



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program VISUAL & PERFORMING ARTS THEATRE

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The Theatre Arts Department at Glendale Community College offers courses that fall well within the guidelines for the mission of the college. With access to Los Angeles theatre and film communities, many of our students work in the entertainment industry as actors, technicians, and theatre personnel. Degrees are offered at the AA and AS level and courses transfer to four-year colleges and universities for the Theatre major. Moreover, Theatre Arts offers a significant number of courses for General Education transfer under both the CSU and IGETC programs.

Please list the **most significant achievement** accomplished since your last program review.

The GCC Theatre Department was recognized excellence by the Kennedy Center American College Theatre Festival for an Invited Scene from the Spring Production 2009, *Little Shop of Horrors*. Faculty Co-Chair served on the Kennedy Center National Selection Team and appointed as Vice Chair, National Playwriting Program.

The Theatre Arts General and Theatre Arts Acting Emphasis majors revised and correctly exhibited in the 2011-2012 Catalogue.

List the current major strengths of your program:

1. Significant IGETC course offerings
2. Student participation as leaders in Theatre Guild club that organizes fund-raising events and helps to keep a vibrant program with quality productions.
3. Faculty who work, train, and hold professional appointments in the field.

List the current weaknesses of your program:

1. No full-time technical theatre faculty and technical director/production manager spread too thin amongst departments and campus;
2. The Theatre Arts Department is limited to two productions per academic year;
3. The Theatre Department facilities are outdated and run risk of lawsuit: insufficient lab spaces for make-up/costume, and acting classes; ADA compliancy and combined men/women shared dressing areas are concerns.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTEs Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
THEATER	2007-2008	127	9.7	419	50.3%	77.8%	72.6%	1
	2008-2009	148	8.8	535	56.8%	103.2%	75.4%	1
	2009-2010	141	10.1	445	45.7%	82.4%	69.7%	1
	2010-2011	143	9.5	482	53.5%	82.5%	68.9%	0
	% Change	+12.8%	-2.1%	+15.2%	+6.3%	+5.9%	-5.0%	-
	4-Yr. Trend	increasing	stable	increasing	stable	stable	stable	decreasing
VISUAL & PERFORMING ARTS DIVISION TOTAL	2007-2008	1,281	74.5	547	56.0%	86.5%	69.2%	36
	2008-2009	1,338	72.4	588	53.1%	97.5%	70.5%	40
	2009-2010	1,328	76.4	553	50.0%	96.6%	72.1%	22
	2010-2011	1,228	79.3	493	50.6%	94.4%	70.0%	28
	% Change	-4.1%	+6.3%	-9.8%	-9.7%	+9.2%	+1.3%	-22.2%
	4-Yr. Trend	stable	stable	stable	stable	stable	stable	decreasing

1.1. Describe how these trends have affected student achievement and student learning:

The department has made significant changes in class scheduling by increasing the number of General Education requirement courses being offered. These classes continue to fill beyond capacity each semester.

These trends do not clearly reflect the student achievement for two reasons: one is that many theatre students transfer to four year schools without completing the major here at GCC. The other reason is because theatre students often leave GCC to work professionally in the entertainment industry.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

Seat loads for production courses are set at a maximum to accommodate a variety of play/production offerings. Each semester may differ based on the show chosen. To regulate would be an infringement on artistic freedom, and limits student learning a variety of art forms and styles of theatre. In addition, insufficient space for lab/class size contributes to the overall seat load and safety.

One full-time faculty member is only teaching .40% FTEF within the department without assuming the responsibilities of running the department, curriculum, and, planning.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
THEATER ARTS	26/26	100%	11/15	73.5%	11/26	42%	No

2.1. Please comment on the percentages above.

The Theatre Arts department has made a significant effort to write all Student Learning Outcomes including Program level and degree student learning outcomes.

By the end of spring semester, 2012 semester all active courses will have data and assessments.

Many courses (15) were not able to be offered due to significant cuts to the theatre program, and subsequently the ability to offer the performance course (e.g. 160 series) does not happen as often and cannot be assessed as often due to these cuts.

- 2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
- b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
- c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

- a) www.glendale.edu/theatre contains the Course Level Student Learning Outcomes Assessment Timeline as well as the Program Learning Outcomes Assessment Timelines
- b) The Theatre Arts department is actively investigating C-ID Transfer Model Curriculum in Theatre as well as working towards combining the Theatre Arts 130 and 131 course to better streamline and keep current with college and university training.
- c) We have yet to complete our program level assessments, and are working towards reviewing the Technical Theatre Certificate.

