Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Theater Arts

Term/Year of Review: Spring 2022

Summary of Program Review:

A.   Major Findings

   1.   Strengths:

   > **High quality educational and artistic productions**
   >
   > **All courses, except for THEA 99, have been updated in the last three years**
   >
   > **Production courses and one Technical Theater course are now repeatable allowing for the archival of 11 courses and ease of assessment.**
   >
   > **Innovative on-line classroom practices**
   >
   > **Partnerships with the NVC Paramedic Program, di Rosa Center for Contemporary Art, Cafeteria Kids Theatre, and St. Helena High School**
   >
   > **Shakespeare Napa Valley curricular and co-curricular activities**

   2.

   2.   Areas for Improvement:

   > **Enrollment in the area of Technical Theater**
   >
   > **Reinstatement of lost staff to support needs of production**
   >
   > **Assessment of two PLOs**
   >
   > **Heighten awareness of professional development opportunities for part-time faculty**

   3.

3. **Projected Program Growth, Stability, or Viability:**

> The focus of the department will be on stability as we move out of the pandemic. We will continue to refine our practices in assessment and use strategic analysis when scheduling courses in order to increase headcount and class size. We will also continue to nurture our partnerships as they continue to provide extra support. Shakespeare Napa Valley (SNV) is a beloved co-curricular professional theater arm of the Theater Arts Department. We will explore the structure of SNV to support sustainable impact through the performance of Shakespeare's plays with and for our communities. Growth will be seen with the creation of certificates of achievements to appeal to students who want to enter the entertainment workforce.

B. **Program's Support of Institutional Mission and Goals**

1. **Description of Alignment between Program and Institutional Mission:**

> Napa Valley College Theater Arts prepares students for evolving roles in a diverse, dynamic, and interdependent world. As seen during the pandemic, Theater Arts provides students positive collaborative opportunities for creative problem solving in the production of a significant event. Through Theater Arts training, students learn to problem solve in the moment, develop presence, self-confidence, excellence in delivery of the spoken word, collaboration, positive self-expression, mindfulness, and discipline.

2. **Assessment of Program's Recent Contributions to Institutional Mission:**

> With the creation of certificates, student will have multiple opportunities for success either academically or in the workforce.
>
> Theater Arts undergoes regular assessments and has recently updated all course outlines of record, with the exception of one, to assure high quality instruction.
>
> The course content of the Theater Arts program reflects diverse equity groups, allowing students to see themselves as part of a diverse, dynamic and interdependent world.

3. **Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

> Our move to online learning has provided students with opportunities to evolve their digital presentation skills which prepares them for the global shift to on-camera performance, communication and meetings.
>
> Students have the opportunities to gain employment as actors as standardized patients, an industry that has emerged as a viable employment opportunity for actors.
>
> Our focus on certificates in Entertainment Technology, Musical Theater and Acting will prepare students to enter the emerging event workforce in Napa and beyond.
>
> With support from the County of Napa, Shakespeare Napa Valley is one of the only performance groups in the Napa Valley to present a production at the di Rosa Contemporary Art Center.

C. New Objectives/Goals:

> Create three new certificates
>
> Refine assessment process
>
> Nurture current and grow new community partnerships
>
> Document program majors in concert with the Counseling Department
>
> Expand Standardize Patient program
>
> Explore international education opportunities for students
>
> Increase representation of diverse voices and artists though our productions and course content
>
> Strengthen Shakespeare Napa Valley curricular and co-curricular activities

D. Description of Process Used to Ensure "Inclusive Program Review"

> Inclusive program review is an evolving process. It is more challenging during pandemic times. However, through on-going meetings and discussion with faculty, staff, students and our diverse communities at large, Theater Arts tries to get as many voices as possible in the room to share challenges and opportunities for the department.

