89.5%	75.0%	83.3%	61.1%	83.3%	66.7%	76.2%

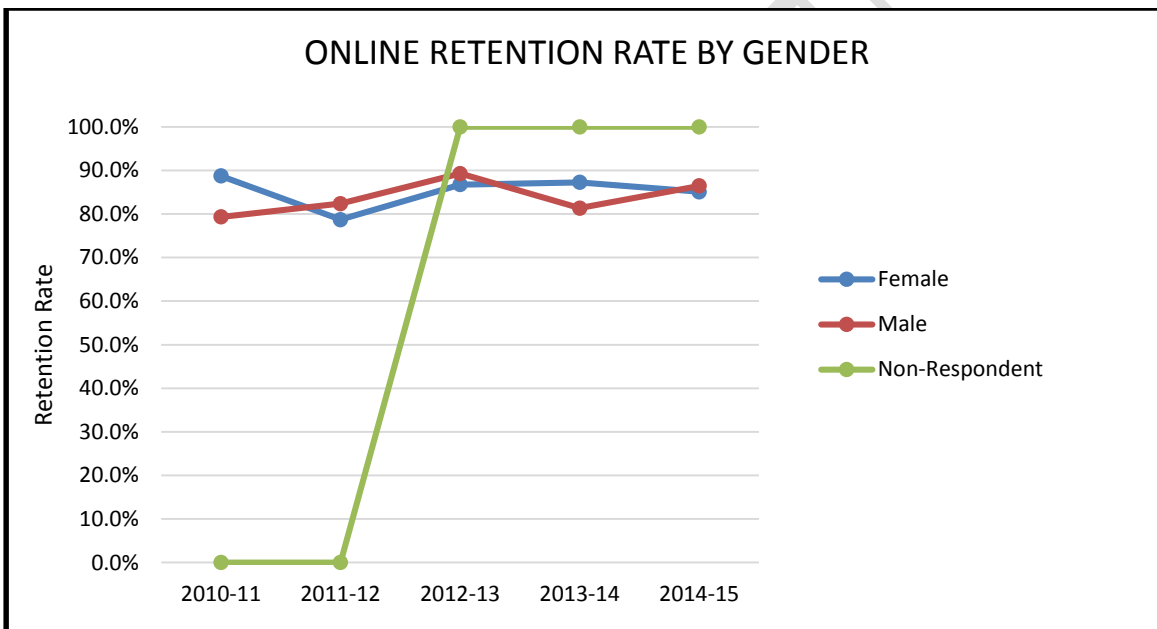
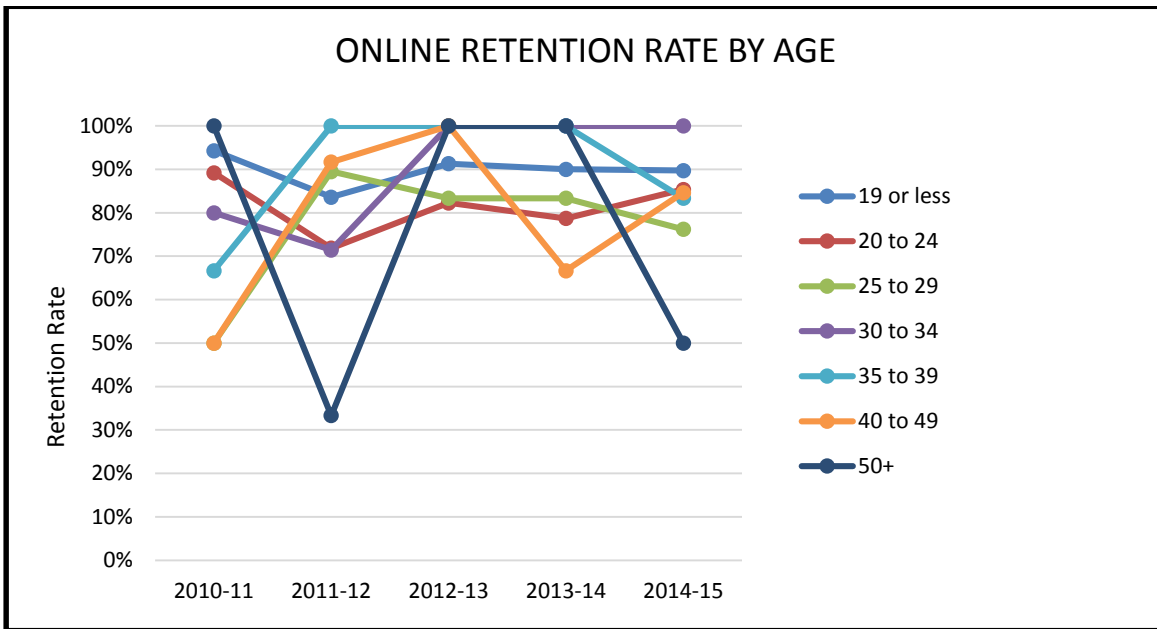
71.4%	71.4%	100.0%	100.0%	88.9%	100.0%	100.0%	100.0%
100.0%	100.0%	100.0%	100.0%	66.7%	100.0%	83.3%	83.3%
66.7%	91.7%	100.0%	100.0%	50.0%	66.7%	53.8%	84.6%
