Program: Theater Arts
Division: Arts and Humanities
Date: 10/20/20
Writer(s): Titian Lish
SLO/SAO Point-Person: Titian Lish

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [https://bit.ly/3fY7Ead]

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Communicate with your dean about completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:
Program Review Home Page: laspositascollege.edu/instructionalprogramreview
Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php
Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

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Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. **[https://bit.ly/3fY7Ead]**

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: **Fall 2019**

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

Launching of the Actors Conservatory at Las Positas College (Certificate of Achievement)
First offering of the Musical Theater Certificate of Achievement
First offering of the Acting Certificate of Achievement
Successful paid Internship Scenic Build partnership (Fall/Winter 2019) with City of Pleasanton

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

- *COVID -19 Response - we need to have a campus conversation about the use of outdoor spaces for program rehearsals and performances. That comes with it the need for outdoor equipment (that is weather proofed), erected stages and truss systems, and the ability to have stage techs working full time to execute those needs. We cannot rehearse in our bedrooms and then show up the day of a performance. We <u>need</u> to be able to rehearse outdoors, socially distanced, with masks - which means sound equipment, tents, etc. ==Students this semester regularly ask when they can return to performing, or when they will be back on campus - they know that learning to act for the stage is not something that can be fully realized in the confines of small bedrooms, shared living rooms, or even their cars in the campus parking lot. We are treading water, and it will only lead to lower enrollments - why would someone sign up to study acting alone? Students in our own classes wonder why soccer can be on campus, but they can't. They see DVC rehearsing in person, but we can't. They feel depressed and undervalued by the campus and greater community. Beginning Dec. 1 the Chabot performance center will be offering live performance (streamed) from their theater - why can't we do the same thing? Students see this and are angry (rightly so)==*

The Theater Arts Department sees the following trends in our data:
- *We see that in the Fall of 2019 we saw a total headcount of 176 and total course enrollments of 201. The spring enrollment number was up >50 enrollments from 2018, but Fall is <20. While variation is common on campus, we are still wrestling with what we can do to program in a way that keeps numbers up – different productions, specialty courses, etc?*
- *We still see much less diversity represented in our program than we do in the greater campus community. We continue to examine how we can be more effective in maintaining relationships with students across the campus. We see large diversity in our THEA 1A and THEA 10 (both gen ed) courses, but that diversity tends to fall off as students move through the program.*

This is not a change, but a <u>continuation of the needs</u> expressed in the 2016-2019 Program Reviews:

- *Performing Arts Center Operations Specialist - We have requested, as a performing arts program, since the opening of the Mertes Center for a Theater Manager. For the last two years, we had a p/t on call person meeting this need, but the position has been cut for the 19-20 school year. It would be great for this to be permanent/ part-time. There is certainly a need and we keep the current person very busy. **This is a college need, not just a program need.** Until this position is full time, the Mertes Center will need to remain unavailable for rental.*

- *Costume Lab Technician – with 4 main productions per year, the theatre program manages, designs, sews, builds, cleans, stores, and rents over 1000 costumes per production season. Currently, the organization, rental, dry cleaning, and laundering of these costumes rests on the department coordinator or a hired contractor and sometimes students (if they are available, which they are not always, since these tasks can't always be done in class). This need was met last year via CTE grant; as such, it is not permanent, nor does it go beyond June 15 (when we plan to have summer courses and productions). In 2016 -2019 Program review*

- *Storage Warehouse space – the theater program must house massive materials for producing live theater. Notably, in 2018 we were granted a series of outdoor truss for performances in the amphitheater, but we have no storage for these items. Without proper storage (preferably a small warehouse dedicated to theater arts storage, with a roof and concrete pad, or multiple storage boxes) these incredibly expensive materials will ultimately be damaged beyond use. We requested this to be included in the Facility Master plan as a part of the renovation of Career tech areas and/or M&O maintenance yard. Last year, we were told a storage building would be*

placed behind the Mertes Center Scene shop (in an unfortunate location that blocks our window) but no progress has been made since the walk through). In 2016 -2019 Program review

- *We have a permanent part-time accompanist for our courses at 15 hours per week. We need more. While this certainly helps, it does not fulfill all the needs of the music and theater program, year-round, and certainly not during a pandemic in which students cannot all learn music together and so more and more private appointments, individual recordings, etc are falling to the pianist. It is important to remember that we are adjusting curriculum and use to fit within what is being funded – it is NOT reflective of what is best for the students or what could be possible in instruction. Our current pianist (a position that was a full-time position 10 years ago) is limited to 4 days per week, 15 hours per week, at a pay more than ½ of the industry standard. This is a problem, not only for learning in theater and voice classes, but also for consistent support for the performances of the program (productions are the primary driving factor for maintaining and growing a theater program). We have scaled back our class time and available office hours with this person to be within the funding allocation; essentially what we have had to cut is tutoring services to the vocal and musical theater students*

- *Unless there is a funding mechanism to manage the summer theater production, with a funding organization granting the school/program upwards of $30k, I can't see that it is possible to regularly offer this production on the current budget constraints of the theater arts program. The summer program requires hired carpenters, scaffold builders, lighting techs, stage crew, hired musicians, hired producer, etc. It is just too much to ask of such a minimally staffed department.*