Program Review Report Spring 2022

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Theater Arts
Degree(s)/Certificate(s)	Theater Arts-Acting: AA Theater Arts-Technical Theater: AA Theater Arts: AA-T
Courses	THEA-99
	THEA-110
	THEA-105/HUMA-174
	THEA-111
	THEA-115
	THEA-120
	THEA-122
	THEA-141
	THEA-142
	THEA-143
	THEA-144
	THEA-152
	THEA-153
	THEA-154
	THEA-155
	THEA-156
	THEA-157
	THEA-158
	THEA-161
	THEA-162
	THEA-166
	THEA-167

	THEA-168
	THEA-170
	THEA-210
	THEA-220
	THEA-244
	THEANC-750

Taxonomy of Programs, June 2021

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount				
Within the Program	170	166	118	-30.6%
Across the Institution	8,176	8,181	7,208	-11.8%
Enrollments				
Acting	**76**	**61**	**37**	**-51.3%**
THEA-110	34	44	31	-8.8%
THEA-111	--	--	5	--
THEA-115	18	--	--	-100%
THEA-122	13	--	--	-100%
THEA-210	--	14	--	--
THEA-244	11	3	1	-90.9%
Technical Theater	**14**	**38**	**8**	**-42.9%**
THEA-140	12	11	--	-100%
THEA-141	2	18	--	-100%
THEA-142	--	9	--	--
THEA-143	--	--	3	--
THEA-144	--	--	5	--

Production Theater	48	46	101	110%
THEA-151	--	--	15	--
THEA-152	--	12	--	--
THEA-153	--	17	32	--
THEA-154	13	--	33	154%
THEA-156	16	--	6	-62.5%
THEA-163	--	4	--	--
THEA-167	--	13	--	--
THEA-168	19	--	15	-21.1%
Theater Studies	96	111	33	-65.6%
THEA-89	17	22	--	-100%
THEA-99	--	1	--	--
THEA-100	26	27	11	-57.7%
THEA-105/HUMA-174	27	12	--	-100%
THEA-120	17	18	22	29.4%
THEA-220	--	23	--	--
THEANC-750	9	8	--	-100%
Within the Program	234	256	179	-23.5%
Across the Institution	32,545	33,102	30,409	-6.6%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Theater Arts Program decreased by 30.6% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Theater Arts Program decreased by 23.5%, while enrollment across the institution decreased by 6.6%

Enrollment in the following courses and areas of study changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

       Courses and areas of study with enrollment increases:
- THEA-154 (154%)
- Production Theater (110%)
- THEA-120 (29.4%)

       Courses and areas of study with enrollment decreases:
- THEA-89 (-100%)
- THEA-105 (-100%)
- THEA-115 (-100%)
- THEA-122 (-100%)
- THEA-140 (-100%)
- THEA-141 (-100%)
- THEANC-750 (-100%)
- THEA-244 (-90.9%)
- Theater Studies (-65.6%)
- THEA-156 (-62.5%)
- THEA-100 (-57.7%)
- Acting (-51.3%)
- Technical Theater (-42.9%)
- THEA-168 (-21.1%)

For THEA-153, which was offered in two of the past three years, enrollments increased by 88.2% between 2019-2020 and 2020-2021.

*Note: While enrollments among concurrent classes are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.

Program Reflection: ACTING: In the past, students had no sense of what to take and when, in terms of Acting, due to lack of clarity in sequencing. Following the 2018 program evaluation, the four core Acting courses were re-written to represent a progression. Acting 110, 111, 210 and 244, are now retitled and sequenced as Acting 1 (THEA 110), Acting 2 (THEA 111), Acting 3 (THEA 210), and Acting 4 (THEA 244). This shift fulfills state transfer requirements in Theater Arts and guides students through the proper study of acting. Data shows that enrollments were strong in THEA 110 and 244 in 2018   THEA 110 is a required class for the Theater Arts Transfer degree. THEA 111 is now transferable as a required elective for the transfer degree. The new Acting progression began at one of the heights of the pandemic. Acting classes require in-person experiential learning and without that type of instruction, enrollments declined.

Students respond to the interactive nature of theater, and nowhere is that more evidenced than in Acting courses, particularly THEA 115 (Acting Shakespeare) and 122 (Improvisation for the Stage). Both require in-person engagement. They have not been offered since the pandemic began and, as a result, the change in headcount and enrollment shows a 50% decline.

