

PROGRAM REVIEW

Department: THEATER



Date of Program Review: January 2025

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Recommended Timeline

1. Program Review document will be completed and submitted to the Instruction Office by January 31st.
2. Vice President of Academic Affairs and Institutional Effectiveness Support will complete the summary report and send it to faculty by February 15th.
3. Vice President of Academic Affairs and Institutional Effectiveness Support will provide feedback to faculty by April 15th.
4. The faculty responsible will review the report, provide any follow up information and make comments within seven days of receiving the report.
5. Programs under review may be asked to present a summary of their program findings and an action plan to the Board of Trustees in the following academic year.

ACADEMIC PROGRAM/DISCIPLINE REVIEW Fort Scott Community College

Introduction to Program

I. Scope

A. Program Relation to College Mission, Core Values, and Strategic Plan:

- 1. How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?** The goal of the program is to facilitate the growth of each student academically as well as personally, which supports the college's mission to meet student needs in both the short and long terms, setting them up for success in the classroom and the larger arena of life. In fact, the program's mission draws from that of one of the finest schools of performance in the world, the Stella Adler Studio of Acting in New York, which propounds that "growth as an actor and growth as a human being are synonymous. ... The studio's mission is to create an environment with the purpose of nurturing theater artists and audiences who value humanity, their own and others, as their first and most precious priority by providing art and education to the greater community." Theater, as does all fine art, exists as a communal experience, designed to bring people together, to connect us, to make us feel less alone and isolated, to satisfy a natural craving for entertainment in a format that can also allow us to confront social issues and injustices and, in turn, force us to think about our obligation to make the world a better place. As an instructor of theater, I do not believe the arts are a luxury, but rather a lifeline, a path toward learning about the human condition and an avenue toward empathy and understanding. To quote a current student: "Through personal experience and stories you shared, it really put into perspective how much theater can bond strangers and leave lasting impressions and memories for a lifetime." From the dawn of human history, theater has been there to underscore the development and evolution of civilization, to reflect society, to expand our worldview and to enrich our lives. The arts, like our athletics, help define our community. Our theater program, like theater itself, is inclusive and diverse and has a place for everyone. No student is ever turned away or treated as if he or she has less value than anyone else; and every student is celebrated for the unique qualities of his or her makeup and personality. Everyone fits in and is accepted as part of the team, part of the family, part of FSCC. We want students to relish their time here, to take pride in their work, to encourage others to make this their academic home, to become salespeople for the department and the school. Our purpose is to create

quality theater with the bottom line in mind, to be as little a burden on our taxpayers as possible. The main reason we do not charge admission to our shows (except for the nominal fee assessed for the rare musical) is to present theater without financial restriction for anyone as our gift to the community, an invitation to share with us the talents and creative energy of these young people in our charge who will soon be taking on a greater responsibility in shaping our world. Hopefully, we have advised and directed them well, living up to our promise and commitment to empower them and send them forward better prepared to meet the challenges of an ever-changing world. That's the value of this program as it mirrors the value of this institution.

2. **What specific goals of the strategic plan are affected by this? Please explain. The established goals of the strategic plan –** 1. Foster relationships with the communities FSCC serves; 2. Cultivate quality enhancements for education and learning; 3. Promote student success; 4. Fiscal responsibility; 5. Promote strategies for employee success – pretty much set the gameplan for the theater program. Starting from the top, this program is all about fostering relationships with the communities we serve. Our performances are created for an audience; our student creators come from those communities; and we look for opportunities to work with members of community groups and organizations (such as the SEK Mental Health Center, Friends of the Fort, the Historic Preservation Association of Bourbon County and USD 234). Pertaining to the cultivation of quality enhancements for education and learning, this program is constantly on the alert for ways to increase teaching effectiveness, modifying the processes after each semester to provide the maximum impact of course material and content. Class sessions become multi-media presentations to better command the interest and attention of students. Promoting student success is the primary focus of the courses in this program. The instructor also understands the demands placed on today's students insofar as workplace, family, extracurricular and academic obligations, and remains flexible in this regard when it comes to assignments and scheduling, and encourages students to ask for help when needed. It is also a goal of this program to accept and maintain a fiscal responsibility, spending money only when necessary, eschewing the unnecessary purchase of revised texts every year or so, repurposing materials, soliciting donations whenever possible (as with Walmart and the Christmas play), treating the school's money as if it was the instructor's own. Lastly, in promoting strategies for employee success, the program strives to involve faculty and staff as participants and/or audience members to foster the notion of a theater department that belongs to all of us. A direct connection this program has established with the

community is through our children's summer theater program, open to any and all area youth aged 6 to 17. Not only has the program, in camp format, served to promote the arts and the institution, but, on several occasions, has led to participants joining our student body following their matriculation through high school. Our goal is to see them advance from Greyhound camper to Greyhound graduate.

