Academic Program Review



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| **ACADEMIC YEAR** | 2014-2015 |       Basic Skills   X   Transfer       Career Technical Education (CTE) |
| **PROGRAM(S)** | Theatre Arts / Film Studies |
| **DESCRIPTION/PURPOSE** | Theatre Arts / Film Studies are a group of general education courses designed to support the general education program of Imperial Valley College. |
| **DIVISION** | Arts, Letters, and Learning Services |
| **DEPARTMENT** | Humanities |
| **SUBMITTED BY:** | James Patterson |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.**1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.**1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.**1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.**1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.**2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.**2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.**2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.**2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.**2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.**2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.**3.1** Develop and implement a resource allocation plan that leads to fiscal stability.**3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.**3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.**3.4** Design and commit to a long-term professional development plan.3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.**4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.**4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.**4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.**4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.**4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **2013-2014 PROGRAM GOALS** | **INSTITUTIONAL GOAL(S)**(Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):** No goals were established for 2013-2014. | [ ]  **1 Mission & Effectiveness** [ ]  1.1 [ ]  1.3 [ ]  1.2 [ ]  1.4[x]  **2 Student Learning Outcomes** [ ]  2.1 [ ]  2.4 [ ]  2.2 [ ]  2.5 [ ]  2.3 [ ]  2.6[ ]  **3 Resources** [ ]  3.1 [ ]  3.4 [ ]  3.2 [ ]  3.5 [ ]  3.3 [ ]  **4 Leadership & Governance** [ ]  4.1 [ ]  4.4 [ ]  4.2 [ ]  4.5 [ ]  4.3  |
|       Met |       Partially Met |   X   Not Met |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:** |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

Discuss the trends in enrollment and fill rate for each program by day and evening at the program level.

No Theatre Arts courses were offered in 2011-12 and 2012-13 due to the lack of available instructors. A full-time English instructor offered to teach (as overload) the THEA 120 class in Fall 2013 with 148% fill rate and the THEA 100 class in Spring 2014 with 90% fill rate. No Theatre Arts courses are scheduled for 2014-15, again, due to the lack of available instructors.

The FILM 130, Introduction to Film, is a new course which has not yet been offered. The FILM 230 class was scheduled for Fall 2013 but was cancelled for low enrollment.

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

No trends in productivity can be assessed; only one of each Theatre Arts classes was offered in the last three academic years. No Film Studies classes have been run in the last three academic years.

1. **Success and Retention**

Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

The THEA 120 (Fundamentals of Acting) class offered in the Fall 2013 semester had a retention rate of 65% and a success rate of 62%. The THEA 100 (Introduction to Theatre) class offered in the Spring 2014 semester had a retention rate of 70% and a success rate of 47%.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

The students in the THEA 130 (Fundamentals of Acting) class offered in Fall 2013 self-identified either as Hispanic or Unknown/No-Response. For Hispanic students, the retention rate was 66% and the success rate was 63%. For Unknown/No-Response students, the retention rate was 50% and the success rate was 50%.

The students in the THEA 100 (Introduction to Theatre) class offered in Spring 2014 self-identified either as Hispanic or Unknown/No-Response. For Hispanic students, the retention rate was 72% and the success rate was 47%. For Unknown/No-Response students, the retention rate was 50% and the success rate was 50%.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

The Theatre Arts/Film Studies program does not offer a degree or certificate.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

The hire of an adjunct instructor with a master’s degree in Theatre Arts would facilitate regular offerings of the Theatre Arts and Film Studies classes. This would increase course offerings in general education arts category classes for students. The schedule of classes should include late afternoon and evening sections.

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

The last comprehensive program review for Theatre Arts was prepared in 2011 when the program had been dormant for a year. The future goal was given to improve student achievement in the Theatre Arts courses. Comparing the 2013-14 success rates with the success rates from 2009-10 shows a marked improvement in student achievement. The primary difference between the two years was a change in instructor.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

The Theatre Arts/Film Studies program currently is not viable due to the lack of regular instructor availability. Currently, there are two full-time English professors who meet minimum qualifications to teach both Theatre Arts and Film Studies courses; however, these instructors are required to teach Theatre or Film classes as overload in addition to their full-time commitment in English. For the program to succeed, regular course offerings need to be supported either by hiring an adjunct instructor with a master’s degree in Theatre Arts or by allowing one or both of the English professors to include Theatre and Film classes in their regular teaching load.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**(Describe future program goals. List in order of budget priority.)You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | **INSTITUTIONAL GOAL(S)** (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**Budget Priority #1 | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Offer Theatre Arts and Film Studies classes on a regular basis in both late afternoon and evening time slots. | [ ]  **1 Mission & Effectiveness** [ ]  1.1 [ ]  1.3 [ ]  1.2 [ ]  1.4[x]  **2 Student Learning Outcomes** [ ]  2.1 [ ]  2.4 [ ]  2.2 [ ]  2.5 [ ]  2.3 [ ]  2.6[ ]  **3 Resources** [ ]  3.1 [ ]  3.4 [ ]  3.2 [ ]  3.5 [ ]  3.3 [ ]  **4 Leadership & Governance** [ ]  4.1 [ ]  4.4 [ ]  4.2 [ ]  4.5 [ ]  4.3  |
| **Objective:** Hire a part-time instructor with a master’s degree in Theatre Arts. |  |
| **RESOURCE PLAN**(Check all that apply.) |  |
| [ ]  Facilities [x]  Marketing [ ]  Technology [ ]  Professional Development [x]  Staffing |  |
| **Task(s)** |  |
| 1. Advertise in southern California and Yuma county markets for an adjunct instructor with a master’s degree in Theatre Arts.
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| **Timeline:** Spring 2015 |  |
| **Expense Type** | **Funding Type** | **Budget Request** |  |
| [ ]  One-Time[x]  Recurring | [x]  General District[ ]  Categorical (Specify) | **$ none** |  |
| 1. Hire an adjunct instructor, with a master’s degree in Theatre Arts, to teach two-three classes each semester (a mix of Theatre Arts and Film Studies classes based upon student demand).
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| **Timeline:** Summer 2015 |  |
| **Expense Type** | **Funding Type** | **Budget Request** |  |
| [ ]  One-Time[x]  Recurring | [x]  General District[ ]  Categorical (Specify) | **$ 25,000** |  |
| **C.** Schedule one evening section of FILM 130 in the fall 2015 semester and one evening section in the spring 2016 semester. |  |
| **Timeline:**  Fall 2014 |  |
| **Expense Type** | **Funding Type** | **Budget Request** |  |
| [ ]  One-Time[x]  Recurring | [x]  General District[ ]  Categorical (Specify) | **$ 0.00** |  |
| **How will this objective be measured?**  This objective will be considered completed when the fall section of FILM 130 is staffed and students started enrolling in the course. |
| **How will the completion of tasks identified improve student/program success?** Student success will be identified as met when the census roster is submitted for the course in the fall 2015 semester. |
| **Who are the responsible party(ies) and assigned user(s)?**  The Humanities Department chairperson, Carol Hegarty. |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)