

PROGRAM REVIEW UPDATE 2016-2017

Program: Theater Arts (AA-T/ AA/CTE Stage Technician)

Division: Arts and Humanities

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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.

Changes to Program include:

Implementation of the AD-T

Implementation of the CTE for Stage Technician

Hiring of a Stage Technician for the Barbara Mertes Center (full time)

Hiring of a Full-Time Faculty (Technical Theater Focus) in Theater Arts

Currently there are more than 70 identified Theater Majors in the program, as per Office of Institutional Research

Changes to Program Needs include:

With the implementation of the CTE program, and increase in the technical theater courses, we have begun identifying needs as they relate more specifically to the theater program.

Storage Warehouse space

Storage Loft in Scene Shop

Costume Lab Technician

Additional tools, organizational space, and equipment for CTE program application

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 (on the AD-T) 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

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

1) Implementation of the CTE technical theater program, beginning Fall 2016

2) Increased FTEF in order to allow more faculty members, thereby creating more long-term, meaningful relationships with our students. We were able to fund a second full-time faculty member

3) Best practice sharing and SLO modification with full buy-in of all theater arts faculty. All SLOs will be written, mapped, and tied to assessments by November 15, 2016.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

In the last program review, we focused on completion of the CTE degree process and hiring an additional stage tech. The successful completion of those tasks means that our technical theater students engage more in technical theater with both professional staff and rigorous curriculum.

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

We continue to face a challenge with funding for the courses (FTEF) - specifically technical theater. These courses have been and will continue to be small in size. Our hope is that the college will recognize the important benefit that a public program like theater provide to the college and community, and that these courses need to exist for the CTE and AA-T degree; as such, we hope the college will fund the courses, even when small by institutional standards. The cancellation of the second level courses ((for instance this semester THEA 1B in order funnel students into THEA 48A-D) due to low numbers diminishes the learning experience for our students and the production quality for our community. This year, we are rebuilding a struggling technical theater program. The success rates in these courses have been low since the repeatability issue came into play, but with a new instructor and a new degree to offer, we are hoping to see a positive change. As the skill set in technical theater is vast, and can take a very long time for students to master, it is challenging, even with the leveling, to be able to educate in the tech fields properly. This is predominantly because the leveled courses have to be offered as a cross-list in order to meet cap requirements. Doing so, however, means that the instructor is split between 4 groups of students in every class who are working in different areas or different projects, meaning that all students are only receiving a fraction of the dedicated instruction that they need and deserve. This is a huge problem. Dividing THEA 48A-D into two smaller sections (for instance 48 A/D and 48 B/C - each cross-list then having about 6-8 students max) would go a long way in improving the education of the students, and preparing them more for the real world. However, this would mean the need for additional FTEF of .74 per year, as it is important that the growth of the tech program does not diminish the availability of the acting program - after all, they rely on each other for true collaboration and presentational success.

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

- 1) Growth of the technical theater program, including securing consistent and reliable funding for courses, even when caps are not met*
- 2) Lowering caps in Intermediate classes (THEA 1B, 48B-D) **and** dividing THEA 48A-D into two smaller sections (for instance 48 A/D and 48 B/C - each grouping then having about 6-8 students max)*
- 3) Working to qualify THEA 50 for GE placement in Area C / Arts in GE plans*
- 4) Costume Lab Tech to manage, design, and assist in the training of students in costuming*
- 5) Securing a permanent and large Storage Warehouse space for production supplies*
- 6) Storage Loft in Scene Shop, to free up needed floor space for safety and proper training*
- 7) Additional tools and equipment for CTE program, as identified by the new Technical Theater Faculty*

F. Instructional Programs: 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.

- 1) Add THEA 10 to Distance Ed
- 2) Add THEA 14 to Distance Ed

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

Planning Priorities for 2016-17

- ***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.***

Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses. - As with many CTE programs, additional staff is needed to develop a system for strategic and consistent skill development. Because traditional tutoring doesn't really exist in the the technical theater fields, a lab technician dedicated to assisting in the training of the CTE students is the equivalent.

Much of the other planning goals for our department align with the planning priority for institutional support for curriculum development and maintenance.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? **XX** yes _____ no

(This data can be found here: <http://goo.gl/Ssfik2>)

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

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I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2ylZ>

<i>SAO: The review of the SLOs for the 2014-2015 year (within our department meetings) has increased the amount of conversation within our program on our intended pedagogy.</i>
<i>Describe the quantitative or qualitative results: When looking at the data 83% of students assessed are scoring in the above average range.</i>
<i>Discuss any actions taken so far (and results, if known):</i>
<i>Discuss your action plan for the future: The theater department plans to finish the SLO creation this year for all of our courses, and the updates of said courses as well. Once SLOs creation is completed, we look forward to tracking SLO results across the curriculum in our department.</i>

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

**Part Three: Assessment Results
(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

THEA 47D
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known): Assignment of SLO to a course

Discuss your action plan for the future: *After having offered the THEA 47D course for a year, this summer was the first time students have enrolled in the course. As such, we are looking forward to assessing the outcome, but do not have data at this time. Through department conversation amongst directors, we were able to better define how the leveling of our courses would impact the learning experience of our students.*

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: AA Degree for Transfer / CTE: Technical Theater

Program SLO:

Describe the quantitative or qualitative results:

Discuss any actions taken so far (and results, if known):

Discuss your action plan for the future: *The AA degree for transfer was implemented last Fall for the first time, and the CTE program is new for 2016-2017. With both programs, we intend to do a more thorough evaluation of program results at the end of this year, when more data has been collected on various courses throughout the curriculum. But as of yet, we have not used the program results to drive discussion.*

**Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)**

*Electives

Theater Arts Associate's Degree for Transfer								
Program Learning Outcomes	Required Courses in Degree/Certificate							
	10	1A	47A	48A	*1B	*50	*50L	*51
1. Analyze the artistic elements in productions, looking at design, acting, and directorial choice.	X	X		X	X	X	X	X
2. Apply the learned techniques of acting or technical theater in a public performance of various genres of theater, or other types of personal creative work.		X	X	X	X			
3. Possess the skills necessary for textual interpretation for academic discourse, design, and/or performance studies.	X	X	X		X			X
4. Understand how to develop and maintain a positive contribution the field of theater in academics, performance, or technical theater	X		X	X				
5. Understand the historical and cultural significance of theater through completion of projects in the technical theater courses and theater history class.	X				X		X	X

1. Did you make any changes to your existing mapping? (circle one)

Yes

No

This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions:

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?

This will be discussed at our next department meeting, but generally speaking, many of our courses were used to achieve student outcome. Looking at the course SLO success rates from previous years, I would suggest that the students have more than enough opportunities to demonstrate successful outcomes, though as a program there needs to continue to be a focus on the success of the students in the Technical Theater Courses.

- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?

The core requirements serve together to hit all of the PSLOs we have identified, and as such, work well together to determine overall achievement by our students in the program. Students completing THEA 10 and one of the remaining core courses will have had the opportunity to demonstrate success across our curriculum in a way that is measureable and meaningful to their career objective (assuming it is in the theater arts).