- *Consistent support (institutionally) to be able to offer advanced courses that fail to meet caps, as they are needed by both of our degrees and inherently have smaller enrollment numbers. Specifically, THEA 1B, 50, 50L and the ability to divide THEA 48A-D into two smaller sections to aid in solving some specific instructional issues with the cross-listed course.In 2016 -2019 Program review*

  - *As a result of Covid-19, and the lack of performances, use of shops, and rehearsals, students are wondering if this is the right time to be training in a performing art. There is a cycle that will occur unless students can come back to campus for their classes - there will be less students in the program -> lower FTEF → fewer classes -> less students, etc. CEMC will see this as a failure of the program, when the failure lies with the district and their response to Covid, which is woefully inequitable across programs and clearly favors other programs over the arts.*

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

C. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

For assistance with this question, contact the Director of Institutional Research and Planning. **[https://bit.ly/3fY7Ead]**

==*Most importantly: We saw a MASSIVE decline in success rates, because of the online move due to COVID-19. Course success rates were at 80% for Fall 2019 and 68% for Spring 2020. It should be no surprise that Theater Arts students simply do not learn their subject matter well at home, alone – no matter how hard the professors try. It is not the nature of those students or the program content; the course success rates bear this out.*==

Though our headcount is lower than previous years, the course enrollment has remained steady across the last two years at 245 (Fall) and 274 (Spring, up from 191 in 18/19). So, while we may not be bringing in large numbers of <u>students</u>, we are retaining students who are taking <u>more</u> classes then before.

Number of students enrolled in DE courses saw increases, +4% (Fall) and +7% (Spring)

80% of our students remain between the ages of 18-21, making us a pretty "young" program, which brings with it a lot of the growth and maturity issues one might expect.

Mark an X before each area that is addressed in your response.		Definitions of terms: https://bit.ly/2LqPxOW					
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

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D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

Find a way to make live theater in the COVID-19 world that is still inspiring and successful for students in the Acting and Technical Theater Programs

Continue to build on our DE offerings

Recruit and enroll the second year of the Actors Conservatory Program

Maintain or develop relationships for the CTE students to use their skills, which is tough when public theaters are projecting shutdowns until Fall 2021

Mark an X before each area that is addressed in your response.		Definitions of terms: https://bit.ly/2LqPxOW					
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students

x	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
x	External Factors		Learning Support		Professional Development		Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. **[https://bit.ly/3fY7Ead]**

44% of our program is white, 26% Latinx, with the remaining numbers more or less evenly distributed across other ethnic groups – again, more diversity in staffing would go a long way in this area, but without an increase in course offerings, and necessary time it takes to show change in representation to students, this feels like an uphill battle at times.

Current efforts to address equity in the program are:

- *providing technology resources like hotspots, laptops, cameras, ring lights, and microphones to students who needed it*
- *providing stagecraft resources like printouts, patterns, tools, paint brushes, paint, etc. to students who needed it*
- *flexibility with project deadlines*
- *recording of technical theater course lectures for review/student use*
- *including contemporary works of "non-canon" playwrights in all classes*
- *addition of non-western costuming history to th costume design course content*
- *selection of classical canon plays to discuss areas of inequality via contemporary/classical comparison*
- *casting with diversity and equity in mind, particularly as is relates to BIPOC performers (as many of our young LGBTQ+ students are not out to family, so we must be very thoughtful here)*
- *using thoughtful and equitable representation in all marketing material*
- *actively recruiting and hiring BIPOC/LGBTQ+ designers for our productions, whenever possible*
- *actively recruiting and looking to hire BIPOC/LGBTQ+ instructors for our course openings for Spring 2021*
- *actively recruiting and hiring BIPOC/LGBTQ/Disability Community artists for master classes/guests*

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs
B2: Instructional Programs without PSLOs or with Special Circumstances
B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

> **B1a**. **In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

Upon completion of the AA-T in Theater Arts, student should be able to analyze the artistic elements in production, looking at design, acting, and directorial choice.

This PSLO has been chosen because it affords the most amount of flexibility in content delivery across the courses it is aligned with. With COVID-19 DE learning mandates, flexibility has become incredibly important.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of THEA 1A, the student should be able to speak and write constructive criticism of acting in live performance	X		
Upon completion of THEA 1B, the student should be able to speak and write constructive criticism of acting by other students		X	
Upon completion of THEA 10, the student should be able to articulate a personal response to a live theater performance using proper theater terminology and concepts.	X		
Upon completion of THEA 50, the student should be able to analyze technical theatre production problems; evaluate alternatives and recommend solutions.			X
Upon completion of THEA 51, the student will be able to evaluate the effective use of costume in production	X		

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

During next year's program review

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. **In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed?   (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

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B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B3a. **In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

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B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

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B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [https://bit.ly/3fY7Ead]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

THEA 5 Theater for Young Audiences (Active)   05/06/2004   05/06/2009

But there seems to be an error. The last time the course was updated was 2016, not 2004, so it should not need an update until 2021. It will be updated this Spring.

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

None

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

None, other than the DE addendums required as a part of Covid-19 distance learning