

THEATER ARTS

Summary of Program Review:

A. Major Findings

1. Strengths:

- Integration of Professional Theater Practices
- Commitment to Inclusive and Culturally Responsive Pedagogy
- High quality educational and artistic productions
- Innovative Partnerships with diRosa Center for Contemporary Arts, Cafeteria Kids Theater, NVC Music, Communication Studies and Health Occupations Departments as well as St Helena and New Tech High Schools
- Online courses have increased enrollments and involvement in theater arts
- Advancement of curricular and co-curricular activities on campus and off through Shakespeare Napa Valley and the the Emergence Festival have expanded community participation.

2. Areas for Improvement:

- Update the curriculum and establish a consistent, sustainable Student Learning Outcomes (SLO) assessment cycle process.
- Unarchive the Musical Theatre program to support continued growth and meet ongoing student demand.
- Reinstate the Costume Shop Supervisor position to serve both academic needs and the growing number of community users.
- Develop CTE Entertainment Technology Certificate.
- Expand partnerships with all Napa County high schools to strengthen recruitment and build a more diverse pipeline of theater students.
- Increase performance opportunities for non-singing actors on the Napa Valley College Performing Arts Main Theater stage.
- Assess the feasibility of developing an outdoor amphitheater to support the growing needs of outdoor performance programming.

Projected Program Growth, Stability, or Viability:

Over the last three years, the department has focused on stability. We have used strategic analysis when scheduling courses, resulting in increased headcount and class sizes. We also continued to nurture key partnerships, which have provided vital support to our programming.

The di Rosa Center for Contemporary Art has become an essential partner for our outdoor Shakespeare performances, offering both a unique venue and marketing assistance. This partnership has led to sold-out shows and critical acclaim from both students and the community. The new location, along with collaborations with the Prague Shakespeare Company and the Shakespeare Theatre Association, has helped to raise our profile regionally, nationally, and internationally. We also saw great success through our ongoing partnership with Cafeteria Kids Theater (CKT). Each fall, we co-produce a Main Stage production with CKT. This unique collaboration provides high school students with dual enrollment opportunities and inspires the next generation to attend Napa Valley College, due to their positive experience on campus.

Our partnership with the NVC Music Department has supported enrollment in *THEA 153*. Last year, our joint production of *Spring Awakening* was awarded Best Production by a regional theater organization. However, a challenge has emerged: since only musicals have been staged on the Main Stage since 2022, we may be unintentionally excluding students who are not musically inclined from participating. Furthermore, only students with the "best" voices are typically cast in lead roles, due to the musical demands of the productions. We believe offering a non-musical Main Stage production every other year would foster a more inclusive experience for all students.

Partnerships with New Tech High School and St. Helena High School have created more opportunities for student performance through our Emergence Festival of New Work and dual enrollment courses.

Now that we have established a strong foundation, we are poised for growth. Our production courses are now repeatable, and we are seeing strong enrollment. To meet this growing demand, we urgently need the Costume Shop Supervisor position to be reinstated. This role was paused during the early days of the COVID-19 pandemic. Although the college later faced a budget crisis, the need for this position has only increased due to the rise in production-based course enrollment. For example, in our current production, *As You Like It, The Musical*, over seventy students are enrolled in the associated courses. Producing a show of this scale without proper staffing has been extremely difficult for instructors, who are often forced to manage areas outside their expertise. In addition, we frequently lack sufficient technical staff to support productions because existing staff are needed for external user events. An additional theater technician would help alleviate these challenges. Both the Costume Shop Supervisor and theater technician roles will also support the Entertainment Technology CTE certificate, which is scheduled for development in 2025–26 following verbal approval from the Deans of Arts & Sciences and Workforce Development that occurred in a new program meeting in February 2025.

Given the demand and enthusiasm for our theater program, we also need to offer more courses. This requires thoughtful, strategic expansion. While our courses may not match the headcount of larger departments, course fill rates are strong for most Theater Arts offerings.

There is especially strong momentum within the Musical Theatre program. As a result, we plan to unarchive the Theater Arts AA degree and revise to better support musical theatre students who wish to transfer to four-year universities.