When four in-person acting courses (Acting 1, 2, 3, and 4) were offered concurrently in the fall of 2021, the class enrolled to capacity and there was a waitlist.   Coming out of the pandemic, Theater Arts looks forward to seeing strong enrollments in all Acting courses, provided it is able to offer Improvisation, Acting Shakespeare and Acting or Fun and Profit, given NVC's current financial crisis.

PRODUCTION: Production is one of the strongest areas of Theater Arts. Each semester, including summer, we offer 1-2 production courses and enrollments are strong. It is important to look at the total enrollment figure for Production each year and not the individual courses as that data is misleading.   Due to repeatability, multiple courses needed be offered concurrently so that students could enroll in Production four times. However, in 2022, Theater Arts rewrote and retitled two production courses Theater 151 (Rehearsal and Performance Non-musical) and Theater 153 (Rehearsal and Performance: Musical), as well as Theater 140 (Technical Theater in Production). They were approved by the chancellor's office as repeatable courses in 2022. This will allow us to have cleaner data to assess enrollments in Production courses.

A boon for the Theater Arts department has been the relationship with St. Helena High School through the CCAP program, where high school students enroll in a NVC Theater Production courses, taught by NVC faculty on the St. Helena High School campus. Each fall, Theater Arts co-produces a musical with Cafeteria Kids Theater (CKT). This has supported enrollment in Production as CKT high school students enroll in NVC courses associated with the NVC/CKT musical. Students also eagerly enroll in courses linked to Shakespeare Napa Valley, the Theater Arts' professional theater performance program, as they are able to list a professional credit on their acting resume.

TECHNICAL THEATER: Prior to the 20/21 we started to see more robust numbers in our Technical Theater sections. This is attributed to full-time technical theater staff and a costume shop supervisor. However, due to the pandemic, the in-person classes could no longer be offered and we saw a decline in enrollment.   The costume shop supervisor position was not renewed in 2022 because of the pandemic and there is a concern the position will not be filled, given the financial crisis at NVC. This would be a major detriment to future enrollment.

THEATER STUDIES
Students appreciate on-line options for Theater Studies. Theater Arts offered THEA 120 (History of Theater) for the first time in 2018 as an online course and numbers have remained robust for that course. However, we saw a decline in THEA 110 (Intro to Theater). Both can be used to fulfill the same requirement for the Theater

Arts transfer degree so they may be in competition with one another. Also, students may prefer the online instruction of THEA 120 as it is less practice and more lecture based. More post pandemic data is required.

2. **Average Class Size**

	2018-2019		2019-2020		2020-2021		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
Acting	**5**	**17.0**	**4**	**17.3**	**3**	**12.3**	**14.5**	**-27.6%**
THEA-110/THEANC-750	2	11.0	2	26.0	1	31.0	26.0	182%
THEA-111	--	--	--	--	1	5.0	5.0	
THEA-115	1	18.0	--	--	--	--	18.0	-100%
THEA-122	1	13.0	--	--	--	--	18.0	-100%
THEA-210/244	--		1	17.0	--	--	17.0	--
THEA-244	1	11.0	1	3.0	1	1.0	5.0	-90.9%
Technical Theater	**3**	**15.3**	**2**	**19.0**	**2**	**4.0**	**13.1**	**-73.9%**
THEA-140/154/168	2	22.0	1	11.0	--	--	18.3	-100%
THEA-141/142	1	2.0	1	27.0	--	--	15.0	-100%
THEA-143	--	--	--	--	1	3.0	3.0	--
THEA-144	--	--	--	--	1	5.0	5.0	--
Production Theater	**1**	**16.0**	**2**	**28.0**	**3**	**12.0**	**18.0**	**-25.0%**
THEA-151/153/167	--	--	1	30.0	1	15.0	22.5	--
THEA-156/162	1	16.0	--	--	1	6.0	12.0	-62.5%
THEA-163/89			1	26.0	--	--	26.0	--
THEA-168	--	--	--	--	1	15.0	15.0	--