33.3%	33.3%	100.0%	100.0%	100.0%	100.0%	0.0%	50.0%
67.2%	78.7%	77.6%	86.7%	72.5%	87.3%	69.4%	85.1%
68.6%	82.4%	83.9%	89.3%	72.9%	81.4%	74.6%	86.4%
0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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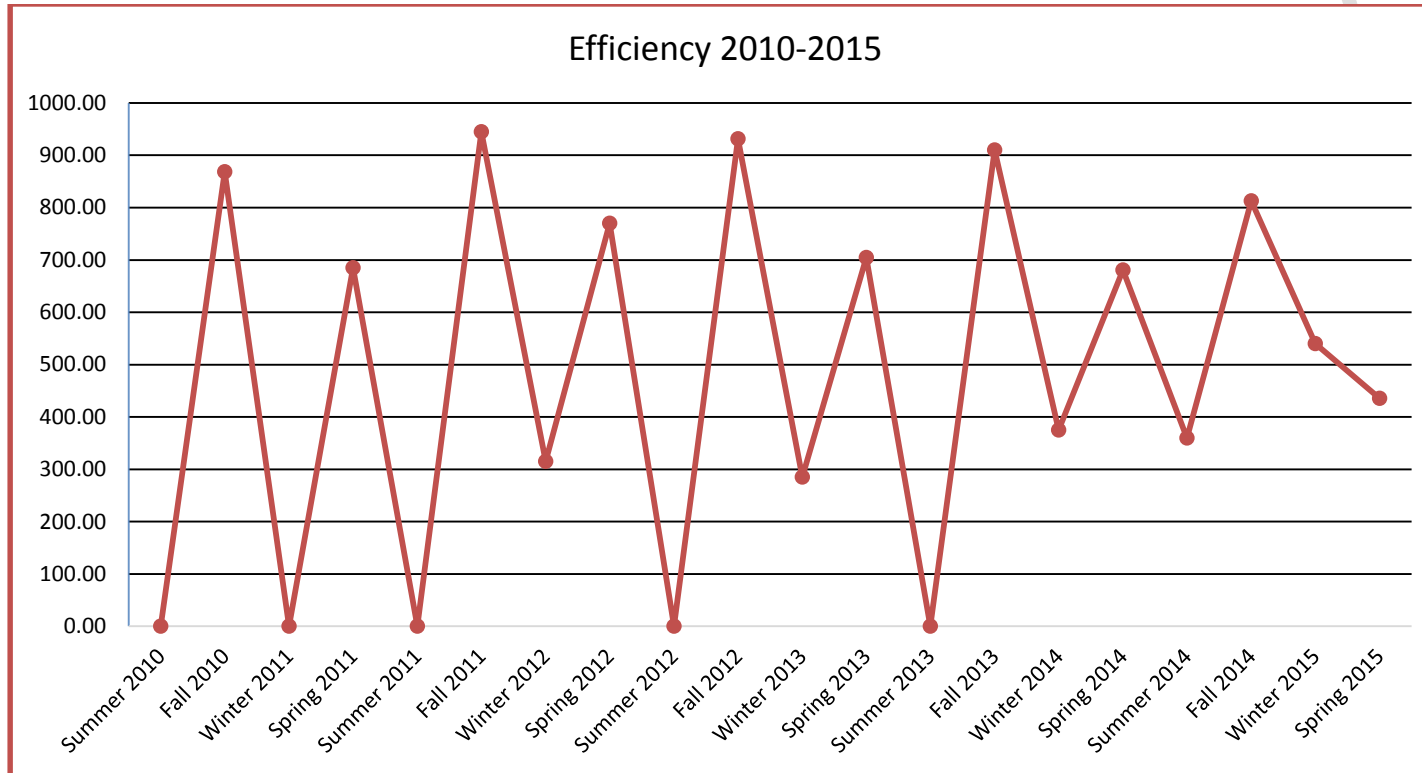








