Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
Theater Arts	ALSS	Titian Lish

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

    Rubric INS PPU 15_16
    e.g., ESL INS PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

A. **SLO Assessment Review**

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

> The theater arts department currently has no SLO assessment results. Prior to 2013 there was no full-time faculty in the theater program. As adjuncts are not required to compile assessment data, there has been no data collected in previous years. There is data for the full-time faculty member's courses, though the data has not been compiled or entered as of yet. The needs for improvement rests squarely in the need for actual time for data entry and a stronger mandate that adjunct collect and compile assessment data as well. As a side note, it seems counter intuitive to not require all instructors to compile data, but then require program data as a means of assessing the success and efficacy of the program as a whole. The data being presented represents a limited sampling of the actual SLO work of the program. The SLO process has been useful as a personally reflective tool. However, upon reflection the

SLOs written for many of the theater classes are so broad it is hard to determine instructional effectiveness. Our next step will be to redevleope stronger ad more authentic SLOs in our courses.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses*.)

Not Applicable

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

Due to no contractual obligation to participate in SLO assessment from adjuncts, and no funding to support their time should they choose to participate in SLO result data gathering, assessments are not being compiled by the program as a whole, and therefore pedagogy is not being systematically reviewed throughout the program. The single full-time faculty has assessed the course success rates, in a general manner, in order to reflect upon teaching strategies, systems, and overall programmatic cultural understandings of the difficulty and course specific student expectations of *her* specific classes. Additionally, SLO data has been gathered and input into the eLumen program; however, the data collected proved to be too general to be instructionally useful. As such, the SLOs on file will be reviewed and revised, moving forward.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

Not Applicable

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES ☐   NO ☒

   If yes, please explain.

Click here to enter text.

B. **SLO Process**

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

   My program offers only one section of each course.   ☐

> The original SLOs written by the theater arts part time faculty were developed by the teacher who happened to be teaching, at the time the SLO was developed. This process has brought to light some of the vague wording of the SLOs we have on file. Moveing forward, we will work collaboratively in a staff meeting to begin with the current SLO, look at trypical assignment we all share, and recreate SLOs that are richer in context.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

   My program offers only one section of each course.   ☐

> As there is only one full-time faculty in the program, and the remaining part –time staf members are retiscent to participate in the SLO assessment process, there has not been the necessaity to evaluated an assessment results, other than those by the full-time faculty.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails   ☒

Program meeting minutes/agendas   ☒

Blackboard/other website   ☐

Other (please describe):   ☐

> Click here to enter text.

II.   PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A.   **Data Review**

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

Student Headcount For Spring 2012: 127 Enrollments : 158 Capacity (seats available) : 205 Fill Rate: 77%	Student Headcount for Spring 2014: 195 Enrollments: 227 Capacity (seats available): 288 Fill Rate: 79%

There has been an increase in enrollments since 2012, though a marginal increase in fill rate.

B. **Program-Set Standard for Successful Course Completion Rates**

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfwqfe	
2013-14	http://tinyurl.com/q6dah55	

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

2012-2013 YES 2013-2014 NO

Program success rate in 2013 was 84%, and 2014 was 78%. Set Standard was 79%. Though there has been a decrease in success of 6%, the set standard mark was only missed by 1%. The decrease in success can possibly be attributed to radical changes in staffing, but most importantly to a stronger enforcement of non-repetition of courses and a higher expectation of skill progression required in order to manage this . As the students are forced out of repeating a known course over and over again, the success rates perhaps become more actual, more authentic, than they were before.

C. **Curriculum Review**

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

We have had multiple changes to our CAH and course units, as we have updated and leveled our courses. As such, this will impact the way in which we govern our class offerings and staff salaries. Courses that were previous 6.9 CAH have moved to 4.7 and some that were 4.7 have moved to 6.9, for instance.

> Additionally, we have written a new theater course, modified 2 existing courses, leveled 5 courses, written a CTE Certificate of Achievment program for Tech Theater, and completed the work for the AD-T in theater. We are waiting for all items at the curriculum committee or state level at this point.

D. **Human Resources**

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> Yes – a full time faculty member has been hired.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> We now have a Federal Work Study student.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

> In general, the program is in a time of flux. As the new full-time faculty member governs the program with a desire for growth and additional opportunities for students, many classes that have not been offered before are now being offered, and more are being developed. These changes shift the status quo but also lead to new opportunities for the students.

E. **Other information pertinent to the program**

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III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

> Work we have completed:
> - Completion of leveling of curriculum in various courses
> - Written a CTE program in technical theater
> - Alignment with AD-T degree in theater
> - Revision of mission/vision
> - Completion of SLOs for all subjects and collection/compilation of data for which

> there is a full-time faculty.

B. **Program Planning for AY 2015-16**

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.

   a. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):

      - changing number of units/lab hours
      - changing pedagogy/curriculum
      - changing assessments

changing pedagogy/curriculum – my hope is to not use the general data for success as an indication of program progress, but instead to look specifically at course Learning Outcome data (as it should be) for a clearer understanding of instruction success; also, to look for curriculum updates, as will improve student success.

   b. Have your assessment results shown a need for new SLOs?   YES ☒   NO ☐
      If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
17	60%

   c. What percentage of courses will your program assess in the next academic year (2015-16)?

75%

   d. 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 and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
5	50%

4. Curriculum

   a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

   > No

   b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

   > Modification fo the existing Children's Theater course is planned, though not currently in process.

5. General Program Planning

   Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

   > Click here to enter text.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

> Whenever the opportunity presents itself for additional FTEF, I will request additional section of THEA 10 or THEA 1A.

2. Rationale for request(s).

Both of these class fulfill IGETC and CSU Breadth in Arts and Humanities, and always meet the class cap, with a wait list. Additionally, these course are an excellent means of growing the program, as they are the direct feeders for most of the other classes we offer.

C. **Human Resources**

1. Request: New or replacement faculty position(s).

Click here to enter text.

2. Rationale for faculty position request(s).

Click here to enter text.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

Full Time Stage Technician

Part Time Staff Assistant / Box Office Manager

4. Rationale for classified staff position request(s).

Both of these positions are necessary for management of the facility in a safe and consistant way. Addidtionally, having a Stage Technician will free up the Full-Time classified Intructional Assistant (Mike Rinaldi) to return to his job description as Instructional assistant, since he will not be responsible for space use and rental, as this will fall into the jobn of Stage Technician.

D. **Financial**

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

Click here to enter text.

2. Rationale for financial request(s).

Click here to enter text.

E. **Technology (software only – discuss hardware in section E)**

1. Request: Upgrade existing software or purchase new software.

Click here to enter text.

2. Rationale for technology request(s).

Click here to enter text.

F. **Facilities, Equipment (include technology hardware), and Supplies**

1. Request: Renovation or upgrade of existing facilities or new facilities.

Click here to enter text.

2. Rationale for facilities request(s).

Click here to enter text.

3. Request: Upgrading of existing equipment or purchase of new equipment.

We would like to put in request for outdoor sound equipment and a box office management system.

4. Rationale for equipment request(s).

The sound equipment will make the new amphitheater usable and modern, while at the same time being sensitive to our residential neighbors. The box office program and hardware will allow us to track ticket sales and patrons more securely and authentically, in the event of state audit.

5. Request: New supplies

Click here to enter text.

6. Rationale for supplies request(s).

Click here to enter text.