The Theater Arts program has built a solid foundation rooted in collaboration, student engagement, and artistic excellence. With strong enrollment, growing community partnerships, and increasing student interest—particularly in musical theatre and Shakespeare—, we are ready to move from stabilization to strategic growth. By reinvesting in critical staffing, expanding course offerings, and maintaining a commitment to access and inclusion, we can ensure the continued success and sustainability of our program.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College Theater Arts directly aligns with the college's mission by offering student-centered, equity-focused, and community-oriented opportunities in the classroom and on stage that transform lives through the power of storytelling and performance. Whether students aim to transfer to four-year institutions, pursue careers in the arts, or explore their creative potential, the program provides rigorous, hands-on training and inclusive performance experiences that foster personal growth, collaboration, and confidence. A recent theater reviewer, Harry Duke noted "Production values are superb ... to give this show a unique visual flair. That flair is enhanced by a level of diversity on stage best exemplified in the grand musical number "In Arden". By the end of the number, the stage has been filled with dozens of individuals of varying genders, colors, ages, ethnicities, orientations, shapes, sizes, and physical abilities." Through partnerships with local schools, regional, national and international arts organizations, and community venues, Theater Arts also serves as a cultural bridge—expanding access to the arts, locally and across the globe, while preparing students to engage meaningfully with a diverse world.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The annual Emergence Festival of New Work provides all students an opportunity to share their stories with each other and the public.

Our new Acting certificate will meet the needs of students who want to join the workforce rather than attending a four year university. It will also provide community members to grow confidence and performance skills which are essential for any industry.

Our productions are community oriented, and most recently we produced *As You Like It, the Musical* where students and community members alike could participate in the production through our credit and non credit programs.

Partnerships with local arts organizations such as Cafeteria Kids Theater, Festival Napa Valley and di Rosa Center for Contemporary Art create theater opportunities with and for our community through student matinees, site specific productions, and youth-oriented performance content.

Our faculty are industry professionals cultivating opportunities to engage with theater in relevant ways that meet current standards of artistry and artisanship, preparing them for employment in performance-oriented fields and/or transferring to a four-year university.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The Theater Arts program actively supports Napa Valley College’s Culture and Climate goals by fostering a collaborative and inclusive environment—building trust through shared decision-making in production planning, curriculum design, and production choices. Our rehearsal spaces and theaters function as culturally inclusive gathering spaces, where students connect before and after class and form meaningful artistic communities. Productions give students the opportunity to explore diverse perspectives, voices, and lived experiences through performance. Our partnerships with local schools and arts organizations create opportunities for connection that extend beyond the classroom, while co-curricular and extracurricular activities provide additional entry points for student involvement. Finally, by offering clearly structured course pathways and a practical, career-aligned experience, the program supports Guided Pathways and strengthens the overall student experience.

C. New Objectives/Goals:

- Offer diverse Main Theater performance opportunities outside of musicals
- Develop a CTE program in technical Theater to create structured pathways for employment in the entertainment fields
- Partner with the Music and Dance departments to explore a retooled AA in Musical Theater, and/or Certificate in Musical and/or a Musical Theater Learning Community
- Assess the need for an outdoor amphitheater to meet the demand of theater courses taught outdoors
- Explore non-credit integration throughout the program

D. Description of Process Used to Ensure “Inclusive Program Review”

Program review started with the unit planning meetings. The department head took input from Theater Arts staff and faculty and served as the lead writer. Staff and faculty members gave input on the final draft.

This report covers the following program, degrees, certificates, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Theater Arts
Degrees/ Certificates	Theater Arts-Acting: AA Theater Arts-Technical Theater: AA Theater Arts: AA-T
Courses	THEA 89
	THEA 99
	THEA 100
	THEA 105/HUMA 174
	THEA 110
	THEA 111
	THEA 114
	THEA 115
	THEA 120
	THEA 122
	THEA 140
	THEA 141
	THEA 142
	THEA 151
	THEA 152
	THEA 153
	THEA 154
	THEA 155
	THEA 156
	THEA 157
THEA 158	
THEA 161	
THEA 170	
THEA 174	
THEA 175	

	THEA 210
	THEA 220
	THEA 244
	THEANC 750

Taxonomy of Programs, February 2025

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Headcount				
Within the Program	136	146	135	-0.7%
Across the Institution	6,653	6,161	6,473	-2.7%
THEA-89	--	13	9	N/A
THEA-100	37	18	--	-100%
THEA-105/THEA-174/HUMA-174	14	18	21	50.0%
THEA-110	28	18	30	7.1%
THEA-111	13	4	9	-30.8%
THEA-115	--	--	13	N/A
THEA-122	--	--	14	N/A
THEA-140	6	--	8	33.3%
THEA-141	7	--	--	-100%
THEA-151	16	82	57	256%
THEA-152	14	1	--	-100%
THEA-153	55	79	90	63.6%
THEA-154	20	2	--	-100%
THEA-155	--	3	--	N/A
THEA-156	13	--	--	-100%
THEA-161	3	--	--	-100%
THEA-210	3	5	3	0%
THEA-244	2	--	2	0%
Within the Program	231	243	256	10.8%
Across the Institution	25,216	23,488	24,913	-1.2%
THEANC-750	--	--	17	N/A
<i>Source: SQL Queries for Fall 2024 Program Review for credit enrollments; Term-to-Term FTES-Load Comparison Report (by Non-Credit Course) for noncredit enrollments</i>				