Theater Studies	**3**	**23.3**	**5**	**16.2**	**2**	**16.5**	**18.4**	**-29.2%**
THEA-99	--	--	1	1.0	--	--	1.0	--
THEA-100	1	26.0	1	27.0	1	11.0	21.3	-57.7%
THEA-105/HUMA-174	1	27.0	1	12.0	--	--	19.5	-100%
THEA-120	1	17.0	1	18.0	1	22.0	19.0	29.4%
THEA-220	--	--	1	23.0	--	--	23.0	--
Program Average*	**12**	**19.5**	**13**	**19.7**	**10**	**17.9**	**19.1**	**-8.2%**
Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%

Source: SQL Enrollment and Course Sections Files
Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

Total # Enrollments.
Total # Sections

It is not the average of the three annual averages.
Concurrent and cross-listed courses are reported as one observation.
- THEA-110 and THEANC-750 reported as THEA-110
- THEA-210 and THEA-244 reported as THEA-210
- THEA-140, THEA-154, and THEA-168 reported as THEA-140
- THEA-141 and THEA-142 reported as THEA-141
- THEA-151, THEA-153, and THEA-167 reported as THEA-151
- THEA-156 and THEA-162 reported as THEA-156
- THEA-163 and THEA-89 reported as THEA-163
- THEA-105 and HUMA-174 reported as THEA-105

3.

RPIE Analysis: Over the past three years, the Theater Arts Program has claimed an average of 19.1 students per section. The average class size in the program was lower than the average class size of 25.1 students per section across the institution during this period. Average class size in the program decreased by 8.2% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

        Courses with increases in average class size:
- *THEA-110/THEANC-750 (182%)*
- *THEA-120 (29.4%)*

        Courses with decreases in average class size:
- *THEA-115 (-100%)*
- *THEA-122 (-100%)*
- *THEA-140/154/168 (-100%)*
- *THEA-141/142 (-100%)*
- *THEA-105/HUMA-174 (-100%)*
- *THEA-244 (-90.9%)*
- *Technical Theater (-73.9%)*
- *THEA-156/162 (-62.5%)*
- *THEA-100 (-57.7%)*
- *Theater Studies (-29.2%)*
- *Acting (-27.6%)*
- *Production Theater (-25.0%)*

Program Reflection:

As mentioned in the 2018 program evaluation, the ideal class size is 15 students for proper instruction in Theater Arts. This remains true today to maintain quality in theater arts education.

ACTING
The acting courses are run concurrently. The average class size is typically over twenty students. If the sections are added together then the data shows the numbers have been robust.

PRODUCTION
In our previous program evaluation, we noted that we were becoming more strategic in our production course scheduling by offering musical and non-musicals to promote participation from singers and non-singers alike. This, along with partnerships with Cafeteria Kids Theater and St. Helena High school, has allowed us to keep class size consistent. When we offer courses linked with Shakespeare Napa Valley we see larger class size. There is a drop off in class size in 20/21 due to the pandemic.

TECHNICAL THEATER
It has been very effective to run Technical Theater along with a production course. However, we were able to run Technical Theater courses THEA 141/142 together without a linkage to production and the enrollments showed promise of future growth in class size. The pandemic has prohibited that momentum.

In the future, we look forward to creating a new Entertainment Technology certificate that allows students to take sequential classes that prepare them for the production side of performing arts in the entertainment industry of Napa and/or the Bay Area at large.

THEATER STUDIES
Theater Studies class size remains consistent. Both THEA 105 and THEA 110 showed a sharp decline in enrollment. It could be due to instruction and the pandemic. A new professor with a strong background in culture and gender in theater studies is now teaching THEA 105 (Culture and Gender in Theatre). FT theater arts professor Jennifer King, is now teaching Intro to Theater. It remains to be seen if class size is affected by the move to on-line instruction until we gather more data in the years ahead.

3. **Fill Rate and Productivity**

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2018-2019	190	455	41.8%
2019-2020	222	465	47.7%
2020-2021	168	265	63.4%
Three-Year Program Total	580	1,185	48.9%
Institutional Level	83,156	101,258	82.1%

Productivity*			
	FTES	FTEF	Productivity
2018-2019	27.9	3.0	9.3
2019-2020	27.1	2.8	9.7
2020-2021	23.9	1.6	14.9
Three-Year Program Total	78.9	7.4	10.7
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: *Fill rates within the Theater Arts Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 48.9% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, enrollment and capacity increased, resulting in an increase in fill rate (due to a higher rate of increase in enrollment). Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in an increase fill rate (due to a higher rate of decrease in capacity).*

Productivity increased from 9.3 to 14.9 over the three-year period [Productivity has not been calculated at the institutional level.] The three-year program productivity of 10.7 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

*Note: Fill rates and productivity reported in the table do not include five Theater Arts section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.

