Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Theatre

Program Code: 1007 - THEATER ARTS

Review Type: Instructional

Does this review contain any career technical education (occupational) programs? No

External Regulations: No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The Theatre program of study supports the college mission by providing a learning-centered environment that supports students who plan to transfer to four-year institutions, students who are preparing for careers in the Theatre field, and students who are exposed to theatre for the first time as part of a general education requirement. The physical environment provided by the college for Theatre courses sets the tone for student engagement, professionalism, interpersonal communications, instruction and training. The facilities in the new CAA provide excellent performance space in terms of sound, provide a flexible space for class lectures and performances, work area for students to take notes and work, and mirrors which allow students to work through the Alexander Technique where students evaluate their own techniques and character development. On the other hand, the physical environment provided in the TA 10 and within the hallways of the old Music wing have safety issues, as well as distractions to the learning process for students, which do not enhance a student-centered learning environment.

Review Team Response
The theater department is to be commended for supporting the College's mission by supporting students who plan to transfer as well as those who plan on a career in a theater-related field. Please describe how your program evaluates its effectiveness in meeting the college's mission.

**PROGRAM DATA**

*Enrollment*

Enrollment by Day, Evening, Online, Arranged (THEATRE)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>24.47%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>846</td>
<td>1053</td>
<td>1113</td>
</tr>
<tr>
<td>Day</td>
<td>695</td>
<td>809</td>
<td>973</td>
</tr>
<tr>
<td>Evening</td>
<td>138</td>
<td>244</td>
<td>140</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>16.4%</td>
<td>20.27%</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>76.81%</td>
<td>-42.62%</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Given that the number of sections and classes have been reduced due to budget constraints, enrollment patterns continue to increase. The slight decrease in the evening enrollment is due to the loss of classes. Formerly, we offered a beginning acting course, as well as an introduction to theatre course, which we can no longer offer.

Retention
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>-0.57%</td>
<td>-0.84%</td>
</tr>
<tr>
<td>Day</td>
<td>-0.75%</td>
<td>-1.03%</td>
</tr>
<tr>
<td>Evening</td>
<td>0.11%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>100.00</td>
<td>-</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

All retention patterns are extremely high and very positive. In terms of the trends in the literature that speak to declining male attendance at the community college level, male retention is high in this program of study.

Success
### Success Rate by Day, Evening, Online, Arranged (THEATRE)

#### Total Census Success

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>2.45%</td>
<td>1.06%</td>
</tr>
<tr>
<td>Day</td>
<td>3.95%</td>
<td>0.07%</td>
</tr>
<tr>
<td>Evening</td>
<td>-3.14%</td>
<td>9.45%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.
Retention and success of night time students remains high; In terms of the ethnicity break-down, although retention is high in all groups, "success" could be improved in the African American, and Hispanic category.

Review Team Response
Data and trends are interpreted properly. Implications for the program are included.
The theater department is to be commended for its overall high success and retention rates. One minor point: The decrease in evening enrollment from 244 to 140 should be described as just a decrease, and not a "slight" decrease.

DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment.

Has the number of majors and certificates increased or decreased over time? Why?

The number of degrees earned is low, however, it does seem as though there is a trend upward. We realize that many of our students leave Chaffey before earning their Theatre degree. We are hoping that the new TMC-aligned degree, which is almost ready to go through the Curriculum approval process, will address this issue of student degree completion. We have also realized that we have quite a few students who have been at the college for a long time but have not "completed" a Theatre program of study, or who have not completed their "Humanities" general education courses. We hope to work with these students as we move towards "completion counts" college-wide. Also, once the CSUs promote our AA-T degree in Theatre Arts, we will be interested in seeing how this impacts our degree completion numbers.

Review Team Response
The theater department is to be commended for the slight upward trend in degrees earned; please explain possible reasons for this increase.

STUDENT LEARNING OUTCOMES
Theatre students will exhibit improved creativity, self-confidence, script analysis, character development, observation, body awareness, vocal awareness, and memorization skills, as well as collaborat...