***RPIE Analysis:** The number of student enrolled (headcount) in the Theater Arts Program decreased by 0.7% over the past three years, while headcount across the institution decreased by 2.7%. Enrollment within the Theater Arts Program increased by 10.8%, while enrollment across the institution decreased by 1.2% over the same period.*

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2021-2022 and 2023-2024:

Courses with enrollment increases:

- *THEA-151 (256%)*
- *THEA-153 (63.6%)*
- *THEA-105/THEA-174/HUMA-174 (50.0%)*
- *THEA-140 (33.3%)*

Courses with enrollment decreases:

- *THEA-100 (-100%)*
- *THEA-141 (-100%)*
- *THEA-152 (-100%)*
- *THEA-154 (-100%)*
- *THEA-156 (-100%)*
- *THEA-161 (-100%)*
- *THEA-111 (-30.8%)*

The noncredit course within the Theater Arts Program enrolled 17 students in spring 2024.

The remaining programs reported in the Taxonomy of Programs for Theater Arts (THEA-99, 114, -120, -142, -157, -158, -170, -174, -175, and -220) did not have any enrollments between 2021-2022 and 2023-2024.

Program Reflection:

Over the past three years, the Theater Arts Program experienced a modest 0.7% decrease in student headcount, outperforming the college-wide headcount decline of 2.7%. Notably, overall course enrollment in Theater Arts increased by 10.8%, in contrast to a 1.2% decline across the institution, indicating growing student interest and engagement in Theater Arts courses. Several courses saw significant enrollment gains—including THEA-151 (256%), THEA-153 (63.6%), and THEA-105/174/HUMA-174 (50%)—while others experienced 100% enrollment decreases, likely due to course rotation or program adjustments. One noncredit course enrolled 17 students in Spring 2024, suggesting potential for continued community or lifelong learning interest. These trends highlight both the program's resilience and opportunities for strategic course offerings moving forward.

2. Average Class Size

	2021-2022		2022-2023		2023-2024		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
THEA-89	--	--	1	13.0	1	9.0	11.0	N/A
THEA-100	2	18.5	1	18.0	--	--	18.3	-100%
THEA-105/THEA-174/HUMA-174	1	14.0	1	18.0	1	21.0	17.7	50.0%
THEA-110	2	23.0	2	13.5	2	22.0	19.5	-4.3%
THEA-115	--	--	--	--	1	13.0	13.0	N/A
THEA-122	--	--	--	--	1	14.0	14.0	N/A
THEA-140	1	20.0	--	--	--	--	20.0	-100%
THEA-141	1	7.0	--	--	--	--	7.0	-100%
THEA-151	1	36.0	3	29.3	2	28.5	30.2	-20.8%
THEA-153	2	27.5	3	26.3	3	32.7	29.0	18.9%
THEA-156	1	16.0	--	--	--	--	16.0	-100%
Program Average*	11	21.0	11	22.1	11	23.3	22.1	11.0%
Institutional Average*	1,048	24.1	954	24.6	986	25.3	24.6	5.0%
THEANC-750	--	--	--	--	1	17.0		

Sources: SQL Queries for Fall 2024 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Note Regarding Concurrent Sections:

- All enrollments in secondary concurrent sections are reported under the course listed as the primary section.

RPIE Analysis: Over the past three years, the Theater Arts Program has claimed an average of 22.1 students per section. The average class size in the program is lower than the average class size of 24.6 students per section across the institution during this period. Average class size in the program increased by 11.0% between 2021-2022 and 2023-2024. Average class size at the institutional level increased by 5.0% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2021-2022 and 2023-2024:

Courses with increases in average class size:

- *THEA-105/THEA-174/HUMA-174 (50.0%)*
- *THEA-153 (18.9%)*

Courses with decreases in average class size:

- *THEA-100 (-100%)*
- *THEA-140 (-100%)*
- *THEA-141 (-100%)*
- *THEA-156 (-100%)*
- *THEA-151 (-20.8%)*

Program Reflection:

Over the last three years, Theater Arts classes have had an average of about 22 students per class, which is slightly smaller than the college's overall average of about 25 students per class. However, an average of 22 students in a Theater Arts course is actually considered quite large in theater performance-based course settings, which require more individualized instruction, rehearsal time, and space.

