

**Program: THEATER ARTS**

**Division: ARTS AND HUMANITIES**

**Date: 9/28/2024**

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**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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

**Please note:** Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

#### **Helpful Links:**

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

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## **Sections**

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

#### **Instructions**

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

***Equity is a guiding principle. Here is the LPC definition:***

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

## Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

### A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

- *Curious George and The Golden Meatball:*
  - *Our theater department has a collaborative partnership with the city of Pleasanton, where we design and build sets for their children's shows. Last May, they hired us to present "Curious George and the Golden Meatball," showcasing our commitment to enriching the community through the arts.*
- *ACLPC: Our 5<sup>th</sup> cohort of the Actors Conservatory at Las Positas College, for the first time, is full at 20 enrolled students. This has been a long journey and we are very proud of our progress here.*

### B. Challenges, Pain Points, and Needs

- *Establish a larger financial reserve – as inflation increases, mostly impacting wages for contractors, operating funds are being squeezed more and more. Our budget is set at prepandemic levels but production costs (and student enrollment) have increased dramatically.*
- *Upgrade equipment in the program to support growing student engagement and enrollment numbers. Much of the gear in the performing arts building is reaching the end of its lifespan, or is being phased out by the manufacturers, so there is a need to update light boards, sound gear, and video equipment for our more advanced classwork and students.*

### C. Planning: What are your program's most important plans, either new or continuing?

- *Continue to evolve and establish partnerships with local theater and performance companies*
- *Introduce a "Theater Talk" series after each production, inviting audiences and students to engage in discussions about themes, performances, and directorial choices*
- *Expand Community Engagement: Establish partnerships with three local schools each year to offer a theater workshop weekend, culminating in a joint performance that showcases high school student and LPC talent.*
- *Sueños: First Theater Presentation of this new musical*
  - *We are thrilled to announce the premiere of "Sueños," an innovative and heartwarming musical that explores themes of identity, dreams, and cultural heritage through the lens of the Latiné experience. This groundbreaking production will debut at Las Positas College in March 2025, marking our institution as a key player in the development of new American musical theater.*
- *20th Century Icons Project*
  - *A partnership with the National Park Service and the Eugene O'Neill Foundation. These special performances will take place at O'Neill's historic Danville home, Tao House, which has been designated a National Historic Landmark since 1976. This is the first partnership of its kind with the O'Neill Foundation.*

**D. Identify any college, district, or legislative barriers to your program’s equity work. What suggestions do you have for minimizing or eliminating these barriers?**

- *Barrier: Financial and clerical support barriers are where most challenges lie.*
- *Barrier: Time to hold department meetings, eLumen Trainings, etc. Our schedules overlap to such a large degree it is exceedingly difficult to stay connected. We will continue to work on this.*
- *Suggestion: Student Assistants to help take off much of the low-level work, allowing faculty to concentrate on higher order tasks would be valuable. Ex: when FWS funds become available in the summer they are spent almost immediately, but not all programs know who their FWS are before August. It would be nice if FWS reserved some funds for programs who need to start the year first.*

**E. Curriculum Updates**

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?  
Yes **XX**                      No \_\_\_\_
2. Comments (Optional):
3. Please review your program [maps](#). Do you need to make any modifications?  
Yes **XX**                      No \_\_\_\_
4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
  - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
  - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

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**Section 2: Data Analysis – Quantitative and Qualitative**

**IR Data Review:** Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

- *Theater Arts saw an increase in overall course success rates. Our success rate is identified as 80% of the students in our courses receiving a 74.4% or higher. We have held steady for a bit, but for the 2023-2024 school year we saw (as I see it) a large increase in success in a single year + 6.9%.*
- *The number of students who failed our courses or got below a D also dropped by more than 50%*

- We are inching our way back to pre-pandemic student enrollment numbers

**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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes **XX**      No \_\_\_\_

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

**Section 3: SLOs/SAOs: Assessment of Student Learning and Support**

Program Review is the college’s major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

**C1: Instructional Programs with PSLOs (disaggregated PSLOs)**

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes **XX**      No \_\_\_\_

*If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist and the SLO Chair](#).*

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
  - *Our PSLO's are all focused on genre exposure, either through performance, design, or reading and research:*
    - *"Students are able to analyze elements of theatrical design (from different genres)"*
    - *"Students are able to examine and perform within major genres of American musical theater"*
    - *"Students are able to examine and perform within major genres of theater from world theatrical history"*
    - *"Students are able to apply the learned techniques of acting or technical theater in public performance of various genres of theater..."*
  
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
  - 46 %
  
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
  - *Looking at the data gathered in 4 courses, students succeed in the coursework when more attention and time is given to rehearsal.*
  
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
  - *There has been no discussion, as the data is still not assessed for last year by the part-time faculty.*
  
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.
  - *The biggest challenge is just the chasing down of faculty to remind them to submit the assessment data. Each year requires a repeat of training, lost log-ins to eLumen, reminders on how to fill out the documents. We have held department meeting singularly for the purpose of filling out the data and still there seems to be collective amnesia afterwards. This is especially challenging when faculty members may only teach with us every couple of years, etc.*
  - *This report is not entirely accurate but the collected percentage is, unfortunately. The report lists ALL CSLOs in a course in the far-left column, but that is not reflective of the ask of the current 3-year cycle. The current cycle is focused on PSLO's and so we only assessed CSLOs that were directly aligned with the PSLO chosen for assessment in this cycle. Still our number is low though.*

#### **Section 4: Suggestions for the Program Review Committee (optional)**

What questions or suggestions about this year's Program Review forms or process do you have?