

PROGRAM REVIEW UPDATE 2015-2016

Program: Theater Arts

Division: Arts, Letters, and Social Sciences

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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Completion of the AD-T
Approval of the CTE for Stage Technician
Hiring of a Stage Technician for the Barbara Mertes Center

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

We have completed our curriculum updates and alignment with CID for the AD-T in Theater. This program has been approved, and our CTE program is moving through the State process.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

We continue to face a challenge with funding for the courses (FTEF), but for this year, we are rebuilding a struggling technical theater program. The success rates in these courses have been low the last couple of years but with a new instructor, we are hoping to see a positive change.

D. What are your most important plans (either new or continuing) for next year?

- 1) Growth of the technical theater program
- 2) Increase FTEF in order to allow more faculty members to be employed, thereby creating more long-term, meaningful relationships with our students.
- 3) Best practice sharing and SLO modification with full buy-in of all theater arts faculty

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Our plans directly relate to the planning priorities listed above.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <http://goo.gl/y9ZBmt>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

No, again, we did not. This frustrating, but it seems to speak to our objectives for the year. When I look at the success rates by class, all of the courses instructed by a specific instructor (who is no longer with the program as of May 2015) are in the 44-55% success rate. These rates alone seem to be the reason for the program not meeting the program set standard, as the other courses for 2014-2015 all were between 84-100% success rates.

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Most importantly, many students have developed educational plans for transfer and/or graduation as a result of the curriculum updates and program (AD-T) planning.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

Upon completion of the SLO's in the performing classes, we realized the expectation of the assignment was too vague (students will perform a monologue). Though this *is* an SLO, it doesn't speak to an expected skill level, and so by virtue of doing even the minimalist of work, students passed the SLO with full completion (basically they are either at 100% or 0%).

- B. Discuss assessment results that indicate a need for improvement.**

Most of our performing SLOs, written early in the SLO requirement process, need to be revised.

THEA 1A, THEA 1B, THEA 39A-C, THEA 31A-D

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

No changes to pedagogy were discussed

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

Not Applicable

- E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)**

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

Not Applicable

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

Yes, primarily funding to hire an alternate technical theater instructor. Currently we are unable to offer full-time employment, which severely limits the applicant pool for passionate, qualified instructors.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year.*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

changing number of units/lab hours for THEA 50, 50L
 changing pedagogy/curriculum for THEA 50, 48, 5, 14
 changing assessments for THEA 1A, 1B, 31A-D, 39A-C

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	9
Estimated number of SAOs that will be written or revised:	0

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

We will look at ticket sales and marketing efforts as it relates to attendance for our productions

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	4
Spring 2016	4