Theater Arts class sizes have grown by 11%, while class sizes across the whole college grew by only 5%. This means interest in Theater Arts is increasing at a faster rate than the institutional average.

THEA 105 saw an increase in enrollment when it was re-offered with a different instructor who appeared to attract more students. It's important to note that enrollment in THEA 151 and THEA 153 will always fluctuate depending on the play we produce each semester, as these courses are tied directly to production casting and design needs. THEA 100 did not run in 23/24 to place it on a strategic schedule. THEA 156 was archived. THEA 140 and 141 are technical theater courses, and we often struggle to meet minimum enrollment for them, so they must be offered strategically based on production demands and student interest. The loss of the Costume Shop Supervisor has also gravely impacted enrollment in technical theater courses.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	Capacity	Fill Rate
2021-2022	231	260	88.8%
2022-2023	243	290	83.8%
2023-2024	256	280	91.4%
Three-Year Program Total	730	830	88.0%
Productivity			
	FTES	FTEF	Productivity
2021-2022	26.4	2.6	10.2
2022-2023	36.1	2.5	14.4
2023-2024	40.2	2.3	17.5
Three-Year Program Total	102.7	7.4	13.9
Sources: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)			

RPIE Analysis: Between 2021-2022 and 2023-2024, the fill rate within the Theater Arts Program ranged from 83.8% to 91.4%. [The fill rate has not been calculated at the institutional level.] The program-level rate across the three-year period was 88.0%. Between 2021-2022 and 2022-2023, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity). Between 2022-2023 and 2023-2024, enrollment increased and capacity decreased, resulting in an increase in fill rate.

Productivity within the Theater Arts Program ranged from 10.2 to 17.5 [Productivity has not been calculated at the institutional level.] The three-year productivity of 13.9 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

Over the past three years, the Theater Arts Program maintained a strong average fill rate of 88%, with individual years ranging from 83.8% to 91.4%. While both enrollment and capacity increased between 2021–2022 and 2022–2023—resulting in a temporary drop-in fill rate due to a larger increase in capacity—fill rates rose again the following year as enrollment continued to grow and capacity decreased. This indicates consistent student interest and strong course demand.

Program productivity over the same period averaged 13.9, below the institutional target of 17.5. This lower figure reflects the unique structure of Theater Arts courses, which often involve smaller class sizes, hands-on instruction, and production-based learning that are not easily measured by traditional productivity metrics. Despite this, the program continues to operate efficiently within the pedagogical requirements of the discipline, serving a high number of students relative to course offerings.

4. Labor Market Demand

This section does not apply to the Theater Arts Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

Course	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
THEA-89	100%	X		95.5%	X	
THEA-100	81.8%		X	76.4%		X
THEA-105/THEA-174/HUMA-174	96.2%		--	78.8%		X
THEA-110	90.8%		X	73.7%		X
THEA-111	100%	X		96.0%	X	
THEA-115	100%	X		100%	X	
THEA-122	100%	X		92.9%	--	
THEA-140	85.7%		X	85.7%		X
THEA-141	*			*		
THEA-151	99.4%	X		99.4%	X	
THEA-152	100%	X		100%	X	
THEA-153	98.7%	X		98.7%	X	
THEA-154	100%	X		100%	X	
THEA-155	*			*		
THEA-156	100%	X		100%	X	
THEA-161	*			*		
THEA-210	90.9%		X	90.9%		X
THEA-244	*			*		
Program Level	96.4%			92.6%		
Institutional Level	90.9%			73.2%		

Source: SQL Queries for Fall 2024 Program Review

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.

Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.

*Data are suppressed due to low N (N < 10).

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Theater Arts Program was significantly higher than the retention rate at the institutional level. The retention rates for THEA-100, THEA-110, and THEA-140 were significantly lower than the program-level rate. (Courses with significantly higher retention rates than the program-level rate are noted in the table above.) The retention rate for the Theater Arts Program falls within the fourth quartile (Q4) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Theater Arts is among the highest 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Theater Arts Program was significantly higher than the rate at the institutional level. The successful course completion rates for THEA-100, THEA-105/THEA-174/HUMA-174, and THEA-110 were significantly lower than the program-level rate. (Courses with significantly higher successful course completion rates than the program-level rate are noted in the table above.) The successful course completion rate for Theater Arts falls within the fourth quartile (Q4) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Theater Arts is among the highest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (3.8%) was significantly lower than the difference at the institutional level (17.7%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Theater Arts courses claimed a difference (between retention and successful course completion) that exceeded the 3.8% difference at the program level:

- THEA-105/THEA-174/HUMA-174 (17.4%)
- THEA-110 (17.1%)
- THEA-122 (7.1%)
- THEA-100 (5.4%)
- THEA-89 (4.5%)
- THEA-111 (4.0%)

Program Reflection:

Over the past three years, the Theater Arts Program demonstrated outstanding student retention and success outcomes, ranking in the top 25% of all instructional programs at Napa Valley College in both categories. The program's retention and successful course completion rates were significantly higher than the institutional averages. Furthermore, the gap between retention and successful course completion—only 3.8%—was well below the institutional gap of 17.7%, indicating that students who remain enrolled in Theater Arts courses are highly likely to succeed.