B. Program/Discipline Demand/Need:

If applicable, provide any advisory board meeting minutes.

- 1. Describe the need for the program/classes based on regional demands.** Other community colleges in our region (Neosho and Allen, specifically) offer similar full-fledged theater programs, but, to my knowledge, we are set apart by the incorporation of improvisation training in our performance curriculum. So, to maintain as strong an arts presence as the aforementioned comparable institutions, there is a need for retaining and investing more heavily in our theater program.
- 2. Is program revision needed? If yes, provide a detailed rationale supporting the program change.** As mentioned above, fielding a trained and effective improv troupe is an advantage FSCC can and should exploit. While I don't believe any full-scale revision is necessary, this small shifting of focus could make a big difference in our ability to attract students with an interest in the performing arts.
- 3. Describe how the revised program differs from the current one?** As of right now, it isn't a significant change, as we roll improv into Theater Projects. Eventually, however, a course in Improvisational Acting could be added to the theater program with additional shows scheduled throughout the year, allowing the students to implement the acquired skills before an audience.

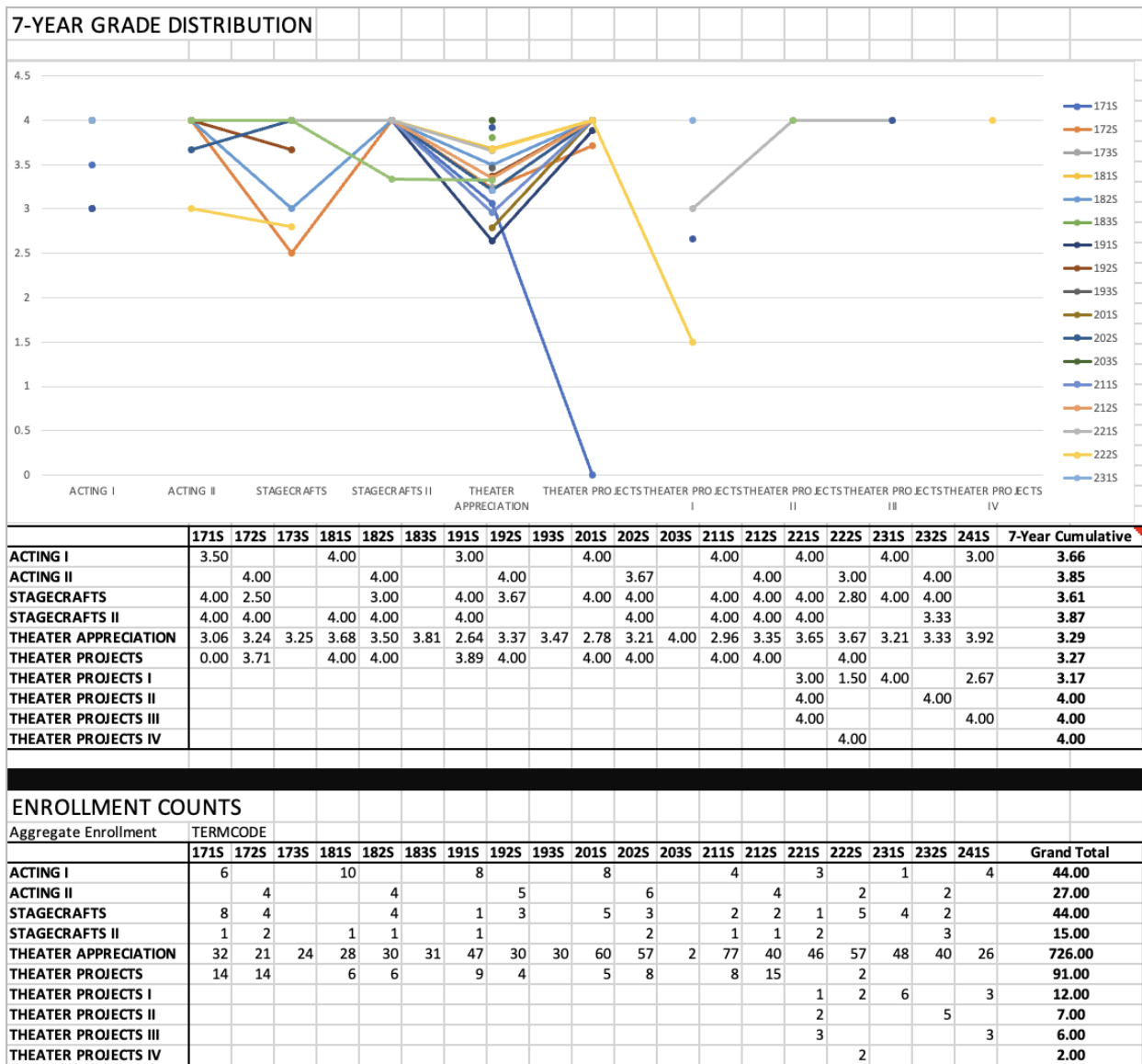
C. Program/Discipline Analysis:

- 1. What procedures are used to ensure that course content is up-to-date?** No formal procedures are used for this purpose. The instructor networks with other collegiate theater programs and attends (in person or via Zoom)

the regular statewide curriculum outcome and competency reviews and updates. The program content is carefully tailored to meet the standards and outcomes set forth by the Kansas Board of Regents, which gives our students confidence in the transferability of those courses to any institution of higher learning in the state.

2. **How do you ensure appropriate academic rigor and consistency of course content in all modalities and locations where the courses are offered?** As of now, the only modality in which theater classes are taught is on-ground at the main campus. As for ensuring rigor and consistency, as the instructor, I apply my experiences as a student on the four-year level and, taking into account the academic advancement of first- and second-year college students, adjust expectations accordingly, while maintaining the goal of preparing them for the next step up the educational ladder.

3. **Provide the following data for your program below: Enrollment Data by course, credit hours, and grade distribution.** Since my arrival as an instructor in the fall of 2017 through fall 2024, 974 total students have taken a total of 2,922 credit hours. The individual course breakdown is as follows: Acting I, 44 students, 132 credit hours, 3.66 GPA; Acting II, 27 students, 81 credit hours, 3.85 GPA; Stagecrafts, 44 students, 132 credit hours, 3.61 GPA; Stagecrafts II, 15 students, 45 credit hours, 3.87 GPA; Theater Appreciation, 726 students, 2,178 credit hours, 3.27 GPA; Theatre Projects, 118 students, 354 credit hours, 3.69 (approx.) GPA.



4. **Instructor Information:** List full time faculty, adjunct faculty, and concurrent faculty who teach courses in the program. Allen Twitchell, the author of this report, is the theater instructor and director. At this time, I am the sole member of the theater faculty, but our technical director and theater manager Joshua Ramsey assists with Stagecrafts classes and productions.

D. Program Assessment:

1. **What are the program outcomes and what methods are used to assess the program outcomes?** The outcomes are: 1) Students will demonstrate the process of conceptualizations to performance via multiple methods; 2) Students will be able to analyze culturally significant and diverse artifacts; 3) Students will be able to explain the social significance of creative endeavors; 4) Students will be able to perform with appropriate audience awareness. The methods for assessment are quizzes, texts, analyses, discussion, projects and performance.