Program Reflection:

Theater Arts continues to try and find ways to address fill rates and productivity. Theater Arts has only one FT faculty. From 2018-2021, FT faculty Jennifer King served as Artistic Director and Theater Arts and Film Studies Coordinator, utilizing 40% release time. The release time is necessary given the demands of the program and discipline specific nature of producing plays. So while productivity and fill rates are low, our program has been able to flourish with strong enrollments in production, sold out performances, and production reviews. What NVC loses in productivity, it gains in community relations and value. Our productions are a key recruitment tool and, while the pandemic may have slowed efforts, recent data shows that our audiences are eager to return to Napa Valley College to see performances. We must continue to invest in production to maintain industry standard artistic quality in order to inspire students and our community to participate in theater arts at Napa Valley College.

4. **Labor Market Demand**

This section does not apply to the Theater Arts Program, as it is not within the Career Technical Education Division.

B. **Momentum**

1. **Retention and Successful Course Completion Rates**

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
Acting	**88.7%**		X	**84.7%**	--	--
THEA-110	83.6%		*X*	77.6%		*X*
THEA-111	88.2%		X	85.2%		X
THEA-115	100%	X		94.4%	X	
THEA-122	100%	X		100%	X	
THEA-210	91.7%		X	91.7%	X	
THEA-244	85.7%		X	85.7%		X

Technical Theater	**83.9%**		*X*	**76.8%**		*X*
THEA-140	82.6%		*X*	65.2%		*X*
THEA-141	83.3%		X	83.3%		X
THEA-142	100%	X		100%	X	
THEA-143	100%	X		100%	X	
THEA-144	60.0%		*X*	60.0%		*X*
Production Theater	**98.9%**	*X*		**97.4%**	*X*	
THEA-151	100%	X		100%	X	
THEA-152	100%	X		100%	X	
THEA-153	100%	*X*		100%	*X*	
THEA-154	100%	*X*		93.5%	X	
THEA-156	100%	X		100%	X	
THEA-163	100%	X		100%	X	
THEA-167	100%	X		100%	X	
THEA-168	94.1%	X		94.1%	X	
Theater Studies	**91.7%**		X	**85.2%**		X
THEA-89	92.1%	--	--	87.2%		X
THEA-99	100%	X		100%	X	
THEA-100	93.7%	X		85.7%		X
THEA-105	90.0%		X	90.0%	X	
THEA-120	94.6%	X		83.9%		X
THEA-220	78.9%		*X*	78.9%		X
Program Level	**92.8%**			**88.5%**		
Institutional Level	90.3%			75.6%		

16

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
<u>**Note**</u>: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

2.

<u>*RPIE Analysis:*</u> *Over the past three years, the retention rate for the Theater Arts Program was significantly higher than the rate at the institutional level. The retention rates for Technical Theater, THEA-110, THEA-140, THEA-144, and THEA-220 were significantly lower than the program-level rate. The retention rates for Production Theater, THEA-153, and THEA-154 were significantly higher than the program-level rate. The retention rate for the Theater Arts Program falls in the 66th percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

Over the past three years, the successful course completion rate for the Theater Arts Program was significantly higher than the rate at the institutional level. The successful course completion rates for Technical Theater, THEA-110, THEA-140, and THEA-144 were significantly lower than the program-level rate. The successful course completion rates for Production Theater and THEA-153 were significantly higher than the program-level rate. The successful course completion rate for the Theater Arts Program falls in the 88th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (4.3%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Theater Arts Program courses claimed differences between retention and successful course completion that exceeded 10%:
- *THEA-140 (17.4%)*
- *THEA-120 (10.7%)*

Program Reflection:

Once students take production, theater studies and acting courses, they stay enrolled. This is due to the dynamic instruction and material. Technical Theater has floundered since 2010, with the loss of FTF and staff, in that area. We regained staff and part-time faculty but the growth has been incremental and the pandemic has caused us to lose momentum in enrollments and retention.

