

INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: March 30, 2016

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

Program Efficacy

2015 – 2016

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Theater Arts

Name of Division

Humanities

Name of Person Preparing this Report

Melinda Fogle

Extension

Names of Department Members Consulted

Names of Reviewers (names will be sent to you after the committee meets on February 19)

Andee Alsip, Melinda Moneymaker, Michael Mayne

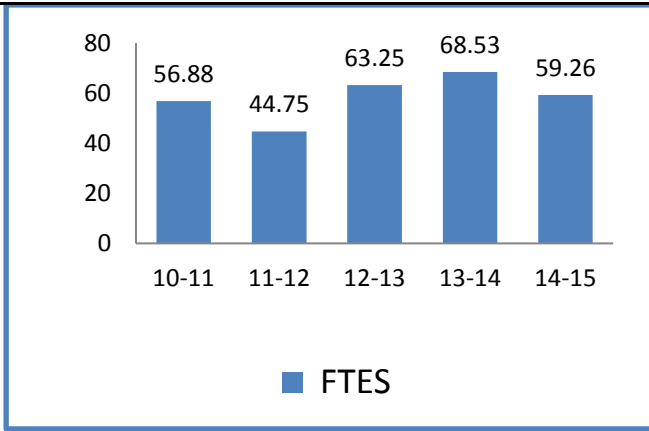
Work Flow	Date Submitted
Initial meeting with department	Online discussions
Meeting with Program Review Team	3/4/16
Report submitted to Program Review co-chair(s) & Dean	by midnight on March 30, 2016

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1		
Faculty	1		4
Classified Staff	1		1
Total	3		5

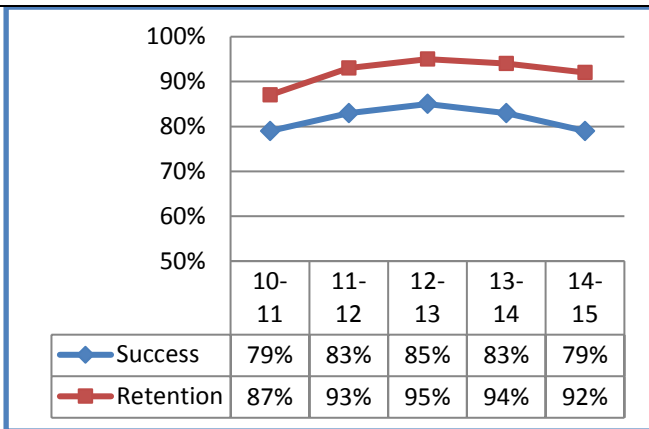
PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2015



Description:
 Theatre Arts is the study of human expression which culminates in live performance. The play is the medium used to tell a story performed by actors. Theatre Arts includes the study of the literature and related disciplines and technologies required for performances. The Theatre Arts Department coordinates several student performances each year.

	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	371	338	398	447	389
FTEF	3.64	2.38	3.44	4.35	4.43
WSCH per FTEF	469	564	552	472	401

Assessment:
 The Theatre Arts Department experienced a decrease in enrollment during the 2014-2015 academic year. The decrease was due, in part, to the decrease in sections offered. Also, students report being steered away from performing arts classes by the Counseling Department when developing educational plans. The success and retention rates also experienced a slight decrease.



Department Goals:

- The department strives to offer high quality theatre productions, in terms of experience and outcome.
- The department will continue to offer a variety of productions to the community including drama, comedy, musical theatre, etc.
- The department will seek out opportunities to increase exposure and recognition for the Theatre Arts students, the department, and the college.
- The department will continue to explore marketing strategies to increase audience size.
- The department will continue to re-establish itself in the Auditorium and rebuild the student and audience base.
- The department will continue to integrate online offerings into the curriculum to serve a larger, more diverse population.

Challenges & Opportunities:

- The SBVC Theatre Arts Department entered productions of *Romeo & Juliet* and *Into the Woods* in the Kennedy Center American College Theatre Festival. Four SBVC students were nominated for the Regional Festival in Utah. The nominees and three acting partners competed in Utah in February, 2015, with one of our students winning the Critic Competition for the entire Region VIII.

