

Program Review/Follow-up Transmittal

General Information

The attached report is (check one): Program Review (published every 4th year)
 Program Review Follow-up (submitted annually)

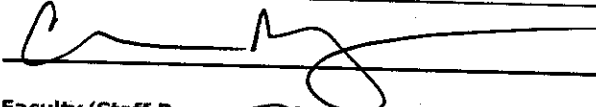
The report is submitted for the Academic Year (select one): 2008-09

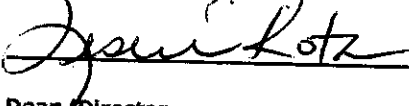
The report contains information on the follow unit(s) (enter names of all units/programs):

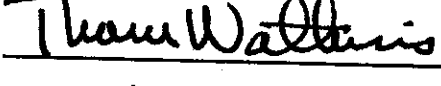
Theatre Arts

Report Abstract:


During the review period enrollment in Theatre Arts courses has declined, although interest in production-based courses has held steady or grown (especially in youth-related programs) and the transfer rate has remained high. In response to this the Theatre Arts faculty and staff are undertaking a review and redesign of the program, moving away from the conservatory model to a more open model which reaches out to the general student population, while continuing to offer a production-based, transfer oriented core program to Theatre majors.

Signature:  Date: 6/15/2010
Faculty/Staff Representative

Signature:  Date: 6/15/2010
Dean/Director

Signature:  Date: 17 JUNE 2010
President, Academic Senate

Signature:  Date: 7/9/10
Vice President

Signature:  Date: 7-13-10
Superintendent/President

Program Review and Analysis

Part I Outcomes

1. **What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

| Outcome(s) | Qualitative Measure(s) | Quantitative Measure(s) |
|--|---|---|
| Read and analyze written materials for context, theme and dramatic intent. | Oral and/or written critical analysis of dramatic works. | Written exams and graded papers. |
| Demonstrate comprehension of vocal and physical performance techniques. | Perform monologues, scenes, plays and musicals. | Performance Rubric. |
| Demonstrate comprehension of technical and artistic production elements including stagecraft, scenery, costumes, lighting and sound. | Critical review of in-class design projects and participation in stage productions as technician. | Participation in at least one production per semester; successfully complete and evaluate in-class design projects. |

2. **The specific SCC Strategic Direction and Goal(s) supported by this program:**

- GOAL 1:** Obj. 1.1, 1.2, 1.3, 1.4
- GOAL 2:** Obj. 2.1, 2.3, 2.4
- GOAL 3:** Obj. 3.2
- GOAL 4:** Obj. 4.1, 4.3
- GOAL 5:** Obj. 5.2, 5.5
- GOAL 6:** Obj. 6.4
- GOAL 7:** Obj. 7.1, 7.2, 7.3

Part II Analysis

1. **Identify and explain the trends in:**

Enrollment— There has been @ 14% decline in enrollment from 2004-05 to 2008-09. 2006-07 saw the largest drop, followed in 2007-08 by an almost equal increase. 2009-10 should show an increase in enrollment due to reclassification of MUS 22 to THEA 34. I believe the sudden drop is due to faulty data. The overall decline, however, is largely attributable to the loss of K-12 student enrollment (due to a ruling by the Chancellor’s office) and a conservatory-based class design which has become a barrier to student enrollment. Changes to class and program structure planned for the 2010-11 & 2011-12 years will make courses more attractive and approachable for the general student body.

Retention— Average retention rate for the 5 year period is 93.4%. Since the vast majority of Theatre Arts courses are project-based, students are quickly and deeply engaged in the

learning process. Improvement in retention will come from the reduction of time/workload commitments and the development of a viable technical theatre program.

Fill rate— Fill rate has dropped steadily over the 5 year period of 2004 – 2009. I believe this is due in part to the nature of performance courses (which require large amounts of individualized attention and a relatively low student to teacher ratio) but also due to the structural impediments of the conservatory model. With the restructuring of the courses and the reduction in the number of sections, fill rate should begin to improve significantly over the next two years.

Other Factors—

Positive:

- continued public/community recognition of the high quality of Solano College Theatre productions
- evolution of “hybrid” programs to involve high school students and increase overall enrollment
- change of musical theatre course from MUS 22 into THEA 34 (to place enrollment into Theatre Arts Department)

Negative:

- declining budgets causing a reduction in overall production values and a vast increase in stress (increasing workloads, job insecurity, etc.)
- continuing deterioration of the physical plant (the theater) due to age, use and deferred maintenance has created an overall negative impression of the program.
- limits on repeatability and class composition (vis a vis age) have had a negative impact on enrollment and fill rates

Outcomes—

- Students continue to transfer at a high rate to both four year institutions such as UC Davis) and to nationally recognized conservatory programs (such as American Conservatory Theatre).
- SCT students are being cast in local and regional productions; alumni are performing in and directing productions locally, regionally and nationally.
- Technical theatre students create an annual haunted house visited by over 1000 people.

2. How do the above trends relate to the factors and outcomes identified during the last review?

- a. The existing technical courses have been revised and are being successfully offered. There has been a great deal of enthusiasm over the new project-based approach which these courses take.
- b. The FTES and fill rates do not reflect students enrolled in musical theatre productions (currently MUS 022). This will change beginning Fall 2010 as students are enrolled in THEA 034 (Musical Theatre) and we anticipate a large increase in these factors as a result.
- c. The postponement of the Building 1200 renovation has limited our ability to expand performance class offering on campus and to develop the technical theatre program.

Part III Conclusions and Recommendations

1. What are the major accomplishments of the program during the past four years?

- Productions have received numerous performance and design awards from both local (the Arty Awards) and regional (the Elly Awards) performing arts organizations;
- Hosted a major fundraiser which brought in over \$70,000 in FY 2010;
- Several new courses and multiple course revisions have been approved by curriculum committee;
- Number of declared Theatre Arts majors has increased.
- Courses are being successfully offered in the Vallejo Center and are schedule to be offered in the Vacaville center beginning Fall 2010.

2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.

- Revise the Actor Training Program to remove structural impediments to enrollment;
- Revise THEA 005 and THEA 034 to become lab only rehearsal courses. Create sequenced performance courses for each;
- Place more emphasis on students becoming Theatre Arts majors
- Revise THEA 047 to become stage crew lab and create new course for work in scene shop.