Production courses continue to show strong retention because of the instruction, material and the course itself. The courses are built to meet a specific outcome: to produce a piece of dramatic art for academic, peer and or public review. When students realize they play a major role in creating a significant event, their investment in the course is strengthened and therefore retention is strong.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	82.8%	86.8%	58.6%	65.0%
Latinx/Hispanic			85.5%	*72.6%*
First Generation			89.4%	*74.4%*

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

3.

Program Reflection:

Successful program and course completion rates for LatinX/Hispanic and First Generation students is higher than institution levels. It is noted that the African American/Black program and completion rates are lower across the institution. We have found success in Theater Arts by representing diverse voices through our productions and course content. In 2020, our production course re-imagined *The Night of the Living Dead*, on Zoom. An African American woman was cast in the role of Ben and the instructor, staff and students mindfully devised the work so that it represented the story that she wanted to tell through her character. Since the director and staff were white, Humanities professor, Mandisa Wood, served as artistic consultant to assure that students of color knew/felt someone of color was supporting and advocating for their point of view in a safe and brave way. The re-imagining of the story created a story of empowerment rather than horror for the diverse cast and audiences alike. In 2020-21, FTF faculty Jennifer King completed the Cultural Responsive Pedagogy and Distance Learning professional development intensives offered by NVC, to advance diversity, equity and inclusion in Theater Arts.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

This section does not apply to the Theater Arts Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2018-2019 and 2019-2020.

C. Student Achievement

1. Program Completion

	2018-2019	2019-2020	2020-2021
Degrees			
Theater Arts-Acting: AA	1	1	2
Theater Arts-Technical Theater: AA	1	--	--
Theater Arts: AA-T	1	--	3
Institutional: AA Degrees	**58**	**47**	**76**
Institutional: AA-T Degrees	**144**	**151**	**159**
Average Time to Degree (in Years)+			
Theater Arts-Acting: AA	*	*	*
Theater Arts-Technical Theater: AA	*	*	*
Theater Arts: AA-T	*	*	*
Institutional: AA	**4**	**4**	**4**
Institutional: AA-T	**4**	**3**	**4**

Source: SQL Award Files
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

2.

RPIE Analysis: The number of AA degrees conferred by the Theater Arts Program remained stable between 2018-2019 and 2020-2021. Over the same period, the number of AA degrees conferred by the institution increased by 31.0%. The Theater Arts Program accounted for 3.4% of the AA degrees conferred in 2018-2019 and 2.6% of those conferred in 2020-2021. For all three years, the average time to degree is not reported due to small cohort sizes.

The number of AA-T degrees conferred by the Theater Arts Program increased by 200% between 2018-2019 and 2020-2021. Over the same period, the number of AA-T degrees conferred by the institution increased by 10.4%. The Theater Arts Program accounted for 0.7% of the AA-T degrees conferred in 2018-2019 and 1.9% of those conferred in 2020-2021. For all three years, the average time to degree is not reported due to small cohort sizes.

Program Reflection:

Theater Arts aligned its degrees with the state requirements for transfer. This required re-writing and re-sequencing courses. As a result, students are finding it easier to complete the degree because it is easier to follow. We look forward to developing program mapping to increase degree completion.

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

This section does not apply to the Theater Arts Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. **CURRICULUM**

A. **Courses**

Subject	Course Number	Date of Last Review *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	Has Prerequisite * Yes/No **& Data of Last Review**	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S) & Academic Year*	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	No Change
THEA	89	2010	NO	NON- SUB		
THEA	99	2018				
THEA	100	2020				

THEA	105	2016				
THEA	110	2020				
THEA	111	2020				
THEA	115	2020				
THEA	120	2018				
THEA	122	2018				
THEA	140	2022				
THEA	141	2019				
THEA	142	2018				
THEA	143				ARCHIVE	
THEA	144				ARCHIVE	
THEA	151	2022				
THEA	152				ARCHIVE	
THEA	153	2021				
THEA	154				ARCHIVE	
THEA	155				ARCHIVE	
THEA	156				ARCHIVE	
THEA	157	2020				
THEA	158	2021				
THEA	161	2008				
THEA	162				ARCHIVE	
THEA	163				ARCHIVE	
THEA	166				ARCHIVE	
THEA	167				ARCHIVE	
THEA	168				ARCHIVE	
THEA	170	2020				
THEA	210	2020				
THEA	220	2018				
THEA	244	2020				

B.