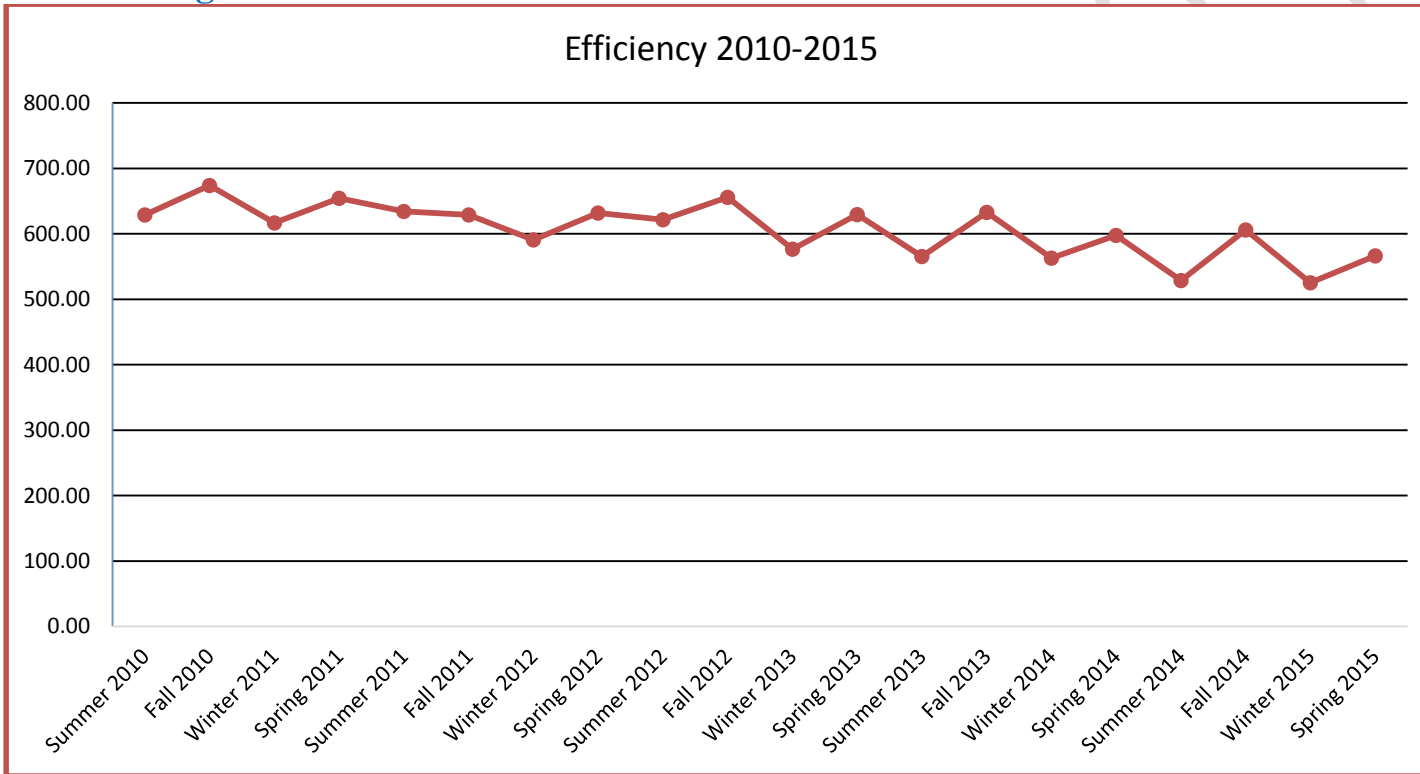
THE Overall



Term	Efficiency
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
Summer 2014	360.000
Fall 2014	812.748
Winter 2015	540.000
Spring 2015	435.367
Total	735.767

Norco College



Term	Efficiency
Fall 2011	628.986
Winter 2012	590.777
Spring 2012	632.099
Summer 2012	621.577

Fall 2012	655.979
Winter 2013	576.499
Spring 2013	629.599
Summer 2013	565.463
Fall 2013	632.917
Winter 2014	563.129
Spring 2014	597.476
Summer 2014	528.844
Fall 2014	606.031
Winter 2015	525.446
Spring 2015	566.331
Total	622.061

3. Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.

Success Rates

Overall:

Gender: The success rate for female students remains strong and steady at between 80% - 90%, and for male students about the same at 80%.

Age: The success rate for students according to age is also generally steady, ranging overall from between 60% to 90%. The most successful being the 30 – 34 age group (80% - 95% success rate), and the least successful being the 25 – 29 age group (60% - 90% success rate).

Ethnicity: The success rate for students whom identify themselves as Asian remains the strongest (88% - 95% success rate), while the lowest shows among those who identify themselves as Native Hawaiian or Other Pacific Islander (30% - 67% success rate).

Face-to-Face:

Gender: The success rate for females remains strong and steady at between 70% - 92%, and for males about the same at 79% - 83%.

Age: The success rate for students according to age is also generally steady, ranging overall from between 60% to 90%. The most successful being the 50+ age group (steady at 100%), and the least successful yet still strong being the 20 – 24 age group (80% - 82%).

Ethnicity: The success rate for students who identify themselves as Asian remains the strongest (80% - 95% success rate), while the lowest shows among those who identify themselves as Native Hawaiian or Other Pacific Islander (30% - 67% success rate). There shoes a marked increase in the success rate of Non-Respondents which fluctuated from between 70% & 80% and rose dramatically in the last two years to a steady 100%.

Online:
Gender: The success rate for females remains strong and steady at between 70% - 92%, and for males about the same at 79% - 83%.
Age: The success rate for students according to age is also generally steady, ranging overall from between 60% to 90%. The most successful being the 50+ age group (steady at 100%), and the least successful yet still strong being the 20 – 24 age group (80% - 82%).
Ethnicity: The success rate for students whom identify themselves as Non-Respondent is often the strongest (68% - 100% success rate), while the lowest shows among those who identify themselves as Black or African American (43% - 71% success rate). There shoes a marked fluctuation in the success rate of Asians from 80% success rate to 100% and then dropped dramatically to 73%.