While most courses performed strongly, a few—including THEA-100, THEA-110, and THEA-105/THEA-174/HUMA-174—showed lower retention or success rates compared to the program average. These courses correspond to Introduction to Theater, Acting, and Culture and Gender in Theater. One ongoing challenge in theater education is that some students enroll expecting the courses to be less challenging academically. When they encounter rigorous academic outcomes and performance expectations, they may choose to withdraw or disengage.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Unknown Gender			89.3%	69.3%
19 or Younger			93.0%	71.1%
African American/Black			83.3%	68.2%
Latinx/Hispanic			88.1%	69.4%
First-Generation			92.0%	69.4%
Not Disabled			92.4%	73.0%
Non-Veteran	96.4%	90.9%		

Source: SQL Queries for Fall 2024 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the seven demographic groups with significantly lower retention or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the seven groups listed above.

Within the Theater Arts Program, the retention rate among non-veterans was significantly higher than the rate at the institutional level.

Within the Theater Arts Program, the successful course completion rates among students of unknown gender, students ages 19 and younger, Latinx/Hispanic students, first-generation students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level. (The difference between the rates among African American/Black students at the program and institutional levels was not statistically significant.)

These findings regarding equity reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates. (See Section I.B.1 above.)

Program Reflection:

Theater Arts Program equity outcomes compare favorably to institutional trends, particularly among groups that typically experience lower success rates college wide. Over the past three years, non-veteran students in Theater Arts demonstrated significantly higher retention than their peers at the institutional level. Additionally, successful course completion rates for students of unknown gender, students 19 and younger, Latinx/Hispanic students, first-generation students, and students without a reported disability were all significantly higher than the corresponding rates across the college. While outcomes for African American/Black students in the program did not differ significantly from institutional averages, these findings underscore the Theater Arts Program's effectiveness in supporting equitable student success.

We attribute these positive outcomes to our course content and instructional approach. Our instructors curate materials that reflect the identities and experiences of our students, staying responsive to their needs each semester. This often involves adapting course materials based on the demographics of each class, ensuring that students can see themselves represented within the realm of theater.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
In-Person vs. Hybrid						
THEA-110	*		*	*		*
THEA-111	*		*	*		*
THEA-151	100%		98.2%	100%		98.2%
THEA-153	94.7%		100%	94.7%		100%
Program Total						
In-Person vs. Hybrid	97.4%		98.0%	96.6%		96.0%

Source: SQL Queries for Fall 2024 Program Review

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

*Data are suppressed due to number of students in cohort(s) (N < 10).

Bold italics denote a significantly lower rate within that delivery mode.

Over the past three years, four courses within the Theater Arts Program were offered through multiple delivery modes within the same academic year. THEA-153 was offered through hybrid and in-person formats delivery modes in 2021-2022. THEA-110 and THEA-111 were offered through hybrid and in-person formats in 2022-2023, as was THEA-151 in 2022-2023 and 2023-2024. This analysis focuses on program-level rates. Details regarding retention and successful course completion rates within individual courses are reported in the table above.

Within the Theater Arts Program:

- In courses that were offered through in-person and hybrid formats, the retention rate in in-person sections reflected the retention rate in hybrid sections. (The difference was not statistically significant.)*
- In courses that were offered through in-person and hybrid formats, the successful course completion rate in in-person sections reflected the successful course completion rate in hybrid sections. (The difference was not statistically significant.)*

Program Reflection:

Over the past three years, four courses within the Theater Arts Program were offered in multiple delivery formats within the same academic year. THEA-153 was offered in both hybrid and in-person formats in 2021–2022. In 2022–2023, THEA-110 and THEA-111 were offered in both hybrid and in-person formats, as was THEA-151, which continued to be offered in both formats in 2023–2024. While this analysis focuses on program-level outcomes, course-specific retention and successful course completion data are presented in the table above.

