Program: Theater Arts
Division: Arts and Humanities
Date: 9/1/2018
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.*

Time Frame: *This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).*

Sections: *The first section of this Program Review 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 an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.*

Topics: *A list of topics of particular interest to Program Review readers can be found here:*
https://goo.gl/23jrxt
Help: *Contact Karin Spirn: kspirn@laspositascollege.edu*

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: Meet with your dean to review this document before _____.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by _____.*

Links:
Program Review Home Page: https://goo.gl/XATgjJ
Fall 2017 Program Review Updates : https://goo.gl/pkv76m
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Theater Arts is designed to provide knowledge and practical experience, both in performance and technical theater classes. We are proud every year of our 3-5 stage productions, theater for young audiences, and student directing and design opportunities. Theater Arts currently has 1 full time faculty member and 3 adjuncts. This fall, we have lost our full time tech theater instructor, stage tech (transfer to IT), and our instructional assistant/stage tech is injured and unable to fulfill his duties. So our program is in a moment of crisis, to be sure, with no longer term guarantee to re-staffing of any of these positions.

B. **Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).**

NEW NEED – Not address from 2017 Program Review:
- ***Technical Theater Instructor-*** *Our tenured track technical theater instructor left the program at the end of Spring 2018, largely because he felt that the constraints of funding and organization of course levels didn't create a learning environment conducive to growth for the program. As such, there is now only 1 Full time Faculty member and 3 adjuncts in the theater program. The single full-time faculty member is responsible for all program management, producing of plays, performing arts coordination, and CTE program management… and teaching.*
- ***Performing Arts Center Operations Specialist*** *- We have requested, as a performing arts program, since the opening of the Mertes Center for a Theater Manager. Because this request has never been fulfilled, duties fell onto the stage tech. And, because these responsibilities were outside her job description, it ultimately drove her to quit for an unreasonable and unsustainable workload.*

This is not a change, but a <u>continuation of the needs</u> expressed in the 2016 and 2017 Program Reviews:

- ***Pianist****: A permanent and available pianist for productions and musical theater classes. Currently students in the musical theater program could theoretically go an entire semester and*

only work with a pianist 1x for their classwork. Our current on-call 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).

- **Stage Technician-** *we are in desperate need for a replacement stage tech to support to build the design needs of the program and meet the needs of the rentals and other programs on campus. Two classified employees were consistently overworked, despite this request on the last program review. As a result, one of the stage techs quit her position and the other has gone on disability for a workplace injury that occurred due to limited support for complex and dangerous installation.*

- **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.* *On 2016 and 2017 Program review*

- **Costume Lab Technician** *– with 3-5 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 single full time faculty member and sometimes students (if they are available, which they are not always, since these tasks can't always be done in class).* *On 2016 and 2017 Program review*

- *Consistent support (institutionally) to be able to offer advanced courses that fail to meet caps, as they are needed by* <u>both of our degrees</u> *and inherently have smaller enrollment numbers. Specifically, THEA 1B, THEA 14, 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* *On 2016 and 2017 Program review*

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	Services to Students
Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
Enrollment Management	X	Human Resources		Pedagogy	Technology Use
External Factors		Learning Support		Professional Development	

C. Reflection: What plans from the 2017 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

Previously identified plans:
1) *Lowering caps in Intermediate classes (THEA 1B, 48B-D) **and** dividing THEA 48A-D into two smaller sections – we have identified a way to assist with the leveling to get the design students in courses that can better assist their needs. We have not been able to get lowered caps in the*

intermediate acting class or secure enough FTEF in order to be able to adequate separate the THEA 48C/D levels out into different section.