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
- b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

- a) These assessment reports were forwarded to Ed Karp and Alice Mecom. Assessment reports available upon request.
- b) The Theatre Arts Department recognizes the need for additional space for both Makeup and Costume areas. In addition, the performance spaces for acting classes are insufficient and do not accommodate the size or interest level in that area. Classes are forced to work in a non-classroom/public area.
- b) A performance aspect with little or no production values (in the form of a final Showcase) was added to better teach the audience/performer relationship.
- b) With Theatre Arts 101 courses, it became a requirement to use a play text – which ultimately aligns with our program level SLO's.

2.4 Please list all courses which have been reviewed in the last academic year.

Note: Curriculum Review is required by the Chancellors Office every 6 years.

All courses in Theatre Arts have been reviewed in 2009.

2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

Theatre Arts AA General and Theatre Arts AA Acting were reviewed and updated in 2011.

2.6 For each program that was reviewed, please list any changes that were made.

The college catalogue reflected confusing data for the students that lacked clarity in terms of the majors – it gave the appearance that the majors were unattainable. It now reflects a more clearer, attainable, and student-friendly model.

The movement class listed for the Theatre Arts – Acting major was eliminated by another department due to cuts. As a result, equivalent classes were offered as a substitution. The Theatre Arts Department plans to write a movement course specifically for the department and major.

In addition, the majors better reflect expectations for transfer institutions and preparation for the vocation.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

Monthly staff meetings to discuss SLO's and department and college policy and practice. Interdepartmental meetings with Dance and Music assist with scheduling and the collaboration on the Musical.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
1. no full-time technical theatre faculty and technical director/production manager spread too thin amongst departments and campus Sought out additional designers from the profession to help alleviate over-scheduling of TD. Hired a P/T technical theatre faculty to help mentor students in the area of design.	Will continue to pursue a full-time technical theatre faculty as a priority to better serve students interested in the area and build the program.
2. limited to two productions per academic year The showcases have been added as a component to the core curriculum performance courses, but not a comparable measure of a fully realized production experience. (Reference Program Review 2.3b) We plan to offer an additional production once FTE has been restored for a total of three. (Still a 2 production reduction from 2006/07) Restore guest artist/director appointments for at least one production per academic year.	More opportunities for students who have expressed they will attend other schools as a result of our lack of offerings and opportunities to perform. Guest artist creates professional networking connections within the theatre community and exposes to a variety of teaching styles.
3. Facilities are outdated and run risk of lawsuit (ADA compliancy and combined men/women shared dressing room areas) Although the last program review reflected a dressing room request that was put on low priority, the theatre arts department will continue to emphasize the priority based on compliancy and potential risk to the college.	College is less at risk. Students receive a better experience and GCC becomes a more competitive institution with nearby college (PCC) that has current and compliant state of the art facilities.

2011 PROGRAM REVIEW
VPA - THEATRE
KCACTF Regional Festival
Funding
I:VPA.Th-1
Section 4
Resource Request
Type of Resource Request:

☐ Facilities/Maint. ☐ Classroom Upgrades ☐ New space ☒ Conference/Travel
☐ Instructional Equip. ☐ Non-Instructional Equip ☐ Training ☐ Other
☐ Computer/Hdware ☐ Software/Licenses ☐ Supplies

Mandatory: Is this request for one-time funding? ☐ OR Does this request require ongoing funding? ☒

If this is a repeat request, please list the Resource ID code or year requested: no

Mark if the following apply to this request: ☐ Health & Safety Issue ☐ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

KCACTF Regional Festival Funding.

The Kennedy Center, American College Theatre Festival is a week-long festival where students, faculty and staff from colleges and universities gather to share exemplary work in the region. The goals of the Kennedy Center American College Theater Festival are to :

- encourage, recognize, and celebrate the finest and most diverse work produced in university and college theater programs;
- provide opportunities for participants to develop their theater skills and insight; and achieve professionalism;
- improve the quality of college and university theater in America;
- encourage colleges and universities to give distinguished productions of new plays, especially those written by students; the classics, revitalized or newly conceived; and experimental works.

The KCACTF has grown into a network of more than 600 academic institutions throughout the country, where theater departments and student artists showcase their work and receive outside assessment by KCACTF respondents.