2. Complete the Curriculum Mapping Matrix.

Course Number	Course Name	Program Outcome #1	Program Outcome #2	Program Outcome #3	Program Outcome #4	Program Outcome #5
DRA1013 DRA1023	Acting I Acting II	YES		YES	YES	NA
DRA1053 DRA1063	Stagecrafts I Stagecrafts II	YES		YES		NA
DRA1313	Theater Appreciation		YES	YES		NA
DRA2031-2021-1051-2051	Theater Projects I-II-III-IV	YES	YES	YES	YES	NA

3. **What is the process for program and course-level assessment?** Of course, it begins with grading and evaluating assignments, analyses, quizzes and tests, and witnessing and critiquing performances. In the performance and productions classes (acting and stagecrafts), it is easier to monitor improvement and growth than it is in the general-education class (theater appreciation), where the measurement is more quantitative in most cases.
4. **Include the findings of outcomes assessment reports from the department since the last program review? (Include the assessment data to support your findings.)** Overall, theater department students' performance has historically met or surpassed the benchmark of 70

percent with 75 percent of students achieving a 3 or a 4 on all assessed course learning outcomes from the fall of 2022 through the fall of 2024. Note: Anomalies occur when a student stops attending a small-sized class and fails to formally withdraw from the course, thereby receiving a grade based on partial work in that class, lowering the overall performance level substantially. Additionally, students in theater classes consistently performed above the overall departmental success rates for PLOs.

Program: Theater Aggregated Assessment Data Fall 2022-Fall 2024					
Table indicates percent of students who scored a 3 (meets standards) or a 4 (exceeds standards) on assessment per both PLOs and mapped Theater CLOs.					
FALL 2022-FALL 2024					
Comm. & F.A. PLO 1 Students will demonstrate the process of conceptualizations to performance via multiple methods.	86%				
Theater CLOs Mapped to PLO1	DRA101 CLO 1 100% CLO2 100% CLO3 100% CLO4 100% CLO5 100%	DRA102 CLO1 100% CLO2 75% CLO3 100% CLO4 75%	DRA 105 CLO1 85% CLO2 100% CLO3 85% CLO4 85%	DRA131 CLO1 86% CLO2 75% CLO4 86%	DRA203 CLO1 100% CLO2 100% CLO3 100%
Comm & F.A. PLO 2 Students will be able to analyze culturally significant and diverse artifacts.	84%				
Theater CLOs Mapped to PLO2	DRA131 CLO1 86% CLO2 75% CLO3 90%				
Comm & F.A. PLO 3 Students will be able to explain the social significance of creative endeavors.	80%				
Theater CLOs Mapped to PLO3	DRA101 CLO 5 100%	DRA131 CLO1 86% CLO2 75% CLO3 90%			
Comm & F.A. PLO 4 Students will be able to perform with appropriate audience awareness.	85%				
Theater CLOs Mapped to PLO4	DRA101 CLO1 100% CLO2 100% CLO3 100% CLO5 100%	DRA102 CLO1 100% CLO2 75% CLO3 100% CLO4 75%	DRA105 CLO1 85% CLO2 100% CLO4 85%	DRA131 CLO1 86% CLO2 75% CLO4 86%	DRA203 CLO1 100% CLO2 100%

					CLO3 100%
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E. For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3-year graduates

Please list any third-party accreditation.

List any additional needs for the program (facilities, personnel, technology, student support, etc.).

II. SWOT Analysis

A. Strengths: I am not prone to self-aggrandizement, but, in this exercise, I would consider myself (the instructor) as a program strength. For one thing, I have experience. For another, I have passion for the discipline of theater. I also have a desire to see every student succeed, not only in class, but, much more importantly, in life. Another strength is our facility (although it is beginning to show its age). The support system, with our music director, technical director, administration, the board of trustees, faculty and staff, is exceptional. Students in the program know they are valued and loved. Also, students know they will get opportunities to showcase their talents and skills, and will be surrounded by people who encourage their individuality and cheer their successes.

B. Weaknesses: Students do not flock to FSCC for theater (or the arts) therefore our number is small. Indeed, more effort could be made toward recruiting. We are also somewhat limited by budgetary concerns (we have a deep respect for the bottom line and our taxpayers and do our best to keep expenses to a minimum, but that can often mean cutting corners). More energy could be afforded to fund-raising as a supplement to our program budget. (We do not charge admission to shows, except for a minimal amount for musicals, because, I believe it is one way to give back to the community.)

- C. **Opportunities:** There are voids to be capitalized upon, even for a small program like ours. We can sell opportunity (stage time), one-on-one instruction, a familial atmosphere, and a safe and caring environment. As mentioned above, few similar schools focus on improvisational acting, which opens a door for us to offer something fairly unique and exciting.
- D. **Threats:** The possible loss of funding (for the arts) is a major concern. Also, it grows exceedingly more difficult to attract students to the arts at an institution such as ours. The competition is keener every year. This is for a variety of reasons, one being the difficulty of establishing a steady, lucrative career as a performer (or artist). The arts are an enhancement, an enrichment to a full life, but drop off the radar as a potential career choice for most students coming out of high school.