One reason for the generally strong success rates might be continuous assessment and modification of course materials and modes of instruction. During each term the discipline is constantly analyzing student work and individual course section success in order to increase the effectiveness of instruction and student performance. These modifications can include web enhancement, revising Power Point presentations, creating handouts and study guides, and general analysis of what is working successfully, as well as what is not, and capitalizing on or revising lesson materials accordingly.

Retention Rates

Overall:
Gender: Retention rates for both male and female students remains steady at 90% for both groups.
Age: Retention rates for students according to age show those 19 years of age or less as the strongest (90% - 95% retention), and those 40 – 49 years of age, while healthy, is the lowest (70% - 90% retention). There is also the greatest fluctuation among the age group of 50+ (50% - 100% retention)
Ethnicity: The retention rates for students whom identify themselves as non-respondent shows as the strongest (85% - 100% retention), and those whom identify themselves as Native Hawaiian or Other Pacific Islander, while also relatively strong shows as the lowest (68% - 100% retention).

Face-to-Face:
Gender: Retention rates for both male and female students remains steady at around 90% for both groups.
Age: Retention rates for students according to age show those 35 - 39 as volatile (78% - 100% - 68% retention), and the 30 – 34 group also volatile (60% - 100% - 78%). Those 20 – 24 years of age, while healthy, is the lowest (78% - 100% - 82% retention). There is also a very strong showing among the age group of 50+ (steady at 100% retention)
Ethnicity: The retention rates for all groups of students remains generally very high at between 85% and 100% retention. It would appear that this general high rate of retention could be attributed to ongoing assessment and modifications to courses and pedagogical approaches according to the data and subsequent focus on improving opportunities for student success. The groups that fluctuate the most are those whom identify themselves as Native Hawaiian or Other Pacific Islander (100% - 68% - 50% retention) and American Indian or Alaska Native (50% - 94% retention).

Online:

Gender: Retention rates for both male and female students remains steady at between 80% and 90% for both groups, with Non-Respondents increasing tremendously (0% - 100%) in the last three years.

Age: Retention rates for students according to age show those 19 years of age or less as the strongest and generally most steady (90% - 95% retention), and those 20 – 24 years of age, while healthy, is the lowest (70% - 90% retention). There is also the greatest fluctuation among the age group of 50+ (33% - 100% retention) and 40 – 49 (50% - 100% retention).

Ethnicity: The retention rates for students whom identify themselves as non-respondent shows as the strongest (85% - 100% retention), and those whom identify themselves as Black or African American while showing as generally the lowest also fluctuates the greatest (55% - 95% retention). The rest of the groups all show generally strong retention rates (68% - 100% retention).

It would appear that the generally high levels of success and retention rates among all groups, and those that have steadily increased, could be attributed to consistent course-level assessment and application of improvements regarding instruction according to the data, other information, and activities warranted by the process.

Efficiency Rates

It would appear that the generally healthy levels of efficiency rates among those terms where courses were offered and students were enrolled closely parallel those of the college in general, and indeed are in some cases significantly higher. This could be attributed to having, in a normal semester or term, one full-time faculty in the discipline, several offerings of large lecture sections of THE 3 (90+), and a policy of, where it is pedagogically appropriate, adding students in the initial stages of the term well above the CAP for each section (F2F, HYB, OL) to account for attrition and student accommodation.

Note: Separate efficiency data for Distance Education rates was unavailable.

4. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
New course assessment, modification, and application for THE 3.	Examine course data and revise syllabi and lesson plans accordingly.	Ongoing modifications and implementation of course improvements targeting increased student success rates.	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)
Continued assessment of THE 3, THE 32, and THE 33	Pre and post faculty meeting. Collect and analyze data Identify necessary changes. Interdisciplinary collaboration regarding assessment tools and outcomes.	Discipline specific, as well as interdisciplinary strategies continue to be explored with the goal of increased student retention and success.	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. THE 3 HYB has successfully completed the curriculum adoption process and will be offered 16SPR.	THE 3 HYB has successfully completed the curriculum adoption process and will be offered 16SPR. This addition allows for all three formats of instruction (OL, HYB, WE) as options for student access to the course.	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)
Begin development of online Musical Theatre Appreciation course.	Examine COR for THE 29 and begin creation, adoption, and implementation of online format.	COR for THE 29 (Musical Theatre Appreciation) has been examined and faculty is now in the process of preparing for the curriculum process. The goal is to offer THE	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)

		29 OL 16FAL or 17SPR depending on progress.	
Continued exploration of the Theatre Arts ADT.	Exploration of current viability, practicality, and potential of the ADT.	THE ADT tabled at the ISPC level.	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional

5. Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A

1. Theatre Drapery

Drapery was tattered, hung incorrectly, and in need of repair and cleaning and maintenance. Drapery company did not follow through with estimate, delivery, and installation the previous academic year.

The new drapery in THTR 101 enhances the learning atmosphere of the space. It also provides the students with a visual and practical example of the way drapery is used in the theatre complex. Many of the students are able to use the new “equipment” while creating projects and learning the ways in which the backstage and onstage areas are used. This new drapery is also an important benefit that is cross-disciplinary with MUS and MUC.