Theatre students will differentiate between theatre as a theatrical art and social form throughout history through technical skills development in the classroom and critical thinking development throu...

Theatre students will develop and exhibit acting technical skills and styles within a wide spectrum of acting methods while applying knowledge of the mechanical principles of stage performance for an ...

Discuss how the number, type, depth, and breadth of the courses support program SLO's.
The program SLOs embrace concepts at the core of the Theatre program of study - creativity, self-confidence, critical thinking, personal development, communication, technical theatre skills, and principles of acting. These program SLOs serve as an umbrella for individual course SLOs, for example, THEATRE2, 4, 5, 10, 11, 14 all embed principles of acting to some degree, which can be found in the first program SLO. THEATRE 20,21,30, 32 & 34 rely especially upon critical thinking skills in a theatre setting. THEATRE 40, 42, & 50 especially draw out student's creativity.

Discuss how courses in the program articulate with or complement each other.
The majority of the THEATRE curriculum is at the introductory/practice level: THEATRE 1, 2, 4, 5, 10, 18, 20, 30, 32, 34, 35, 40, 42, 50, 56, 60, reflecting the basic skills within the discipline of Theatre arts. THEATRE 12, 14, 21, &
51 are at the both practice/master, reflecting intermediate level or indepth study of skills within the discipline of theatre arts.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
THEATRE courses are a part of various other programs of study across campus, including the Fine Arts A.A. degree, the Humanities A.A. degree, the University Studies A.A. degree, as well as the Theatre Arts A.A. degree; In addition, THEATRE courses are a part of the CSU GE pattern (Arts & Humanities C1. Arts), as well as the IGETC pattern of courses (Area 3 Arts); Theatre courses are also listed in the Humanities area of graduation requirements for the college, in C1 Arts.

How and when has your department assessed Program SLO's' and how have you responded to the results?
The first version of program SLOs were created in 2007; as faculty became more confortable with the SLO process, the program SLOs were beefed up to reflect the true nature of student learning at the program level. Consequently, program SLOs were revised during the summer, 2010. These are the program SLOs currently in use.

What program or course changes have been made based on the result of the assessed outcome?
As a result of course SLO assessments, the following are examples of changes that have been made to improve student success: syllabi have been revised; COR modifications have been made to either eliminate or add course content; pre-reqs (English and Reading) have been added to THEATRE 1, 4 & 5.

Review Team Response
Overall Program Level Implementation of SLOs is Proficiency: SLOs and authentic assessment are in place for the programs SLOs. Results of assessment are being used for improvement. There is widespread dialogue in the program about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. Comprehensive SLO reports exist and are completed on a regular basis. The Outcomes and Assessment Committee would like to commend your program for your work on Student Learning Outcomes

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEATRE 21 Directing for the Stage II - Active</td>
<td>03/23/2005</td>
</tr>
<tr>
<td>Course Name</td>
<td>Last Modified</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>THEATRE 14 Stylized Acting - Active</td>
<td>02/02/2005</td>
</tr>
<tr>
<td>THEATRE 18 Seminar in Television Production: Acting Techniques - Active</td>
<td>02/02/2005</td>
</tr>
<tr>
<td>THEATRE 20 Directing for the Stage I - Active</td>
<td>02/02/2005</td>
</tr>
<tr>
<td>THEATRE 5 Development of the Theatre II - Active</td>
<td>02/02/2005</td>
</tr>
<tr>
<td>THEATRE 56 Children's Theatre - Active</td>
<td>02/02/2005</td>
</tr>
<tr>
<td>THEATRE 51 Main Stage Production Workshop II - Active</td>
<td>01/19/2005</td>
</tr>
<tr>
<td>THEATRE 60 Seminar: Acting - Active</td>
<td>02/02/2005</td>
</tr>
<tr>
<td>THEATRE 98ABC Independent Study: Theatre Arts - Active</td>
<td>03/23/2005</td>
</tr>
<tr>
<td>THEATRE 4 Theatre History: Ancient to 1700 - Active</td>
<td>02/22/2012</td>
</tr>
<tr>
<td>THEATRE 32 Theatre Design-Lighting - Active</td>
<td>02/29/2012</td>
</tr>
<tr>
<td>THEATRE 1 Introduction to Theatre - Active</td>
<td>02/22/2012</td>
</tr>
<tr>
<td>THEATRE 10 Beginning Acting - Active</td>
<td>02/22/2012</td>
</tr>
<tr>
<td>THEATRE 35 Musical Theatre Performance - Active</td>
<td>02/22/2012</td>
</tr>
<tr>
<td>THEATRE 12 Intermediate Acting - Active</td>
<td>02/29/2012</td>
</tr>
<tr>
<td>THEATRE 30 Technical Theatre - Active</td>
<td>02/29/2012</td>
</tr>
<tr>
<td>THEATRE 50 Main Stage Production Workshop I - Active</td>
<td>02/29/2012</td>
</tr>
<tr>
<td>THEATRE 40 Stage Costuming - Active</td>
<td>02/22/2012</td>
</tr>
<tr>
<td>THEATRE 42 Theatrical Makeup - Active</td>
<td>02/22/2012</td>
</tr>
<tr>
<td>THEATRE 2 Theatrical Dance - Active</td>
<td>03/28/2012</td>
</tr>
<tr>
<td>THEATRE 56 Children's Theatre - Launched</td>
<td>02/02/2005</td>
</tr>
</tbody>
</table>

Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEATRE Theatre Arts - Active</td>
<td>01/29/2007</td>
</tr>
<tr>
<td>THEATRE Theatre Studies - Active</td>
<td></td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
The only Theatre courses still requiring modification are THEATRE 5, 14, 18, 20, 21 & 51 because of the 6 year modification requirement. All other Theatre curriculum is in the queue in Curricunet, due to the proposed TMC
degree and related C-ID course descriptors.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Committees
Develop New Courses/Programs

Briefly explain:
The Theatre Arts department is in the process of evaluating the possibility of adding a Technical Theatre certificate because of market demands within the industry. Faculty are planning on requesting a labor market study to support the proposal of this certificate.

Review Team Response
The theater department is to be commended for staying current with curriculum by updating the necessary courses, and for responding to market demands by considering the addition of a new Technical Theatre certificate.

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?
Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT
How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Implement High School Theatre Festival for community outreach and increase enroll for the discipline.

**To which planning direction does this goal apply?**
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

**Year 1 Steps to Success (activities) and VIP Assessment:**
Create an action plan with timelines and responsibilities; recruit manpower; the number of high schools participating in initial planning phase; procuring financial donations; procuring administrative approval;

**Year 2 Steps to Success (activities) and VIP Assessment:**
plan content; plan workshops and competition categories; acting and technical design; scheduling; facilities planning, parking plans; catering aspects; on-campus production plans; public safety; risk management and liability issues; a large volunteer pool for this planning; high school student enrollment/participation numbers; eventual Chaffey enrollment by participating high school students; this could be a fund-raiser and be a source of income - paying for the subsequent year's Festival;

**Year Three Goal:**
Expand facilities to accommodate a variety of productions and events, as well as to accommodate audience size at campus events and theatrical productions; and operate an efficient Box Office. This goal is in place to offer cohesive training in a variety of venues for students enrolled in the Chaffey College Theatre programs.

**To which planning direction does this goal apply?**
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Sustainability

**Year 1 Steps to Success (activities) and VIP Assessment:**
strategic planning document for Theatre facility which would tie in with the college's Educational Master Plan, and Measure L planning documentation; architectural plans and designs; permits; Request for Proposal for construction of theatre; funding allocation; administrative approval; campus buy-in; funding procurement;

**Year 2 Steps to Success (activities) and VIP Assessment:**
continued funding stream; initiation of construction; establishment of timelines; completion of construction; opening of facility; accommodation of faculty and staff at Flex activities; operation of computer software for the Box Office;

**Year Three Goal:**
YEAR THREE: Increase number of degree completions to coincide with "Completion Counts" campus drive;

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
modify and update curriculum to submit the AA-t proposal
whether the Chancellor's Office accepts the degree proposal;