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B.   Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ *and/or* *Missing Documentation* **& Academic Year**	To Be Archived* *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	No Change
THEA AA-T	2020	YES	NO		X
THEA AA - ACTING	2020	YES	NO		X
THEA AA - TECHNICAL THEATERE	2020	YES	NO		X

C.

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

⁺Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

With the exception of one course, all course and program outlines are up to date. In 2022, Theater Arts will archive eleven courses as production courses are now repeatable.   All programs have been updated to streamline completion and to meet transfer degree requirements. In the next three years, we will begin crafting certificates for Entertainment Technology, Musical Theater and Acting. For Musical Theater, Theater Arts intends to partner with the Music and Dance departments to create a fully dimensional Musical Theater progression. Theater Arts will also partner with Music to create an Entertainment Technology certificate.

LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
32	24	26	75%	81%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Theater Arts: AA-T Degree	4	2	2	50%	50%
Theater Arts-Acting: AA Degree	3	2	2	67%	67%
Theater Arts-Technical Theater: AA Degree	3	2	2	67%	67%

Program Reflection:

Theater Arts is in the process of completing a curricular overhaul as production courses are now repeatable. Production course assessment will be more effective as we will be assessing one course rather than four courses representing the same course. We have courses that have yet to be offered and, therefore, not assessed. Due to the financial crisis at NVC, theater arts is unsure when it will have the flexibility in scheduling to offer new courses or ones that have not been offered since the pandemic.

B. Summary of Learning Outcomes Assessment Findings and Actions

Program Reflection:

The CO assessments show that students excel with practical application in acting and production courses. The primary action steps have to do with greater engagement with the physical self and time management. These are not outcomes. In the future we may want to discuss COs that address engagement with the physical self and time management, particularly as we move out of the pandemic.

Our PLOs are as follows:

#1 Analyze dramatic literature
#2 Show an artistic and cultural appreciation of theater as an outcome.
#3 Demonstrate basic production skills
#4 Produce a piece of dramatic literature for peer, academic or public review

We have assessed #1 and #3. The assessment data reveals a desire to meet industry standards in instruction by gaining professional development opportunities to learn cutting edge theater arts technologies and attend conferences with theater arts professionals to stay current with trends in literature and performance.

IV.   PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

      X   Viability

                Stability

                Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

> Theater course offerings have been hard-hit by the COVID pandemic. As enrollment data presented above indicates, in-person courses are vital to the success of Theater, leading to post-pandemic growth.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Theater Arts
Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Develop Performing Arts partnership at New Tech High School to offer Theater, courses	II, IV	Student success data.	Courses offered at New Tech High

Create a Musical Theater Certificate by aligning and re-sequencing theater arts, vocal music and dance courses.	II, III, IV	We will measure success through increased fill rates, retention and course completion rates in technology courses and in number of earned certificates.	Administrative and faculty time, instructional supplies and equipment
Create a Professional Acting Certificate by aligning re-sequencing acting and performance theater arts	II, III, IV	We will measure success through increased fill rates, retention and course completion rates in technology courses and in number of earned certificates.	Administrative and faculty time, instructional supplies and equipment
Create a Performing Arts Technology Certificates by aligning and re-sequencing theater arts and music technology courses	II, III, IV	We will measure success through increased fill rates, retention and course completion rates in technology courses and in number of earned certificates.	Administrative and faculty time, instructional supplies and equipment
Research the feasibility of a Standardize Patient CTE program in Performing Arts	II, III, IV	We will measure success through increased fill rates, retention and course completion rates in technology courses and in number of earned certificates.	Administrative and faculty time and instructional supplies.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

<u>Note</u>: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The resources required for implementation are human. This might be challenging given the reduction of release time from 40% to 10% for the one FTF, who serves as the coordinator and artistic director for Theater Arts and Film Studies, and staff vacancies in a hiring freeze.