	10-11	11-12	12-13	13-14	14-15
Sections	15	13	14	18	17
% of online enrollment	0%	0%	0%	6%	6%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

- Three *Into the Woods* performers have been nominated for the Regional Festival in Hawaii in February, 2016.
- The Department has entered the fall 2015 production of *Completely Hollywood* into the KCACTF.
- The Theatre Arts department worked with other departments across campus for artistic collaboration and space utilization.
- SBVC Theatre created a partnership with Redlands Theatre Festival. SBVC Theatre students performed improv as part of the RTF 2015 summer season.
- SBVC acting students performed at local high schools.
- SBVC Theatre students attended several tapings of *Let's Make a Deal* as a KCACTF fundraising effort.
- The department defined its identity and mission with the creation of a logo/motto.
- One Theatre Tech position was increased to full time.
- The creation of the Theatre Arts Transfer Degree requires a higher level commitment to the technical theatre courses and lab experience.
- The renovation removed the office space for theatre faculty and technical staff from the Auditorium. This creates difficulties for staff and students in terms of communication, efficiency, and safety.
- The renovation removed the dance studio from the Auditorium which leaves the dance classes without a facility and makes collaboration more difficult.
- The Technical Theatre Staff are assisting with events across campus, spreading their time thinly.

Action Plan:

- Return the Faculty and Theatre Tech Offices to the Auditorium.
- Create selected topics courses to allow the department to offer courses on current topics in the field.
- The department will work with the SBVC Foundation and other campus groups to raise funds to support KCACTF participants.
- Promote theatre in the inland empire by connecting with students in the K-12 schools.
- Promote SBVC theatre students, the department, and the college by entering SBVC productions into the Kennedy Center American College Theatre Festival and the Inland Theatre League competition.
- Establish and maintain connections with local theatre groups.
- Promote the arts on campus by supporting the SBVC Performing Arts Club.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Theatre Arts	Campus-wide
Asian	3.9%	4.9%
African-American	19.5%	13.4%
Hispanic	55.3%	61.8%
Native American	0.1%	0.3%
Pacific Islander	0.4%	0.4%
White	9.8%	15.4%
Unknown	10.0%	0.6%
Female	58.3%	55.1%
Male	41.7%	44.7%
Disability	3.8%	5.6%
Age Min:	15	15
Age Max:	74	83
Age Mean:	25	27

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The population of the Theatre Arts Program closely reflects the college's population in most areas. The Pacific Islander population reflects the college equally while the Asian and Native American populations are within 1% below the college's number. The Hispanic population is 6.5% lower than the college while the white population is 9.8% lower than the college. The male population is 3% lower than the college and the disability population is 1.8% lower. The Theatre Arts African American population exceeds the college population by 15.8% and the Theatre Arts female population exceeds the college population by 3.3%.

The differences between the college and department populations are not significant, and, as a result, are not a concern at this time. Still, the Theatre Arts department will continue to strive for inclusiveness with theatrical production selections. Theatrical productions can focus on or highlight specific communities or issues relevant to specific communities. The Department presents one mainstage production each semester, and the student and community demographics are given consideration in the selection process.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Theatre Department course offerings are spread throughout the week (Monday through Saturday) with class start times ranging from 8:00 am to 6:00 pm. Core courses Introduction to Theatre and Script Analysis are taught both face-to-face and online to reach a greater population. The Theatre Department is also beginning to offer courses at the local high school as contract ed.

The courses within the program are offered on a rotating basis. Specialty courses may only be offered once in a two-year cycle because the department currently has only one full time faculty and four adjunct. Additionally, the production courses, the core courses for the degree require evening and weekend hours. The department avoids scheduling other Theatre Arts courses during the same time blocks as the production courses.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

The success rates moved from 79% in 2010/2011 to 83% in 2011/2012 and plateaued at 85% in 2012/2013. The rates fell slightly to 83% in 2013/2014 and again in 2014/2015 to 79%. The theatre retention rates have shown a similar arc starting with 87% in 2010/2011, growing to 93% in 2011/2012, and plateauing in 2012/2013 at 95%. The retention rates dropped slightly to 94% in 2013/2014 and again to 92% in 2014/2015. The retention rates are strong and the department will strive to maintain its retention rates. Though the current success rates are good, the department would like to strengthen the rates. Faculty can look to the department SLO data and individual class data for insight and guidance.

The Theatre Arts Department does not offer certificates, and the new transfer degree was just approved by the state. As such, there is no information to report on certificates or degrees.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

We are currently experiencing a shift in the Theatre Arts Department. In prior years, students would take Theatre Arts courses as electives for an unrelated degree or for lifetime learning opportunities. Now that we are offering a degree program, more students are coming to the courses with long term plans for the field. Although it is too early to track graduates of the program, some students within the program have plans to transfer to four-year schools after graduation while others plan to work for professional companies.