Within the Theater Arts Program, there were no statistically significant differences in retention or successful course completion rates between in-person and hybrid sections. This suggests that students performed similarly across both delivery modes, and that the program has been successful in maintaining quality and consistency of instruction regardless of format.

Coming out of the pandemic, the hybrid format has proven to be a valuable tool for continuity and flexibility in Theater Arts. It allows specific performance courses to seamlessly transition into an online environment if a class member becomes ill, ensuring that rehearsals can continue without interruption. Additionally, for courses like THEA 151 and THEA 153 incorporating some early rehearsal activities—such as “table work”—online has reduced commute demands for students, making it easier for them to participate fully during the initial stages of the rehearsal process.

C. Student Achievement

1. Program Completion

	2021-2022	2022-2023	2023-2024
Degrees	3	0	3
AA Degrees: TARTA.AA	0	0	2
AA-T Degrees: THEATER.AAT	3	0	1
Institutional: AA Degrees	83	84	79
Institutional: AA-T Degrees	133	96	107
<i>Source: SQL Queries for Spring 2025 Program Review</i>			

RPIE Analysis: The Theater Arts Program conferred 6 degrees between 2021-2022 and 2023-2024. The Theater Arts Program accounted for 1.2% of the AA-T degrees awarded and less than 1% of the AA degrees by NVC across the three-year period. In 2021-2022, the program accounted for 12.3% of AA-Ts conferred by NVC. In 2023-2024, the program accounted for 2.5% of AA degrees conferred and 0.9% of AA-T degrees conferred. The total number of degrees awarded by the Theater Arts Program in 2023-2024 mirrored the number awarded in 2021-2022. Over the same period, the total number of degrees awarded by NVC decreased by 13.9%.

Program Reflection:

Between 2021–2022 and 2023–2024, the Theater Arts Program conferred six degrees, maintaining a stable number of completions despite a 13.9% decline in total degrees awarded across Napa Valley College during the same period. While the program accounted for a modest proportion of AA and AA-T degrees overall (1.2% of AA-Ts and less than 1% of AAs), it represented a more substantial share in certain years, such as 12.3% of AA-T degrees awarded in 2021–2022. These trends highlight consistent degree production within the program and point to potential areas for growth in transfer and completion outcomes.

Through program revision, Theater Arts has developed a more streamlined and accessible pathway to degree completion, enabling students to earn a Theater Arts degree more efficiently. With these improvements in place, we anticipate an increase in degree completions in the coming years.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Theater Arts Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM**A. Courses**

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* & Date of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year Anticipated	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change
THEA	89	2/20/2025	No	No		
THEA	99	11/21/2024	No	No		
THEA	100	3/12/2020	No	Yes		
THEA	110	3/12/2020	No	Yes		
THEA	111	3/12/2020	Yes	Yes		
THEA	114	3/16/2023	No	No		
THEA	115	2/20/2025	No	No		
THEA	120	2/20/2025	No	No		
THEA	122	2/20/2025	No	No		
THEA	140	5/12/2022	No	No		
THEA	141	4/10/2014	No	Yes		
THEA	142	4/10/2014	No	Yes		
THEA	151	5/12/2022	No	No		
THEA	153	4/8/2021	No	No		
THEA	155	2/12/2015	No	Yes		
THEA	157	3/12/2020	No	Yes	Fall 2025	X
THEA	158	3/12/2020	No	Yes		X
THEA	170	3/12/2020	No	Yes		
THEA	174	3/11/2021	No	No		
THEA	175	11/11/2021	No	No		
THEA	210	3/12/2020	Yes	Yes		
THEA	220	2/20/2025	No	No		
THEA	224	3/12/2020	Yes	Yes		
THEANC	750	3/11/2021	No	No		

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Program Reflection:

Over the next year, Theater Arts will be updating curriculum for THEA 100, 110, 111, THEA 141, THEA 142, THEA 155, THEA 170, THEA 210 and THEA 224 to make sure it is in compliance. Not major revisions are necessary.

B. Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
Theater Arts: AA-T	12/12/2012	Yes			
Theater Arts-Acting: AA	BOT Pre-Fall 2006	Yes			
Theater Arts-Technical Theater: AA	BOT Pre-Fall 2006	Yes			

*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

Our Theater Arts programs have been established for some time. Recently, a Certificate in Acting was approved, and a Certificate in Entertainment Technology is currently in development as an occupational program in collaboration with Workforce Development.

The department would also like to explore the possibility of unarchiving the Musical Theater degree, as there appears to be growing student interest in this area. However, it's important to note that most of the department's recent Main Stage productions have only been musical theater. This makes it difficult to assess whether the increased interest stems from genuine student demand or simply from the lack of non-musical theater offerings.