V.   PROGRAM HIGHLIGHTS

A.   Recent Improvements

The program review period between 2018 and 2021 saw the beginning of an upswing in Theater Arts. A Costume Shop Supervisor was hired which boosted enrollments in Technical Theater.   Productions played to sold out houses and our Shakespeare program was securing arts council funding, thanks to audience development staff.   In addition, partnerships with Cafeteria Kids Theater and This is My Brave brought in new audiences through our Production and Emergence Theater Festival offerings. A new Standardized Patient initiative was launched with the NVC Paramedic Department. Through the SP Initiative, former NVC Acting students are employed as actors to play patients so that the paramedic students can react to life saving scenarios in the most realistic way possible. The initiative was a success, with positive assessment from students, faculty and administrators. A new slogan was launched for the SP Initiative: "Theater that Saves Lives."   And then the pandemic hit. Theater Artists are problem solvers and this was evidenced powerfully as we pivoted to on-line learning. Enrollments stayed relatively strong. In terms of production, the summer 2020 production of *Romeo and Juliet*, in conjunction with Shakespeare Napa Valley, was one of the first live community college Zoom theater production in the country. It was acclaimed for the depth of acting and use of innovative technology. The success was repeated with the fall 2020 production of *Night of the Living Dead: The Rising* and with the spring 2021 production of *A Chorus Line*. In the summer of 2021, we gained funding from the County of Napa to partner with the di Rosa Center for Contemporary Arts to present the Shakespeare Napa Valley Shakespeare Summer Stroll, a performative walking tour. Every performance was sold out and plans are already in the works for Shakespeare Napa Valley performances at di Rosa in 2022.

B.   Effective Practices

As mentioned above, theater artists solve problems. Theater artists are pivoteers. Effective practice in the pandemic has required a "Yes, and" rather than "No, but" attitude. The Theater Arts department embraces change and from change comes great creativity. Staff is key to our success. With proper audience development and costume shop supervisor staff we saw larger attendance for our productions and students enrolled in technical theater courses. With those positions no longer filled, the program could be in jeopardy, particularly at this crucial time of re-gathering.   While the theater arts program cost may be significant in comparison to other departments, the value of community engagement and recruitment through our theater events and partnerships is priceless. Partnerships are key. For the past five years, Theater Arts has partnered with the Cafeteria Kids Theater for productions each fall. The shows are youth oriented and always boast sold out houses.   High schoolers participate as college students through our dual enrollment program, and we are starting to see them become full-time students at NVC, upon graduation from high school. The future shows glimpses of being bright. However, if will take a commitment from NVC to provide the support necessary for success.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Van Der Velde, Senior Dean,
Arts & Sciences

Date:

4/28/2022

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The great strength of the Theater Arts program lies in the creativity and passion of the faculty. This is demonstrated by the great lengths taken to preserve the performing arts during COVID, creating digital performances and making every effort to keep the arts alive at a dark time. Theater is an important part of our community and a key asset to the college.

Partnerships have also been a key ingredient in the success of Theater Arts. These include a partnership with Cafeteria Kids Theater that includes college students working with dual-enrolled high school students and with younger actors; an active CCAP program at St. Helena High School; and interdisciplinary work with the EMT department to provide live actors for ultra-realistic scenarios for students in that program.

Areas of concern, if any:

Theater Arts has been hit hard by COVID, with the physical stage closed and limited offerings during the pandemic. Nevertheless, they persisted. But low enrollments remain a concern during a period of recovery from COVID. Theater Arts awards very few degrees and the college has few theater majors, and only offers one section of theater appreciation.

Recommendations for improvement:

Theater must continue to closely monitor enrollments, and explore new channels for recruiting students.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Faculty release time is appropriately flagged as a significant issue.
Personnel: Classified	Performing Arts needs to fill costume shop and audience development vacancies to support course offerings at pre-pandemic levels.
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	Current operational budget requests, if approved, will provide sufficient budget to maintain operations.
Professional Development/ Training	
Library & Learning Materials	