

PROGRAM REVIEW Fall 2021

Program: Theater Arts

Division: Arts and Humanities

Date: 10/13/2021

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 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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 with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Department Commitment to Diversity and Inclusions	X	X	X
2 Opening of Actors Conservatory at LPC	X	X	
3			
4			
5			
6			

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

_____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Continued call for DE/Online learning due to Covid19	X	X	X
2 Declining Enrollment	X	X	X
3 Struggles with Outreach and Marketing Assistance	X	X	X
4 Inability to effectively recruit (time/resource/labor)	X	X	X
5			
6			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
Grow the Actors Conservatory at LPC		X		X

<i>Grow the CTE Technical Theater Program</i>		<i>X</i>		<i>X</i>
<i>Increase number of staff (diversity effort)</i>	<i>X</i>		<i>X</i>	
<i>Return to Live Theater</i>	<i>X</i>		<i>X</i>	

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

XXXXX N/A

Campus system or Committee	How has it benefited your students?

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	<i>Surveys, open dialogue, assignments, informal gatherings</i>
What did you learn?	<i>Students are frustrated and lost</i>
How will you use the feedback?	<i>Continued support and resource gathering</i>

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by 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 used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

*Our Program Set Standard for Course Success rates is at **81%**. The department made a strong effort throughout the last year to accommodate students with flexibility and support.*

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
XXXXX yes ____no
- *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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SLOs/SAOs:

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

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

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

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly 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.

C1: Instructional Programs with PSLOs

PSLO Assessments:

(1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

- a. *Acting Certificate:*
 - i. *Develop an understanding of the role of a character within the context of a play and create a unique character portrayal in emotional, physical, and vocal life.*
- b. *Actors Conservatory Certificate:*
 - i. *Develop an understanding of the role of a character within the context of a play and create a unique character portrayal in emotional, physical, and vocal life.*
 - ii. *Develop an understanding of the role of a character within the context of a play and create a unique character portrayal in emotional, physical, and vocal life.*
- c. *Musical Theater*
 - i. *Develop an understanding of the role of a character within the context of a play and create a unique character portrayal in emotional, physical, and vocal life.*
- d. *Technical Theater Certificate*
 - i. *Analyze elements of a theatrical design.*
 - ii. *Hang, cable, and focus stage lighting and be able to read lighting plots and related documents.*
- e. *AA/AA-T*
 - i. *Develop an understanding of the role of a character within the context of a play and create a unique character portrayal in emotional, physical, and vocal life.*
 - ii. *Develop an understanding of the role of a character within the context of a play and create a unique character portrayal in emotional, physical, and vocal life.*

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year).

- a. Acting Certificate: 100%
- b. Actors Conservatory Certificate: 100%
- c. Musical Theater. 100%
- d. Technical Theater Certificate: 0%**
- e. AA/AA-T: 90%

(3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. XXXXXX YES ____ No

In terms of whether or not a faculty participated, yes.

(4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

One of the assessments planned in the Technical Theater Certificate was unable to be assessed as it required access to the theater building with student learning in person; the courses were still remote instruction due to Covid-19.

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

The data was disaggregated for each SLO by race, gender, EOPS, and Veteran status. We do not have students who fall into the Foster Youth category. The equity issues that emerged were largely in line with much of the institutional data in regards to success and completion. However, by and large, across almost all categories, more than 70% of students in each disaggregated field are meeting or exceeding the SLO requirements.

(6) List changes that you plan on making to improve student learning and address inequities.

So far, the most success for improving learning has come from Canvas reminders and weekly check-ins digitally, as well as more flexible deadlines (which are not always possible, but often are). Grading for knowledge and not compliance is a stronger institutional strategy.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

The prolonged need for DE/Online learning due to Covid19 has made meeting the SLO needs of some students challenging - and while we have worked hard to meet them as best we can, it has not been at the rigorous standard that we would want for our students. We know this is not unique to our campus/program. It is the nature of the beast.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

XXXX YES _____ No

Some of the course offerings have changed and some PSLOs were not assessed as a result of online instruction

Section Three: Curriculum Review (Programs with Courses Only)

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

Course Name & Number
<i>THEA 5: Theater for Young Audiences</i>

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

XXXX YES No

Certificate or Degree
<i>Actors Conservatory: This degree will see clearer options in Music and Dance in an effort for cross-</i>

curricular collaboration and better program support

C. Are there any courses or programs for which a non-mandatory update is planned?

XXXX YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

Primarily we are looking to eliminate some barriers related to stacking prerequisites that may make enrollment challenging

D. Does your program plan to create any new courses or programs this year?

_____YES XXXX No

If yes, please provide details and the rationale

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES XXXX No

2) Does this program represent a training need that is not duplicated in the college's service area?

XXXX YES _____No

Please explain

The covid-19 pandemic entirely shut down theater and the entertainment industry world wide for more than a year. Live performances were forbidden and are still discouraged or met with multiple complications. It is only this Fall that public performance is finding its way back on Broadway and beyond. As such, the industry went dark. Students and alumni have been unable to work in the field since March 2020 - all data, needs, and labor market demand are entirely skewed by the pandemic. This is not necessarily true for many CTE programs, but is still a struggle for live events based programs like ours.

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES XXXX No

If not, please explain.

Most programs/theaters on our advisory board shuttered their doors and did not host live events at which extensive technical staff is needed., as per State and local mandate.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES XXXX No

If not, what program improvements may be made to increase this metric?

Being in-person with courses and being able to present Live Theater

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES XXXX No

If not, what program improvements may be made to increase this metric?

See above for details related to industry challenges due to Covid-19.

SINCE LAUNCH BOARD DATA IS INCOMPLETE (OR, NOT AVAILABLE) THIS SECTION CANNOT BE ADDRESSED. THE NEW LAUNCHBOARD DATA NOW ADDRESSES THE SCFF WHEREAS THIS SECTION WAS DEVELOPED PRIOR TO SCFF METRICS.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES XXXX No

If not, what program improvements may be made to increase this metric?

See above for details related to industry challenges due to Covid-19.

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C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES XXXX NO

If not, what program improvements may be made to increase this metric?

See above for details related to industry challenges due to Covid-19.

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