In addition, we are interested in developing a Theater Arts Teaching Artist Certificate. This certificate would prepare student to use their skills and education to teach and engage young people (K-8) in theater, leading workshops, and fostering creativity and artistic expression. This would be an extension of our on going collaboration with Cafeteria Kids Theater, a Napa County non-profit educational youth theater, to provide theater arts outreach to Napa County elementary and middle schools.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
33	7	22	21%	67%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Theater Arts	4	2	2	50%	50%

Program Reflection:

Regular assessment has been documented and needs to be entered into the system.

B. Summary of Learning Outcomes Assessment Findings and Actions

Our program is benefiting THEA 100 and THEA 115 as online asynchronous courses. Students seem to be attending courses more regularly and completing assignments with more success than in person courses because they are able to do things in their own time.

All students perform well in production-based courses. The students seem to work very well as a team encouraging each other to meet the outcomes of the course together.

Acting courses demonstrate a range of skills and instructors must find a way to address the needs of different skill levels at the same time. This can be challenging as many students have behavioral or mental health issues that the instructors do not have expertise in dealing with. Instructors offer students support through Napa Valley College programs in the moment, but faculty needs deeper training on how to meet students where they are emotionally and mentally, especially if they are neurodivergent.

C. Program Reflection:

Program level outcomes are assessed alongside learning outcomes as they mirror each other. According to our findings and discussions, all students are finding success in all four outcomes:

- #1 Analyze dramatic literature
- #2 Show an artistic and cultural appreciation of theater as an outcome
- #3 Demonstrate basic production skills
- #4 Produce a piece of dramatic literature for peer, academic or public review

Given discussions with students, there seems to be an artistic and cultural appreciation of theater at Napa Valley College.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (**enter term**) included the following initiatives:

Enter initiatives – bulleted list

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

Created an Acting Certificate that recently passed curriculum and will begin being offered in fall 2025
Through various funding courses, Theater Arts built scenario labs for the Standardized Patient (SP) Program and expanded the SP actor pool.
Students from New Tech High school participated in The Emergence Festival. In discussions with the school principal on how to offer NVC courses on campus.

B. Recent Improvements

Our production process has seen a vast improvement. With the reinstatement of the artistic director position there has been more time to assess and plan for productions. Communication has also improved between the department and the performing arts center staff as a result of artistic director reassign time. The production values have increased due to the hiring of key designers who support student learning and understand the challenges and opportunities associated with producing theater in the performing arts main stage theater. In fact, the scenic, lighting and costume designer were awarded best design for their work in the 2024 spring NVC production of *Spring Awakening*. Theater Arts has collaborated deeply with the Music Department, and as a result there has been a higher enrollment in the course Theater 153: Rehearsal and Performance: Musical. Marketing for theater events has improved as the result of a Performing Arts Marketing staff position. This position is essential as audiences are required for students to meet theater arts outcomes.

C. Effective Practices

The success of theater arts can be attributed to partnerships and professional practices. Partnerships with the following Napa County organizations: Cafeteria Kids Theater, di Rosa Center for Contemporary Arts, and Festival Napa Valley Community benefit both partners and strengthen broader community involvement. These partnerships, in addition to working closely with local public high schools and the Creative Arts Collective (a non-profit from Solano County), have created sustainable interest in our courses and productions by broadening our outreach. Our highly experienced faculty working alongside professional guest artists inspires maturity, confidence, and fosters creativity amongst students. The success of theater arts can be attributed to partnerships and professional practices.

V. PROGRAM PLAN

A. Based on the information included in this document, the program is described as being in a state of:

Viability

Stability

Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- Poised for growth after establishing a stable foundation.
- Strong enrollment in repeatable production courses.
- Urgent need to reinstate the Costume Shop Supervisor and hire an additional theater technician.
- Significant interest in certificate programs such as “Acting” and Entertainment technology as well as Teaching Artist certification.
- High interest in Musical Theatre; plan to unarchive and revise the Theater Arts Musical Theater AA degree.
- Strong course headcount and fill rates support strategic expansion.
- Commitment to access, inclusion, and long-term sustainability through sound production planning and budgeting

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

Columns A – D are described below. Enter the plan components into the Excel file.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative
Enter the components of the three-year program-level plan in the Three-Year Program Planning Template (Excel file) provided.			

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

The resources required for implementation are human and given the 20% increase in release time in 24/25 for artistic direction along there is momentum to manifest the strategic initiatives.