6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the Educational Master Plan/Strategic Plan? **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.”*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
~Creation and Implementation of online THE 29 Intro to Musical Theatre course.	Use of present THE online course models to develop an additional C1 offering for students to complete this requirement.	17FAL	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)
~Continued assessment of all Theatre Arts courses.	Review and identify rotation of SLO assessment.	Ongoing and continuous	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)
~Exploration of resource needs as the MAC project further develops.	As the project develops collaborate with other disciplines involved to establish a cohesive plan for an effective learning environment and appropriate space for practical application.	Dependent on the progress of the project.	Student Success. Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services Civic Engagement. Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco programs and services to the external community. Innovation. Valuing creative

			solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.
~Create and publish rubrics for THE 3 assignments that clearly outline expectations and grading process to which students can refer while completing classwork.	Review various other rubric models and create those for the THE 3 course accordingly.	16FAL/17SPR	Goal 1: Increase Student Achievement and Success
~Increase pool of part-time faculty	Recruit, interview and hire prospective candidates.	16FAL/17SPR	Goals 5, 6 & 7

Agenda
 Theatre Arts
 Discipline Meeting
 RCCD
 2/22/16
 3:00pm - 4:30pm

- I. COR Review.
- II. Strategic plans regarding programs at respective colleges.
- III. Collaborative efforts focused on curriculum review.
- IV. Catalogue clean-up.

V. Coordinating future collaboration.

Theatre Arts
Discipline Meeting
RCCD
2/22/16
3:00pm - 4:30pm

Present: J. Julian, W. Stevens

- I. The THE discipline will begin to collaborate on the rotating review of CORs. No major changes are foreseen, but a systematic review of all CORs would be prudent for maintaining credibility and relevance.
- II. RIV plans to continue offering Musical Theatre, Acting track, and Technical Theatre courses as status quo, yet contingent upon outcome of college-wide program meeting (2/23/16). Outcome of the meeting will dictate which courses will be offered, highlighted, and emphasized. NOR has trimmed the offerings of THE courses considerably. NOR now only offering THE 3 regularly (F2F, OL, HYB), and 32, 33, 34, 35, 39 all on a rotating basis. In addition, NOR is to develop an online offering of THE 29 scheduled for launch 16FAL.
- III. The discipline will continue to work together and establish regular communication regarding curriculum development and relevance. Depending upon the needs of each individual college and the programs offered, the THE discipline will coordinate comprehensive program review processes based upon student needs and available data at the time.
- IV. The THE discipline will continue to communicate regarding catalogue inclusions at all three colleges. In addition, collaborative efforts will be made to complement each of the college-specific programs, as well as assessment of student needs and transfer requirements.
- V. Following the college meeting regarding programs at RIV the discipline will re-evaluate program and curriculum needs regularly throughout the remainder of the '15 - '16 & '16 - '17 academic years.

Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the [Norco College Catalog](#) and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
THE 3	3/8/12	J. Julian		Minor
THE 32	3/8/12	J. Julian		Minor
THE 33	3/8/12	J. Julian		Minor
THE 34	3/8/12	J. Julian		Minor
THE 35	3/8/12	J. Julian		Minor
THE 39	3/8/12	J. Julian		Minor

DRAFT 2016

Norco College Comprehensive Instructional Program Review Update

Unit: Theatre Arts
 Contact Person: Walter Stevens
 Date: April 2016

Current Human Resource Status

7. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. 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 (give number)	Part-time faculty (give number)
Theatre Arts	1	2

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

Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

8. Staff Needs

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

<p align="center">List Staff Positions Needed</p> <p>Please justify and explain each faculty request as they pertain to the goals listed in item #6. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p align="center">Indicate (N) = New or (R) = Replacement</p>	<p align="center">Number of years request has been made</p>	<p align="center">Annual TCP*</p>	<p align="center">EMP Goals</p>	<p align="center">Short Term Goal (S) Long Term Goal (L)</p>
<p>1. Employment Placement Coordinator <u>Justification:</u> Our current Employment Placement Coordinator has been categorically funded by a variety of grants for 4 years. New guidance from the CCCCCO will not permit the college to fund this position any longer from Federal Carl D. Perkins funds. All existing funding is going away. The college must provide resources to make progress on our Strategic Goal 4.2 (Increase the number of industry partners who participate in industry advisory council activities) and Strategic Goal 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry). All students can benefit from relevant work experience and connections to their future industry/career. Without fiscal support, the college will have no one dedicated to these strategic goals after July 1, 2016.</p>	R	1			\$84,547
<p>2. <u>Justification</u></p>					
<p>3. <u>Justification</u></p>					

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.

4. <u>Justification</u>					
5. <u>Justification</u>					

* 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. 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*

9. Equipment (including technology) Not Covered by Current Budget²

List Equipment or Equipment Repair Needed. 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. Please state if the request impacts Distance Education.	*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
1. <u>N/A Justification</u>					
2. <u>Justification</u>					
3. <u>Justification</u>					
4. <u>Justification</u>					
5. <u>Justification</u>					

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.