Through state, regional, and national festivals, KCACTF participants celebrate the creative process, see one another's work, and share experiences and insights within the community of theater artists. The KCACTF honors excellence of overall production and offers student artists individual recognition through awards and scholarships in playwriting, acting, criticism, directing, and design.

In January and February of each year, regional festivals showcase the finest of each region's entered productions and offer a variety of activities, including workshops, symposia, and regional-level award programs.

Purpose of attendance: To serve as faculty advisor to students participating in the Kennedy Center American College Theatre Festival Irene Ryan Acting Competition and representative of Glendale Community College. In addition, there are workshops and networking opportunities for faculty and staff from participating colleges and universities. GCC's faculty participation is essential for research and experiencing new trends in theatre.

Amount requested \$ 2,900.00

Breakdown of cost (if applicable): Registration fees, hotel accommodations, travel (air/car), and meal support for two faculty mentors/chaperones.

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Educational Master Plan/Strategic planning goals and priorities:

- 1.1 – Awareness – GCC's presence at the KCACTF festival includes us in the 600 academic institutions that participate.
- 1.2 – Access – The Theatre Arts Department's participation exposes students to other colleges and universities, that will ultimately help with student articulation. The activities presented at the festival better prepare our students for transfer.
- 1.3 Persistence and Success – workshops and competition better motivate students with their success in their educational goals.
- 2.3 – Explore other potential collaborations – through networking, not only are students and faculty exposed to other businesses including unions, but many colleges and universities. Often the judges in competition are connections that students can draw on.
- 3.5 – Promote Innovative Learning for the 21st Century Students and Faculty – Workshops and productions are often introducing students and faculty to new methods of teaching and learning.

((Two students from our program are prime examples of their KCACTF experience – Mary Claire Garcia in Acting was a transfer to CSU, Northridge and was an Irene Ryan scholarship nominee for 3 KCACTF festivals; Jim Niedzialkowski recently completed a professional stage management appointment and competed in the KCACTF stage management competition in 2010))

Institutional Student Learning Outcomes:

KCACTF Festival participation supports the following ISLO's –

- 1) Communication: a, b, c, d, e – the week-long festival has a multitude of opportunities of working collaboratively and participating in workshops and performances.
- 4) Critical Thinking: a, b, c, d, e – while watching the best of the festival, students become well-rounded critics of theatre. They can then evaluate their own performance in the art form.
- 5) Global Awareness and Appreciation: b, c, d, e, f – as many topics are presented and discussed, students see diversity in theatre that they may not get at their own college.
- 6) Personal Responsibility: a, b, c, d – In preparation for competition, students use and practice all of the personal responsibility skills.
- 7) Application of Knowledge – a, b, c, d – with the technical theatre students, it is expected that they will use computer and technical skills as a part of running a production, participating in competition. The festival prepares them for lifelong learning whether in education or professional environments.

For 2010 – 16 students attended the festival. Although there was some financial support for student registration, the majority of students could not attend due to financial hardship. In addition faculty attended at their own cost.

4.3. What measurable outcome will result from filling this resource request?

- Students will have continued faculty support and supervision while at the festival.
- Faculty will bring current trends back into the classroom.
- Students will have an demonstrated incentive for success.
- Students will be better prepared for transfer or professional appointments (e.g. Jim Niedzialkowski, Mary Claire Garcia)
- Students will have a better understanding of the standards of excellence beyond one source they are accustomed to.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						X
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Academic Affairs					Prioritization Score		

2011 PROGRAM REVIEW

VPA: THEATRE
*Upgrade Classroom, Dressing
 Room & Shower*

I:VPA.Th-2

Section 4

Resource Request

Type of Resource Request:

☒ Facilities/Maint. ☒ Classroom Upgrades ☐ New space ☐ Conference/Travel
☐ Instructional Equip. ☐ Non-Instructional Equip ☐ Training ☐ Other
☐ Computer/Hardware ☐ Software/Licenses ☐ Supplies

Mandatory: Is this request for one-time funding? ☒ OR Does this request require ongoing funding? ☐

If this is a repeat request, please list the Resource ID code or year requested: ☐ yes, 2006 and 2010/2011 ☐

Mark if the following apply to this request: ☒ Health & Safety Issue ☒ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

Dressing room, classroom (makeup, costume, and performance production classes) and shower upgrade.