2) *We would like to be able to outreach, grow our CTE and ADT programs, visit high schools, etc. but with a single full time faculty member, growing and promoting the program feels impossible. It is simply too much work.*

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
X	Enrollment Management	X	Human Resources	Pedagogy		Technology Use
	External Factors		Learning Support	Professional Development		

D. 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 packets available; if your program does not have a data packet, 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: http://www.laspositascollege.edu/research/progrev.php

Course Success Rates Dashboard can be found at the bottom of this page: http://www.laspositascollege.edu/research/outcomes.php

- *The most noticeable trend is in headcount. Since 2014, our headcount has decreased approx. 35 students. However, our WSCH has increased by approx. 200. So while the total headcount may have decreased, the amount of time students are spending with instructors has increase.*
- *Our overall success rate dipped for 2017-2018 from 83.9% to 79.9%. While we still hit our target, this is a disappointing drop.*

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach	Facilities, Supplies and Equipment, Software	LPC Planning Priorities		Services to Students
	Curriculum committee items	Financial/Budgetary	LPC Collaborations		SLO/SAO Process
X	Enrollment Management	Human Resources	Pedagogy		Technology Use
	External Factors	Learning Support	Professional Development		

E. **Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- o **Data generated by your program**
- o **CEMC Data**
- o **Labor Market Data**

Mark an X before each area that is addressed in your response.		Definitions of terms: https://goo.gl/23jrxt		
Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
Curriculum committee items		Financial/Budgetary	LPC Collaborations	SLO/SAO Process
Enrollment Management		Human Resources	Pedagogy	Technology Use
External Factors		Learning Support	Professional Development	

F. **Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).**

Productions aside, we have added our first DE course (Intro to Drama, a theater history course). This course is filled with 44 students and we look forward to offering the course again in the Spring.

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Curriculum committee items		Financial/Budgetary	LPC Collaborations	SLO/SAO Process
Enrollment Management		Human Resources	Pedagogy	Technology Use
External Factors		Learning Support	Professional Development	

G. **Obstacles: What obstacles has your program faced in achieving plans and goals?**

FTEF allocation
Staffing (stage technician, costume technician, and performing art center operations specialist)
Gen Fund allocation for production costs

With the collapse of tech staff in the program, and limited funds for production, the theater arts program is forced to eliminate one production in the Fall and currently plans on suspending all summer musical productions for the foreseeable future. We simply do not have the staff to build and prepare such a large endeavor, and students often need the summer to work, or take other classes towards their degrees.

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

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations	SLO/SAO Process
X	Enrollment Management	X	Human Resources	Pedagogy	Technology Use
	External Factors	X	Learning Support	Professional Development	

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

Hiring. *With the collapse of staff in the program, the theater arts program is forced to eliminate one production in the Fall and* <u>*currently plan on suspending all summer musical productions for the foreseeable future.*</u>

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
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	Enrollment Management	X	Human Resources	Pedagogy	Technology Use
	External Factors		Learning Support	Professional Development	

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

It is really hard to even entertain new initiatives right now. We hoped to build a CTE program for Acting, but without another full time teacher to help with the CTE Tech program, it is just all too much for one full time faculty member. And though I have wonderful part time colleagues in the program, they are split between other artistic projects, colleges, etc., and with no real funding being available for them, I can't in good conscience ask them to help. I cannot take advantage of their care for the program and ask them to do projects without pay or load.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
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	Enrollment Management		Human Resources	Pedagogy	Technology Use
	External Factors		Learning Support	Professional Development	

Section Two: Current Topics (Required for All Programs)

A. **Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here: (https://goo.gl/1AefkX). If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).**

B. **Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? _xx__yes _____no**
   Program-set standard data can be found on this page:
   http://www.laspositascollege.edu/research/outcomes.php

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

C. **Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.**

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. On 2016 and 2017 Program review*

D. **Professional Development**

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: https://goo.gl/w8sqBM

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

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D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

Currently, with only one full time faculty, it is hard to take time "off" to go to conferences or professional development programs. I have enjoyed these opportunities in the past, but it isn't feasible to stop production progress, or to even find the time to gather info for conferences.