Justification

* 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](#).

DRAFT 2010

Professional or Organizational Development Needs Not Covered by Current Budget³

<p>List Professional Development Needs. 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. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>N/A Justification</u>				
2. <u>Justification</u>				
3. <u>Justification</u>				
4. <u>Justification</u>				
5. <u>Justification</u>				
6. <u>Justification</u>				

*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.

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.

10. 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 college⁴

<p align="center">List Student Support Services Needs</p> <p>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.</p>	<p align="center">EMP GOALS</p>	<p align="center">Distance Education</p>
<p>1. Continued additions and updates to materials (books, scripts, DVDs, streaming, etc.) within the library collection. Specific lists are regularly submitted to library personnel for acquisition.</p> <p><u>Justification</u></p>	<p align="center">SPG Goals 1, 3, & 5</p>	
<p>2.</p> <p><u>Justification</u></p>		
<p>3.</p> <p><u>Justification</u></p>		
<p>4.</p> <p><u>Justification</u></p>		
<p>5.</p> <p><u>Justification</u></p>		
<p>6.</p> <p><u>Justification</u></p>		

*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.

** These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

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.

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

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

<p align="center">List Other Needs that do not fit elsewhere.</p> <p>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. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. <u>General maintenance and safety inspection of the lighting system and practical facilities within the theatre complex.</u> <u>Justification</u> With the absence of a specialized theatre technician dedicated to the space the lighting and theatre-specific equipment does not get inspected or even used on a regular basis. With earthquake and fire concerns this might prove to be an important safety issue.</p>				SPG Goals 6 & 7 (?)
<p>2. <u>Training of classified and/or student workers to facilitate use of the theatre before, during, and after performances and events.</u> <u>Justification</u> There is presently no one dedicated to performing these facility-unique and event-unique duties and the theatre space is constantly showing signs of wear and tear that could be avoided. In addition, there is a safety issue regarding the use of the space without a person dedicated to these duties.</p>				SPG Goals 6 & 7 (?)
<p>3. <u>Justification</u></p>				
<p>4. <u>Justification</u></p>				
<p>5. <u>Justification</u></p>				

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.

6. <u>Justification</u>				
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These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

DRAFT 2010

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive 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. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior or next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. (If Applicable) Specific program/certificate data are included and discussed	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

5. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. Long term goals aligned to mission and EMP	No link between the long term 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
7. Course Outline of Record section is completed	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
8. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)	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	Substantial connection made between resource requests and EMP/SPG

Column scores

(If no programs of study are applicable, do not average in points from item #3)

Additional comments:

DRAFT

II. Comprehensive Program Review Assessment Update

Purpose –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu or talk to your NAC representative.

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

- a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
THE 3	I	Embedded tests, projects	Efficient access to data and information.
THE 32	I	Embedded tests, projects	Efficient access to data and information.
THE 33	C	Project, performance.	Comparative collaboration analyzing data.
THE 34	I	Project, performance.	Initiation of new assessment cycle.
THE 35	I	Project, performance.	Initiation of new assessment cycle.
THE 39	I	Project, performance.	To be offered and assessed 17SPR

- b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment Yes or No
<ul style="list-style-type: none"> • THE 3-F2F 	<ul style="list-style-type: none"> • Complete revision of lesson plans and formats. Power Point presentations for each lesson. Web-enhancement for all sections. 	<ul style="list-style-type: none"> • Positive impact regarding student success and access to course-specific materials. Notable improvement in student note taking and exam success. More access to opportunities for achieving student success. 	Yes
<ul style="list-style-type: none"> • THE 3-HYB 	<ul style="list-style-type: none"> • Completed curriculum development and approval process to offer as HYB 	<ul style="list-style-type: none"> • Positive: Combination of positive pedagogical approaches within F2F and OL sections. Efficiency of instructional methods and successful student learning outcomes. More access to opportunities for achieving student success. 	Yes
<ul style="list-style-type: none"> • THE 3-OL 	<ul style="list-style-type: none"> • Revision of all course organization and lesson material including clear deadlines, announcements, and documents to support student success (guidelines and checklists). 	<ul style="list-style-type: none"> • Positive: More clarity for students in terms of instructor expectations and grading guidelines. Clarification of instructions and desired outcomes. More access to opportunities for achieving student success. 	Yes
<ul style="list-style-type: none"> • THE 32 	<ul style="list-style-type: none"> • Use of supporting materials (handouts, videos, exercises) in order to maximize efficiency of classroom environment 	<ul style="list-style-type: none"> • Positive: Students seem to understand and retain more of the material that is covered within lessons. • Negative: There now needs to be a focus on a fluidity and clear progression within the 	Yes (In progress)

	and instruction.	series of classroom exercises and their supporting materials.	
<ul style="list-style-type: none"> THE 33 	<ul style="list-style-type: none"> The Theatre Arts discipline will identify ways in which to increase student understanding of the progressive approach to scene analysis and the practical application of certain fundamentals. Plan of Action : (10/07/2015) COR/SLO modification recommended: No 	<ul style="list-style-type: none"> It appears that the lecture and laboratory environments of the THE 32 course helps facilitate and support 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. 	Yes.