- B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

A	B	C	D	E	F
PROGRAM:	THEATER ARTS				
PLANNING YEARS:	2025-2026 through 2027-2028				
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Theater Arts	Develop partnerships with Napa and Vintage High Schools	2026-2027	CCAP and dual enrollment programs are offered at Vintage and Napa High Schools	Administrative and faculty time, instructional supplies and equipment	Staffing
Theater Arts	Create a Musical Theater Certificate by aligning and re-sequencing theater arts, vocal music and dance courses.	2025-2026	Degree is rewritten and certificates are written and approved	Administrative and faculty time, instructional supplies and equipment	Staffing
Theater Arts	Offer a Musical Theater Degree and Certificate.	2026-2027	Increase in student program completion	Administrative and faculty time, instructional supplies and equipment	Staffing
Theater Arts	Create a Performing Arts Technology Certificates CTE program	2025-2026	Certificate is approved	Administrative and faculty time, instructional supplies and equipment	Staffing
Theater Arts	Assess non-credit program	2025-2026	Non-credit course identified	Administrative and faculty time, instructional supplies and equipment	Staffing
Theater Arts	Create a Teaching Artist Certificate	2027-2028	Certificate is approved	Administrative and faculty time, instructional supplies and equipment	Staffing
Theater Arts	Develop course level and program level assessment plan	2025-2026	Plan is developed	Administrative and faculty time, instructional supplies and equipment	Staffing
Theater Arts	Execute new assessment plan	2025-2026	Plan is executed	Administrative and faculty time, instructional supplies and equipment	Staffing
Theater Arts	Grow theater arts course offerings without depleting theater arts courses.	2025-2026	More film courses are offered in the spring schedule	Administrative and faculty time, instructional supplies and equipment	Staffing

Completed by Supervising Administrator:

Robert Harris

Date:

04/20/2025

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Student-centered, industry renowned faculty who are creative, insightful, thoughtful, and committed to the art and science of education and the craft of theater.
- The Theater Arts program is uniquely positioned to foster, and benefit from, the collaborative relationships that have been, and continue to be cultivated, with community partners. Such partnerships not only provide opportunities for community members to engage in productions and production-associated activities but also serve to cultivate funding that might not be available elsewhere.
- The Theater Arts program works diligently to cultivate a safe environment where diverse perspectives are encouraged and fostered in the creation of productions that include, and have been lauded, for being inclusive of all individuals from the campus and the community.
- The faculty are working to develop key course pathways/course rotations to leverage enrollments within the general demands of the students, both credit and non-credit students.
- The program has stayed healthy and has shown modest growth by working collaboratively with the music program to leverage and maximize educational opportunities to the extent possible.
- A focus on courses and pathways that will maximize enrollments while providing students with viable, and transferable, unit opportunities within productions and learning environments.
- Cross-disciplinary programming such as the Standardized Patient collaboration with the EMS program.

Areas of concern, if any:

- Areas the Performing Arts Center (PAC) are aging rapidly due to increased usage from outside the campus. The PAC serves as a focal point due to its audience capacity, spaces, and relative larger available spaces that is utilized by the theater arts program, music program, all campus programs,

community events, special events, and a variety of events that encompass all areas of campus and community interests.

- Return of staffing to support programming and events, inclusive of curricular, co-curricular, and external event support has been challenging since COVID when several positions were lost.
- Focus on the programming and curricular offerings that will garner the best enrollments and production value within the potential offerings of the program rather than a large swath/dilution of courses that may have historically underperformed. This is in process of being addressed and is noted within the body of this Review via specific course enrollments.

Recommendations for improvement:

- Proper budgeting and subsequent budget control that integrates “real time” access to the following funding sources: (1) general funding, (2) categorical funding, (3) DAS funding, and (4) grant opportunities.
- Develop and produce theater production(s) that not only support multidisciplinary programming with music but also focus on theatrical production(s) that center on the art of acting/development of acting skills.
- Development of a maintenance program schedule with Facilities and the greater campus as part of the “Cost of Ownership” of buildings and grounds to maintain the facility through its significant usage. Po
- Review viability of developing an area of campus that can be used as an amphitheater for outdoor theater, music, lectures, commencement, etc.

Additional information regarding resources:

The Theater program is unique in its ability, perceived and real, to foster external funding sources via its programming. The need, and ability, to braid a variety of funding sources is not unique to theater but can be easily illustrated in the theater program because it must be able to secure general funding, categorical funding, District Auxiliary Services (DAS) funding, and external donors and grants. However, a formal plan needs to be developed and maintained, through exigent events such as COVID, to enable true braiding of funds, maintain appropriate supporting staff levels, and to create and foster the arts community of Napa and Napa County.