SBVC Theatre Arts has made several changes to elevate the quality and diversity of the experience. For years, the department specialized in producing musicals. While this is a popular genre, students need training and experience in various theatrical genres. All of the theatre courses were updated in the process of building the degree. Elevating the course standards and offering students a variety of experiences will contribute to their success in transfer and in professional theatre. The department continues to enter its productions into the Inland Theatre League competition. In 2014, the department took an unprecedented step and began, for the first time in the college's history, entering its productions into the Kennedy Center American College Theatre Festival. Festival representatives give an oral response to the cast and crew after the show and nominate students to compete at the regional festival. Students who participate in the regional festival compete for scholarships and professional positions. Department participation in KCACTF raises the expectation for student performance and helps students create paths to higher education and the professional world.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See [Strategic Goal 2.11](#)

The SLO cloud shows that Theatre Arts SLOs have been regularly recorded and evaluated. The success rates are high and range from 82% to 100%. SLOs are measured in a number of ways in the department, including performances, written work, projects, presentations, and tests. Assessments vary per class.

The reflections show careful consideration of SLO results. For example, one instructor noted that although students in 114x4 were showing results of character analysis in rehearsal and performance, some of them were not putting the analysis into the written character analysis document required for the course. The instructor allotted time at the end of class meetings for students to put their character findings into words and down on paper. Consequently, more students completed the assignment and succeeded in meeting the SLO.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

See [Strategic Goal 2.11](#)

Theatre Arts AA-T	Assess the historical, social, artistic, and philosophical relevance of theatre.	Evaluate and analyze a script for rehearsal and performance	Demonstrate basic skills and apply a basic craft of acting in performance.	Analyze a script to create a design concept.	Create a design from a design concept.
THART-100	x	x		x	
THART-105	x				
THART-110		x	x		

THART-114X4		x	x		
THART-120		x	x		
THART-121			x		
THART-131		x		x	x
THART-132				x	x
THART-135	x	x		x	
THART-136	x			x	x
THART-139	x			x	x
THART-147		x	x		
THART-160X4				x	x
THART-165				x	x
THART-166			x		

Theatre Arts PLOs

Upon successful completion of the program, students should be able to:

1. Assess the historical, social, artistic, and philosophical relevance of theatre.
2. Evaluate and analyze a script for rehearsal and performance.
3. Demonstrate basic skills and apply a basic craft of acting in performance.
4. Analyze a script to create a design concept.
5. Create a design from a design concept.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curriconet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement or purpose of the program?

San Bernardino Valley College Theatre Arts Department provides quality Theatre Arts education and experiences to a diverse community of learners.

How does this purpose relate to the college mission?

The Theatre Arts program recognizes the diversity of the community it serves, and the department strives for quality.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The Theatre Arts Department experienced a decrease in enrollment during the 2014-2015 academic year. The decrease was due, in part, to the decrease in sections offered. Also, students report being steered away from performing arts classes by the Counseling Department when developing educational plans. The success and retention rates also experienced a slight decrease.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

The Theatre Arts curriculum is up-to-date. THART 222 is due for review in 2017, THART 135 is due in 2018, and THART 131 is due in 2020. The remaining courses, including THART 100, 105, 110, 114x4, 120, 121, 132, 136, 139, 147, 160x4, 165, and 166, are due for review in 2019.

CURRICUNET REPORT IS PROVIDED

Arts & Humanities				
Theatre Arts				
	Course	Status	Last Content Review	Next Review Date
	THART100 Introduction to the Theatre	Active	10/21/2013	10/21/2019
	THART105 Script Analysis	Active	11/04/2013	11/04/2019
	THART110 Voice and Diction for Actors	Active	03/11/2013	03/11/2019
	THART114x4 Rehearsal and Performance	Active	11/04/2013	11/04/2019
	THART120 Acting Fundamentals I	Active	03/11/2013	03/11/2019
	THART121 Acting Fundamentals II	Active	03/11/2013	03/11/2019
	THART131 Sound for Stage and Screen	Active	12/08/2014	12/08/2020
	THART132 Lighting Design Fundamentals	Active	10/21/2013	10/21/2019
	THART135 Directing Fundamentals	Active	04/30/2012	04/30/2018
	THART136 Introduction to Theatre Design	Active	10/21/2013	10/21/2019
	THART139 Fundamentals of Costume Design	Active	10/07/2013	10/07/2019
	THART147 Theatre Movement	Active	10/21/2013	10/21/2019
	THART160x4 Technical Theatre in Production	Active	10/07/2013	10/07/2019
	THART165 Stage Makeup	Active	10/07/2013	10/07/2019
	THART166 Improvisational Acting	Active	10/15/2013	10/15/2019
	THART222 Independent Study in Theatre	Active	11/28/2011	11/28/2017
	THART100 Introduction to the Theatre	Historical		
	THART100 Introduction to the Theatre	Historical		
	THART110 Beginning Voice and Diction	Historical		
	THART114X4 Theatre Practicum	Historical		
	THART114X4 Rehearsal and Performance	Historical		
	THART120 Acting Fundamentals I	Historical		
	THART121 Acting Fundamentals II	Historical		
	THART131 Sound for Stage and Screen	Historical		
	THART132 Lighting for Stage and	Historical		