E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

The RAC process for Instructional Equipment asks for information on whether the request is mentioned in the program review. There isn't really an explicit place in the Program Review document that encourages faculty to list Classroom Instructional Equipment needs. The two documents don't appear to be linked in this way. I think that this needs to be included in the program review so faculty and departments are explicitly stating in the program review instructional equipment needs, and not just buying willy-nilly. Additionally, I worry that RAC committee members might score a request lower if it is not included in the review. Just a box, perhaps?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your "Plans for Analysis of SLO/SAO Data" from last year's Program Review. This plan can be found in the 2017 Program Review Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

<table>
<tr><td>

Circle One:

CSLO   **PSLO**   SAO
</td></tr>
<tr><td>

Course, Program Name, or Student Service Area:

Theater Arts AA-T
</td></tr>
<tr><td>

Text of CSLO/PSLO/SAO:

Possess the skills necessary for textual interpretation for academic discourse, design, and/or performance studies.
</td></tr>
<tr><td>

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

THEA10 Introduction to Dramatic Arts
Critically analyze dramatic literature

THEA1A Theory/Practice of Acting I
Write a character and play analysis based on reading of the play from which an acting scene has been taken

THEA1B Theory/Practice of Acting II
Upon completion of THEA 1B the student should be able to demonstrate the techniques learned in the classroom through the completion of written scoring and scene breakdowns
Upon completion of THEA 1B the student should be able to demonstrate the various rehearsal techniques necessary to perform classical theater (pre-1850)
Upon completion of THEA 1B the student should be able to perform an extended scene with a partner before a live audience
Upon completion of THEA 1B the student should be able to speak and write constructive criticism of acting by other students.
Upon completion of THEA 1B the student should be able to to perform with specificity the characterization required of a character from a genre other than realism

THEA47A Perform in Prod:Intro Live
Research, describe and evaluate the historical and literary elements of a play or musical.
Score an acting scene, describing beats of action, objectives, obstacles and tactics, and emotional shifts.

THEA48B Tech Theater in Prod:Intermed.
Students will demonstrate an ability to work and problem solve in one or more areas of technical theatre.
</td></tr>
</table>

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/<mark>PSLO</mark>/SAO: *See above on discussion points*
SLOs: Assessment data collected from **5** sections over **ONE** semesters.   SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: *The semester that we selected (Spring 2018) had all of the courses, but we have not had an opportunity to evaluation those results yet. Our program meeting is planned for Sept. 2018*
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: *The semester that we selected (Spring 2018) had all of the courses, but we have not had an opportunity to evaluation those results yet. Our program meeting is planned for Sept. 2018*
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?   *To be determined*
DO you plan to continue tracking this SLO in the next year? Explain.   *We do still plan on tracking these results. Faculty members have been asked to input results from last year, but with the absence of the Tech theater teacher, it makes it hard to have consistency across courses for tracking.*

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year?   Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One: **CSLO**   PSLO   SAO
Course, Program Name, or Student Service Area: **THEA 50 - Stagecraft**
Text of CSLO/PSLO/SAO: *Upon completion of THEA 50, students should be able to recognize and use at a fundamental level terminology, tools, materials, and processes and techniques, typically found in a theatrical environment*

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Section Four: Curriculum Review
(Programs with Courses Only)

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**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

THEA 31A/B/C/D and THEA 39A/B/C

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No, all of our degrees have been updated since 2015

C. DE Courses/Degrees/Certificates: 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.

No new additions

Filename: PPU Fall 18.docx
Directory:

                 /Users/tlish/Library/Containers/com.microsoft.Word/Data/Docume
nts
Template: /Users/tlish/Library/Group Containers/UBF8T346G9.Office/User
Content.localized/Templates.localized/Normal.dotm
Title:
Subject:
Author: Microsoft Office User
Keywords:
Comments:
Creation Date: 10/18/18 11:24:00 AM
Change Number: 2
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As of Last Complete Printing
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    Number of Words: 3,856 (approx.)
    Number of Characters: 21,983 (approx.)