Year 2 Steps to Success (activities) and VIP Assessment:
in order to increase the number of degrees completed for the new AA-T in Theatre Arts, faculty will offer a departmental workshop/orientation at the beginning of each semester
the number of students applying for this degree who plan to transfer to a CSU;

Year Three Goal:
Develop and increase the number of Technical Theatre certificate completions because of demand in the industry - job market studies.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
modifying and creating curriculum to create this certificate; develop an advisory committee;
Chancellor's Office approval of courses

Year 2 Steps to Success (activities) and VIP Assessment:
in order to increase the number of Technical Theatre certificates completed, faculty will offer a departmental workshop/orientation at the beginning of each semester
the number of students applying for this certificate; successful employment upon completion of this certificate;

Review Team Response
The goal is unclear and not fully developed.
The theater department is to be commended for aspiring to create a high school theatre festival, expand facilities, and increase the number of degree and technical theater certificate completions. Regarding the wordings: All goals must begin with a verb, and have a rationale: “Achieve X, [in order] to…” Goal #1: Something like “Implement High School Theater Festival, to…” Goal # 2: Something like “Expand facilities…” Goal # 3: “Increase number of degree completions, to…” Goal # 4: Include rationale.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM
List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSR training; SLO training and input into Curricunet; attended reading workshop at the FSC</td>
<td>attended master class on Michael Chekov; Alexander Technique;</td>
<td>yoga and voice technique;</td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

Discuss departmental engagement on campus in connection to student learning.

- Governance committees
- Other college-related committees
- Other campus participation

How does your program benefit from your campus engagement?

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Theatre</th>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?

Does your program anticipate retirements within the next 3 years?

Review Team Response

Please answer the questions about the ramifications of your professional development activities.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

- no; the High School Festival could be financially self-sustaining;

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
full time faculty specializing in technical theatre so we can offer the technical courses listed in the AA-T Degree (specifically THEATRE 30, 32, 42 & 40)

Hiring Criteria:

**Institutional Level Considerations**
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
Increased FTES puts additional demand on the librarians for basic services that contribute to student success, and the number of bibliographic instruction sessions show an increase due to faculty interest and support
New and expanding student populations (e.g., Veteran’s, Early Alert)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supported by institutional data
Supports retraining to help students become employed or promoted in their professions

**Department Concerns**
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)
Supports diversity of program and course offerings

Year 2:

Hiring Criteria:

Year 3:

Hiring Criteria:

**STAFF**

Year 1
Box Office Manager; short-term hourly workers for costume; backstage technicians; 3 apprentice; these positions are requested to accommodate future classified staff full time retirement within the next 3 years;

Year 2

Year 3
Full time Theatre Manager;

**EQUIPMENT**
Year 1
risers for seating units in the Black Box to accommodate a 2nd performance space; mirrors for TA10; floor for TA 10 - current floor produces distractions to the learning process; chairs for TA10;

Year 2
lighting and sound for TA10; ceiling structure in TA10 to accommodate the hanging of the lights; curtains/drapes; sound mixer and amps, microphones and Vista light board TA10; computer hardware and software for lighting; speakers; 10 intelligent light fixtures; Vera lights;

Year 3
TECHNOLOGY

Year 1
Box Office hardware and software; hardware and software for lighting in TA 10; Apple computer for set design;

Year 2

Year 3
SOFTWARE

Year 1
software for lighting in TA 10; Apple computer for set design;

Year 2
website design for online ticket sales;

Year 3
OTHER

Year 1

Year 2

Year 3

Review Team Response
State how each request is linked to part of your VIP. For Staff requests, CSEA titles and locations on the CSEA salary schedule should be included. For equipment requests, give the costs, including shipping, installation and annual software fees, if applicable.

Review Team Response
While there are areas that are unclear, overall the document would be useful for planning, supporting and improving student achievement and SLO’s. The program review contains useful information and good, worthwhile VIP goals. The theater department is to be commended for
staying current via professional development activities and for excellent retention and success rates. But the program review lacks some crucial information, especially as pertaining to the VIP goals and requests.