Content Review

	Screen			
	THART132 Lighting for Stage and Screen	Historical		
	THART132 Lighting for Stage and Screen	Historical		
	THART135 Directing Fundamentals	Historical		
	THART136 Fundamentals of Stage Design	Historical		
	THART139 Fundamentals of Costume Design	Historical		
	THART147 Beginning Theatre Movement	Historical		
	THART160X4 Theatre Crafts	Historical		
	THART165 Stage Makeup	Historical		
	THART166 Improvisational Acting	Historical		
	THART222 Independent Study in Theatre	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
NA		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All courses within the Theatre Arts program are transferrable to CSU and UC.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information is correct, and all courses are being offered. The goal is to offer the courses in a rotation which will allow students to complete their Theatre Arts degree in two years. Two new adjunct instructors have been hired to facilitate this rotation.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The Inland Empire is rich in live theatre. Students transitioning to the professional world will have the opportunity to earn stage union credits and build to union status without leaving the area. San Bernardino is also conveniently located adjacent to the two entertainment industry hubs of Los Angeles and Las Vegas. Theatre artists include actors, writers, designers, directors, and crew, among others. The crossover between professionals in live performance and recorded performance is common. The recent surge in streaming content, apps, and games adds new career possibilities. In fact, Graham Winfrey, in his article "The 5 Fastest-Growing Industries in the US" lists Motion Capture Software Development as number one (Inc.com, 2016). Motion capture is a key component of game development, film, and television.

As part of the marketing and recruitment plans, the department plans to educate students, staff, and the public about the stage/entertainment job market and outlook. Too often college staff mistake performing arts classes merely as fun electives. Of course, performing arts courses are fun and they do provide stress relief and a creative outlet. However, Theatre Arts is also a viable career path. As we get the new degree up and running, we are adding a new special topics course to the curriculum. Given the proximity to LA and Las Vegas, opportunities often arise to work with industry professionals. The special topics course will give our students the chance to stay on top of industry practices.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

In 2014, the SBVC Theatre Arts Department entered productions of *Romeo & Juliet* and *Into the Woods* in the Kennedy Center American College Theatre Festival. Four SBVC students were nominated for the Regional Festival in Utah. The nominees and three acting partners competed in Utah in February, 2015, with one of our students winning the Critic Competition for the entire Region VIII. Three *Into the Woods* performers were nominated for the Regional Festival in Hawaii in February, 2016. The Department

entered the fall 2015 production of *Completely Hollywood* into the KCACTF, and two performers, two designers, and the stage manager received nominations. In February 2016 faculty Melinda Fogle took nine SBVC students to Honolulu to participate in the Region VIII competition. Two students won entrance into the Stella Adler Acting Program. Stephen Diaz won the Next Step acting competition. Diaz rose above hundreds of actors to receive a full scholarship to an Acting Intensive Program in Monterey Bay. Participating in KCACTF gives students the chance to view their peers, receive constructive feedback, strive for excellence, build a network, and develop paths to higher education and professional positions.

The department continues to provide a variety of opportunities and experiences for the students and community. In addition to improv shows, talent shows, and various showcases, the department presents one mainstage theatrical production each semester. Recent productions include *Completely Hollywood*, a fast-paced comedy with multimedia; *Into the Woods*, a musical; and *Romeo and Juliet*, a Shakespearean tragedy. In May, 2016, the department will present *Rebel Without a Cause*, a drama based on the 1950s American film. Producing diverse works promotes a diverse student and audience population. It also prepares our students to succeed in higher education and professional settings.