Examine the dressing room facility and upgrade mirrors, lighting, plumbing and bathroom facilities. This facility is currently in a bottom floor where the only access is by stairs. There is no separation for male students and female students in dressing or bathroom facilities. As some productions involve heavy make-up and endurance, to not have adequate shower facilities is an issue for physical wellness and hygiene.

This facility is used for the make-up and costume classes, as well as a changing area for productions (also classes).

Amount requested \$ 56,000

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

This request is primarily a health and safety as well as an ADA compliancy concern. The facility shows wear and is at the end of its useful life. Makeup mirror lighting could be replaced with more economical and environmentally sustainable equipment. In addition, the request supports the following Educational Master Plan and Student Learning Outcomes:

EMP 1.3 – Persistence and Success; Increase student persistence and success in completion of their educational goals. Supporting data: Currently students are not modeling what is industry standard. In addition, the make-up class was in such demand in FA2011 semester, that there were not enough make-up stations or working lights/mirrors to teach effectively.

SLO 6a, 6b, and 6c: Personal responsibility; self-management, self-awareness, physical wellness. Supporting data: students have expressed being uncomfortable sharing a co-ed dressing room during performance situations.

4.3. What measurable outcome will result from filling this resource request?

An overall better environment for our students, including those students needing wheelchair accessibility. Effective space for teaching and learning.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						X
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Academic Affairs					Prioritization Score		

2011 PROGRAM REVIEW

VPA - THEATRE <i>New Rehearsal Space</i>	I:VPA.Th-3
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Section 4
Resource Request
Type of Resource Request:

☐ Facilities/Maint.	☐ Classroom Upgrades	☒ New space	☐ Conference/Travel
☐ Instructional Equip.	☐ Non-Instructional Equip	☐ Training	☐ Other
☐ Computer/Hdware	☐ Software/Licenses	☐ Supplies	

Mandatory: Is this request for one-time funding? ☒ OR Does this request require ongoing funding? ☐

If this is a repeat request, please list the Resource ID code or year requested: 2006-2010

Mark if the following apply to this request: ☒ Health & Safety Issue ☐ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

Acting space(s) – The Theatre Arts Department has no rehearsal space beyond the actual performance areas (e.g. Studio Theatre AU102 and Mainstage Auditorium AU100).

The Theatre Arts Department requests additional Lab/Classroom space beyond Studio Theatre AU102 and Mainstage Auditorium AU100.

Amount requested \$ (varies depending on availability of college facilities)

Breakdown of cost (if applicable): Cross-reference with Music Department request for a Recital Hall and classroom space. Theatre Department would be willing to be accommodated in existing spaces such as AU4, AU211 (current Music Classrooms), for example in lieu of a newly built space.

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Lab/classroom space that accommodates the seat loads for the Theatre Arts 100, 103, 104, and 111 courses is currently inefficient and poses a potential safety hazard as currently configured. Warm-up exercises are conducted in lobby area and outdoors – spaces that are unsafe and not clean for students to meet the needs for movement exploration. There are constant interruptions of class and department business is disrupted during class time when these public areas are in use. We could meet increased student demand with adequate space and practice facilities. Student learning outcomes of these performance classes reflect that student learning and concentration/retention of class concepts are interrupted as a result. The availability of space is limited, and contradicts the core curriculum goals of creating a character from script to performance (examples: Showcases, Productions, Scene work, Movement work.)

This request supports the following core competency, course/program SLO's:

EMP Strategic Goal 1 – Student Awareness, Access, Persistence and Success

1.2 – Access: Basic skills preparedness in Theatre Arts Courses that allows students for increased transferability.

1.3 – Persistence and Success: Students learning to act require a proper and safe space to conduct their work

Core Competencies

- 1 – Communication c, d, e
- 4 – Critical Thinking b, c, d, e
- 5 – Global Awareness and Appreciation c, d
- 6 – Personal Responsibility a, b, c, d
- 7 – Application of Knowledge c, d

Students have expressed inhibitions with working on movement and acting exercises in a public space. In addition, there have been complaints of the noise level by students rehearsing in the halls and public spaces. A larger space would accommodate the need for artistic expression and application of knowledge. This supports students in personal responsibility and application of course goals.

4.3. What measurable outcome will result from filling this resource request?

- A broader variety of curriculum can be supported and explored in a appropriate environment.
- Students will gain applicable knowledge in a safe environment while accommodating class seat loads.
- Students will gain continuity in learning through fewer interruptions.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						X
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Academic Affairs					Prioritization Score		