

Annual
Program
Of
Theatre
For
2020-2021

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

THR Program Review Data AY 2020

Looking at all THR courses except Theater Appreciation (Gen Ed) and Dance (Musical Theater)

Number of Faculty:

2 full time (Molnar, Petrucka)

1 adjunct (Huffman)

Enrollment & Student credit hours by Faculty type:

Full time: 30 total credit hours taught, with 64 total students enrolled

Adjunct: 3 credit hours taught, 5 total students enrolled

Average Class size:

4.6 students in Face-to-Face classes

0 students in online classes

4.6 students across all courses

Completion rates:

94.2% face-to-face

0% online

94.2% all courses

Pass ('D' or better) rates:

100% face-to-face

0% online

100% all courses

Pass ('C' or better) rates:

96.9% face-to-face

0% online

96.9% all courses

Number of Majors: 9 (4 returned in Fall 2020)

Degrees Awarded: 1

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

Acting I – This course is included in this report because about half the class were non-majors, which is something I haven't seen during my time here. The assessment data was promising.

- All of the students completed the monologue work with an 80% or higher (learning outcome #1)
- 70% of the students fulfilled learning outcome #2 with a 90% or above
- Regarding a systematic approach to acting, it was found that students (mostly non-majors) didn't complete the homework in order to better themselves. While the measure was technically met, more classroom examples are planned so there are fewer questions and greater clarity.
- Regarding analyzing a script, or learning outcome #4, this was assigned over Thanksgiving break. Students tend to not complete assignments during this time (something I found this year as well). Solutions include requiring the majority of the work to be done before hand, or give more time to work on it in class.

Script Analysis – This course was run basically the same way it was the year before, with the exception of the COVID-19 break. I am pleased to report that while students had to finish the course on-line, the majority of the students completed the work successfully.

- Students met all the learning outcomes established
- Regarding learning outcome #3 (reading plays during the semester), quizzes were created for every play and needed to be completed prior to class discussion and analysis of scripts. This proved to be a VERY successful method. By the end of the semester, 100% of the students read the required play prior to discussion.
- Regarding learning outcome #4 (students create their own method of analysis), 100% of the students completed this assignment with an 80% or better. These were presented virtually. I am pleased to say students remained engaged until the end of the semester, even though we weren't in the classroom.

Theatre Appreciation – Numbers didn't change much during this school year. They will, however, be examined next year, due to the switch from a 16-week course to an 8-week course. We plan to answer whether or not we will continue in this trend during the 2021-2022 year.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

During the 2019-2020 school year, the theatre performance track was expanded and modified based on the hiring of Paul Molnar, MFA. He is a professional actor and has a great deal of experience in voice, movement, and stage combat. His skill set matched and exceeded that of his predecessor.

In October of 2019, both Paul Molnar and Page Petrucka attended the KCOG meeting in Kansas City. During this meeting, learning outcomes for Voice I and Voice II were established, making these two courses transferrable within the state of Kansas. After this meeting, Page and Paul met with division chair Heather Mydosh to redesign the Performance Track. This included the addition of both Voice I and II, and an Audition Techniques class offered to Sophomores during their final semester. There was a discussion of modifying the Technical Track, but due to the fact that we have no Technical Director, the decision was made to postpone that until one is hired.

Another item of note: during the KCOG meeting, there was a discussion of establishing learning outcomes for Script Analysis, but was ultimately tabled. While it is a required course at 4-year schools, some teach it in freshman/sophomore years, while some teach it during junior/senior years. The hope is to bring this up each year until we reach a solution.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

Degrees Offered: Associate of Arts, Theatre performance Track and Associate of Arts, Technical Track

As stated on the previous page, we didn't have a Technical Director during this school year. The one we had left the position two weeks before the new school year began. As such, we had no technical students nor anyone to mentor them. We did have an adjunct, Jason Huffman, who taught Stagecraft and was contracted to do sets, lights, and sounds for our live productions. He did a superb job with what he was asked to do and was well-liked by the students and faculty alike.

The Performance Track was adjusted and expanded based on the results of the KCOG meeting in October. None of the ICC requirements for a degree were removed, but Theatre Arts courses were adjusted. These match the established theatre requirements of 4-year schools in the state of Kansas.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)

- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment

- Other, as applicable

- Accreditation Fee Request

- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

The budget for the 2019-2020 school year is available for review from Jonathan Sadhoo.

In the year prior, the budget was created by a faculty member that is no longer here. What Paul and I were hoping for was a chance to adjust the budget as we saw fit. We weren't looking to increase or decrease, but only to adjust. However, due to COVID-19 and the limitations it

caused, we had to accept the budget from the previous year. It is our hope that at the end of the year we are currently in, Paul and I will have a say in where money should be allotted.

As requested in the previous Program Review, we need a budget increase for travel and conferences, because we have now become a part of the Kennedy Center American College Theatre Festival. This means that students will be competing for scholarships at the regional level, productions will be reviewed, students nominated for awards, and the regional festival will be attended each January. This hasn't been done for a few years, and we are happy to be bringing back this opportunity for students. In 2019-2020, we had three students nominated for acting awards, and five students and two faculty attended the conference in January 2020.

The previous Technical Director felt as though space was an issue, meaning the storage of materials, set pieces, props, and costumes. Without a Technical Director, we were unable to determine the exact needs. We hope to do this in the future.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This program review was prepared by Page Petrucka, Associate Professor of Theatre. Data was collected from Anita Chappuie and Jonathan Sadhoo.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

After reviewing the Theater Program Review prepared by Dr. Page Patrucka I agree with the findings. With only nine majors and one degree awarded ICC needs find a marketing strategy to increase enrollment in the program. Otherwise, its sustainability will be in jeopardy. Mark Allen, VPAA, 2/26/2021

PRC: The review covers all the areas and now a Technical Director has been hired. Marketing and recruiting of students should to happen to sustain the program.

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.