The Performing Arts Club is a vibrant and productive group. PAC members are active on campus in events such as New Student Welcome Day, Club Rush, and Club Unity. PAC members assist the department by helping out with theatrical productions and events. They usher, paint, act as extras, clean the theatre, whatever is needed. PAC has performed Improv at Second City in Hollywood and at Redlands Theatre Festival as an opening act for the 2015 summer season. Members of PAC hosted a campus-wide Talent Competition and attended several tapings of *Let's Make a Deal* to raise funds for the KCACTF nominees. Students are also working on outreach for the department by performing at various high schools. Each of these experiences, in turn, helps students build their resumes and prepare for their professional paths.

The Department continues to seek artistic collaboration with other departments. In 2013, the Theatre Arts Department collaborated with the culinary Department to *present Murder in the House of Horrors*, a murder mystery dinner theatre which sold out all three nights. The 2015 production of *Into the Woods* was a collaboration with Music and Dance. The Theatre Department is currently planning a devised theatrical piece for Fall 2016 based on the San Bernardino shootings. The department worked with The Foundation to apply for a CalArts grant and will collaborate with the History and Sociology departments on the production. As mentioned, the department has created a partnership with Redlands Theatre Festival, creating another path for students to transition to the professional world.

All of the planning is aimed at the mission of providing high quality theatre arts education to our diverse students. The department offers diverse opportunities and sets the bar high for student success.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The creation of the Theatre Arts Transfer Degree requires scheduling that allows students to complete the program in a reasonable timeframe. The nature of the curriculum also requires a higher level of commitment to the technical theatre courses and lab experience. For this reason two new adjunct instructors have been hired. Additionally, one of the part time theatre technicians has been moved to full time. However, the ideal long term solution requires an additional full time faculty member with a technical theatre focus.

The renovation removed the office space for theatre faculty and technical staff from the Auditorium. This created difficulties for staff and students in terms of communication, efficiency, and safety. A former men’s restroom and the upstairs technical booth will now serve as office space. This will alleviate the difficulties.

The drop in student numbers relates to the drop in sections offered. It also relates to counselors steering students away from performing arts courses as a result of the stringency of ed plans. The solution is to seek out and attract Theatre Arts majors. The Department is now focusing on marketing and recruitment. In addition to creating a logo, the department has established a social media presence on Facebook, Instagram, Twitter, and Snapchat. High School and community outreach plans are in process.

The renovation removed the dance studio from the Auditorium which leaves the dance classes without a facility and makes collaboration more difficult. Negotiations are underway to ensure Dance will have space for class and rehearsal in the new gymnasium.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Theatre Arts Department continues to incorporate technology into the program. Two courses have been approved for online delivery. Introduction to Theatre has been offered online, and Script Analysis will be offered online in fall 2016. This is a new step for the department and will help us reach a wider student population.

The Department received a lighting and sound update with the Auditorium renovation. We are now incorporating multimedia into our theatrical productions. This is an important step for the technical students who will most certainly encounter multimedia projects in their professional careers.

The Department has begun partnering with the California Theatre and the Redlands Theatre Festival. The California Theatre provides advertising in exchange for assistance with set construction and storage. We have a mutual agreement with Redlands Theatre Festival for advertising and to borrow/lend equipment and materials. We are looking into internship opportunities for students with RTF. We also borrow/lend equipment and materials with Crafton and CSUSB.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Data demonstrating achievement of instructional or service success:

The Theatre Department received a “does not meet” because “Document does not analyze data or narrative from EMP nor does the program provide departmental goals.” The department has analyzed the data and narrative from the EMP. Additionally, the 2015 EMP provides a clear set of goals, restated below:

Department Goals:

- The department strives to offer high quality theatre productions, in terms of experience and outcome.
- The department will continue to offer a variety of productions to the community including drama, comedy, musical theatre, etc.
- The department will seek out opportunities to increase exposure and recognition for the Theatre Arts students, the department, and the college.
- The department will continue to explore marketing strategies to increase audience size.
- The department will continue to re-establish itself in the Auditorium and rebuild the student and audience base.
- The department will continue to integrate online offerings into the curriculum to serve a larger, more diverse population.

Relevance, Currency, Articulation:

The Theatre Arts program received a “does not meet” for outdated curriculum. According to the document, “16 out of 28 Theater courses have not been reviewed for nine years.” All Theatre Arts courses are now up-to-date.

Accomplishments:

The previous program review listed musical theatre as an accomplishment, but the team feedback indicated, “the document does not state how many musical productions they do, and how this constitutes a ‘substantial’ accomplishment.” The department, in recent years, has achieved great success as identified and detailed in this document. Specific examples include the department’s creation of a new transfer degree, participation in KCACTF, and a vibrant Performing Arts Club.