- c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
Theatre Arts ADT	Budget atmosphere and college strategic planning eliminated the possibility of offering an ADT in Theatre Arts. Focus within the discipline at Norco College has shifted to Gen. Ed. and transfer

	requirement success.

- d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student’s ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

F2F:

Positive

Clear progression of an appropriate and published lesson plan that is contained and available in the Web-enhanced Blackboard format. This includes deadlines pages, handouts, guides for study and composition, videos, and access to learning modules for each lesson. In addition, I have created stimulating Power Point presentations for each of the lessons that are used in the classroom lecture as projections on the screen at the front of the class to support and illustrate key concepts, terms, and learning goals. Also, creation of a series of small-group activities for each lesson that support the material and important concepts that are covered. This helps the students to anticipate what might be covered on exams, as well as generate ideas for short essays that are required for each lesson.

On-line:

Positive

Complete revision of all lessons’ written lectures, as well as supporting materials such as videos, deadlines pages, and learning module Power Point and flashcard resources supplied by the textbook publisher and through my own research. In addition, published guides and suggestions for improving student success available as documents within the course. Also, a revision and clear progression of announcements that keep the momentum and relevance of course topics as they relate to each other. Emails are checked and answered every day (excluding holidays) so that students are able to stay on track at their own pace. Submitted work is assessed and graded, and students are given feedback in a timely manner so that they can apply the comments and suggestions to any subsequent lessons. The use of the Discussion Board to stimulate dialogue and the sharing of ideas relevant to each lesson.

- e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop- closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
THE 3	2	4	2	8
THE 32	2	2	2	6
THE 33	1	1	1	3
THE 34	1		In process	1
THE 35	1		In Process	1
THE 39	TBA		TBA	n/a

Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

Theatre Arts - Norco
Assessment Rotation Plan 15FAL - 19SPR

Course	Term	SLO	Method
THE 3	15FAL	5 & 7	Essay rubric
THE 32	15FAL	1 & 6	Perf. & anal.
THE 3	16SPR	5 & 7	Essay rubric
THE 34	16SPR	1 & 7	Perf. & anal.
THE 35	16SPR	1 & 6	Perf. & anal.
THE 3	16FAL	3 & 4	Emb. questions
THE 32	16FAL	4 & 6	Script anal.
THE 3	17SPR	3 & 4	Emb. questions
THE 39	17SPR	1 & 2	Perf. & anal.
THE 3	17FAL	1 & 2	Emb. questions
THE 32	17FAL	3 & 6	Perf. & anal.
THE 3	18SPR	6	Emb. questions
THE 33	18SPR	2 & 4	Perf. & anal.
THE 3	18FAL	1 & 2	Emb. questions
THE 32	18FAL	5 & 6	Perf. & anal.
THE 3	19SPR	5 & 7	Essay rubric
THE 34	19SPR	1 & 4	Perf. & anal.
THE 35	19SPR	1 & 4	Perf. & anal.

Discipline - THE

Comprehensive Program Review Report

Assessment: Course Four Column

INACTIVE THE-2:Special Projects Lab I

THE-3:Intro to the Theater

SLOs Assessment Methods Results Changes Made

SLO 1 - Distinguish theatrical styles from the major periods in Western theater history.

SLO Status: Active

Approval Date: 10/07/2013

SLO 2 - Describe theatrical conventions used to differentiate major styles of Western theater.

SLO Status: Active

Approval Date: 10/07/2013

SLO 3 - Evaluate historical events that influenced theatrical development in Western culture.

SLO Status: Active

Approval Date: 10/07/2013

Benchmark: 65% of correct answers for SLO 3 among the cohort of students.

Semester Assessed: 2014-15 (Spring 2015)

Benchmark Met: Yes

For a class of non-majors, a 2/3 correct response ratio is well above average. I would have been surprised if the

number were much higher, and at the same time disappointed in the number were much less than 67% (10/29/2015)

Notes: Re-evaluate this SLO next cycle.

Exam/Quiz - Embedded Questions

Tied to SLOs - Multiple choice exam.

SLO 4 - Compare and evaluate plays of various styles periods.

SLO Status: Active

Approval Date: 10/07/2013

SLO 5 - Examine and judge theatrical selections in the context of aesthetic principles.

SLO Status: Active

Approval Date: 10/07/2013

Semester Assessed: 2011-12 (Fall 2011)

Benchmark Met: N/A

The following are conclusions based on the evidence displayed in the results of the survey:

1. By the end of the term a large majority of the students have a strong understanding of the functions of art in general.
2. Most of the students clearly comprehend the concept of Theatre as art, and they recognize its relationship to other art forms.
3. While students have a grasp of critical thinking and analysis in terms of art and aesthetics, they don't make the connection that they are utilizing such skills when completing assignments focused on that outcome.

Survey - The Theatre Arts discipline at Norco College has facilitated and completed an assessment of the effectiveness of instruction and student learning outcomes in order to continue improvement of the program's performance.