III. Action Plan

A. Action Plan

1. **Provide a list of accomplished action items from the previous Program Review. What items are pending/not completed from the last Program Review? Please provide rationale.** A program review has not been

conducted for theater since before my arrival here in the fall of 2017. For whatever reason, one was never requested of me during that time. Therefore, I am unaware of any pending action items.

2. **Create an action plan including justification for the program.** Here's my action plan. Goal: To further establish an active, viable program populated by a dozen or more students on scholarship intent on producing quality performances as a benefit to the communities we serve. Tasks: Locate, recruit and sign aforesaid students; search for shows with an appeal for the demographics of our potential audiences; partner with community groups and organizations to help create a cultural coalition. Priorities: Recruiting is No. 1; keeping the program in step with the changing times is another. Resources: It begins and ends with students. We also need the funding to stage our shows and for the technical trappings to enhance them. Deadlines: By the fall of 2025, I hope to have increased the number of students on scholarship to the desired total. Progress: Periodical updates will be shared with and reported to the vice president of academic affairs. As pertaining to justification, no less an authority than William Shakespeare, history's greatest playwright, has proclaimed all the world a stage and the men and women merely players upon that stage. I couldn't agree more. We are all born actors and play many roles as we course through life: son, daughter, brother, sister, friend, student, teacher, athlete, artist, parent, employer, employee. Why wouldn't we want a program that allows us to examine and explore that postulate, to help us uncover the mysteries of the human condition that connect us all? As is all art, theater is inclusive and diverse, a beacon that shines for everyone, a notion, I believe, reflected by our attitude at Fort Scott Community College, where there is a place for everyone, a program for everyone. Theater, and the arts, underscores the development and evolution of civilization, reflects society (for better or ill), allows us to confront issues of injustice, brings us together, enriches our lives, expands our worldview, and creates an avenue toward empathy and understanding. In essence, it's a program designed to help turn out better students and even better people. There's no greater legacy than that.

**SUMMARY REPORT
ACADEMIC PROGRAM REVIEW**

Date:

Academic Program Report Checklist

Cover Sheet:

- ☐ Department
- ☐ Date of Program Review
- ☐ Prepared By

Introduction to Program

I. Scope

- ☐ **Program Relation to College Mission, Core Values, and Strategic Plan:**
 - ☐ Goals and measurable objectives aligned with college mission.
 - ☐ Strategic plan goals impacted by the program.
- ☐ **Program/Discipline Demand/Need:**
 - ☐ Advisory board meeting minutes (if applicable).
 - ☐ Description of regional demands for the program/classes.
 - ☐ Need for program revision (if applicable).
 - ☐ Rationale and details of proposed program changes.
- ☐ **Program/Discipline Analysis:**
 - ☐ Procedures ensuring up-to-date course content.
 - ☐ Measures ensuring academic rigor and consistency.
 - ☐ Enrollment data by course, credit hours, and grade distribution.
 - ☐ Instructor information (full-time faculty, adjunct faculty, concurrent faculty).
- ☐ **Program Assessment:**
 - ☐ Program outcomes and assessment methods.
 - ☐ Curriculum Mapping Matrix completion.
 - ☐ Process for program and course level assessment.
 - ☐ Findings from outcomes assessment reports since the last review.
 - ☐ Assessment data supporting findings.
- ☐ **CTE Programs Only:**
 - ☐ Program majors/current concentrators.
 - ☐ Unduplicated prior three-year graduates.
 - ☐ Third-party accreditation (if any).
 - ☐ Additional program needs (facilities, personnel, technology, student support).

II. SWOT Analysis

- ☐ **Strengths:**
- ☐ **Weaknesses:**

- ☐ **Opportunities:**
- ☐ **Threats:**

III. Action Plan

- ☐ **Action Plan:**
 - ☐ List of accomplished action items from the previous review.
 - ☐ Pending/not completed items from the last review with rationale.
 - ☐ Justification for the current action plan.