The course used to focus the assessment was Theatre Arts 3, Introduction to Theatre Arts. Two of

the large-lecture sections were selected for a distribution of a multiple-choice survey that addressed several of the student

THE-32: Theater Games and Exercises

SLOs Assessment Methods Results Changes Made

SLO 1 - Demonstrate the fundamentals of beginning acting.

SLO Status: Active

Approval Date: 10/07/2013

Benchmark: Over 65% of the students received a 100% grade on the exam, with the balance of students receiving around 80% or above.

Related Documents:

13FAL THE 32.docx

Semester Assessed: 2013-14 (Fall 2013)

Benchmark Met: Yes

In general, the results of the exam throughout the class population were very positive, though some students seemed unclear about one or two of the fundamentals, and they appeared to need further clarification, instruction, and definitely practice in order to make cognitive connections between learned skills and their practical applications. Over 65% of the students received a 100% grade on the exam, with the balance of students receiving around 80% or above. (04/02/2015)

Notes: Practical presentation and demonstration could be the next measuring tool for these SLOs.

Exam/Quiz - Embedded Questions

Tied to SLOs - A multiple choice exam was given that determined whether intellectual fundamentals of beginning acting technique (SLO 1) and the use of the actor's physical instrument (SLO 5) were being

successfully learned in the lecture/laboratory environment.

Benchmark: A score of 65% or better would be sufficient to signify the student acquired the identified technique.

Notes: Practical presentation and demonstration might be another way to measure this SLO.

Exam/Quiz - Embedded Questions

Tied to SLOs - A multiple choice exam was given that determined whether intellectual fundamentals of beginning acting technique (SLO 1) and the use of the actor's physical instrument (SLO 5) were being successfully learned in the lecture/laboratory environment.

SLO 3 - Analyze different acting techniques and styles.

SLO Status: Active

Approval Date: 10/07/2013

SLO 4 - Develop an understanding and awareness of the theater as a separate and distinctive art through appraisal of stage conventions.

SLO Status: Active

Approval Date: 10/07/2013

SLO 5 - Compare and contrast different acting techniques developing the acting instrument voice, speech, body and imagination.

SLO Status: Active

Approval Date: 10/07/2013

Semester Assessed: 2013-14 (Fall 2013)

Related Documents:

13FAL THE 32.docx

In general, the results of the exam throughout the class population were very positive, though some students

seemed unclear about one or two of the fundamentals, and they appeared to need further clarification, instruction, and definitely practice in order to make cognitive connections between learned skills and their practical applications. Over 65% of the students received a 100% grade on the exam, with the balance of students receiving around 80% or above. (04/02/2015)

Benchmark Met: Yes

Directly related to Objective

Benchmark: 65% of correct answers would mean students are adequately learning the technique.

Notes: Practical presentation and demonstration would be another way to measure this SLO.

Exam/Quiz - Embedded Questions

Tied to SLOs - A multiple choice exam was given that determined whether intellectual fundamentals of beginning acting technique (SLO 1) and the use of the actor's physical instrument (SLO 5) were being successfully learned in the lecture/laboratory environment.

SLO 6 - Develop creativity and Performance - In-class assignments imagination through improvisation.

SLO Status: Active

Approval Date: 10/07/2013 **Benchmark:** A scale of 1 - 5 measuring the ability to improvise within the context of the exercise.

Notes: Students are approaching the exercise from various levels of ability.

using several improvisational exercises.

THE-33:Scene Acting-Creating a Role

SLOs Assessment Methods Results Changes Made

SLO 1 - Demonstrate the fundamentals of scene work in a written text through exercises.

SLO Status: Active

Approval Date: 10/07/2013

Changes Made: The Theatre Arts discipline will identify ways in which to increase student understanding of the progressive approach to scene analysis and the practical application of certain fundamentals.

Plan of Action :

(10/07/2015)

COR/SLO modification

recommended: No

Semester Assessed: 2013-14 (Spring 2014)

Benchmark Met: N/A

The exercise was 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. 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.
(06/01/2015)

Performance - 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 and focus 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 their own work.

Benchmark: Baseline assessment to determine competency

**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?

DRAFT 2016

Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: _____

Average score _____

	0	1	2	3	Comments
<p style="text-align: center;">Section 1</p> <ul style="list-style-type: none"> Modes of assessment & reasoning _____ Changes Made to courses _____ Success indicators _____ Teaching approaches _____ Resources _____ 	No attempt made to provide responses to any of the questions (1-4)	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase <i>understanding</i> of student success and learning in the classroom	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom	Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom, and teacher development	
<p style="text-align: center;">Section 2</p> <ul style="list-style-type: none"> # of initial, changes made, loop-closing activities for course and program 	Chart is blank	Does not include all courses or programs	2	3	
<p style="text-align: center;">Section 3</p> <p>Plan for assessment in the coming 4 years</p> <ul style="list-style-type: none"> Programs Courses SLOs 	No Plan provided	Does not include all Programs _____ Courses _____ SLOs _____	2	3	
Column Totals	0	1	2	3	