

## Program Review, Analysis, and Planning

Department Name: Theater Arts

### Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

*The department's FTES/FTEF by academic year 2016-2017 was 1.9 percentage points under the GWC average. 2017-2018 FTES/FTEF were 4.6 percentage points below the GWC average. The most recent slight decline can be attributed to lower enrollment for the 2017-2018 academic year which is part of the cyclical pattern of gains and losses this department has experienced for over a decade.*

*Average enrollment per section for the Theater Arts department in years 2016-2018 is 25 which is below the GWC average of 37. However, fully 2/3 of course offerings for the department (acting, technical theater and production courses) are capped anywhere from 12-to-24 students which is far below the GWC average of 37. Lecture classes accept larger enrollments from 32 to over 100 students to counter the small enrollments demanded by classroom size, safety or rigor of theater arts department courses.*

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

*Our reputation of providing quality live theatrical and musical productions continues to grow within the campus and community. Currently, the theater arts department is experiencing a slight decline in enrollment. To mitigate this, the department will continue to be extremely active in promoting classes, faculty, degrees, CTE certificates and productions to GWC students, the general community and to high school and college students who have an interest in theater arts in study and in performance. We continue to actively recruit students but we can always do more and on a more regulated schedule. Each full-time faculty member along with part-time faculty must contribute to this action. The department has tightened class offerings to accommodate current volume as well as anticipated growth. We believe the high quality of our course offerings coupled with massive marketing, promotions and outreach will help stem any small enrollment declines which tend to be cyclical in nature.*

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

*The Theater Arts department places no barriers to any student's involvement in our courses, productions and technical theater assignments. We are, by the nature of theater at its most*

*basic level, inclusive and accepting of all students and can easily adapt to accommodate student's needs. Students come to our courses based on their individual passion, talents, skills and goals. The Theater Arts department prides itself in fostering an atmosphere of acceptance as we welcome the beginning actor, the dedicated theatre student, the professional performer and the returning adult student who is seeking a career in the profession. The Theater Arts department provides students with one of the most positive, creative and professional theatre experiences of all colleges in Orange County. We will continue to do so with renewed effort by planning each season of plays and musicals with an eye to number of roles for our students, appropriate acting challenges, more theater of diversity when the faculty interest and the quality literature is available appropriate, and additional use of theater technology.*

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

*The theater art department success rate is significantly higher than the GWC success rate and has consistently been so since 2013. Additionally, the retention rate for theater arts students is significantly above the GWC average. Our retention rate is in the 90-100 percent range and has been consistently so since 2013. Faculty will continue to assist our students in myriad ways to keep success rates at their stellar level. We are secure in the knowledge that once we have a student take one of our courses, they become part of our department family. Additionally, since Fall 2016, the theater arts department has awarded 3 CTE certificates (program began in Fall 2016), 1 Associate of Arts degree, and 10 ADT degrees for a total of 14 degrees and certificates in two years as compared to a total of 7 degrees in the previous three years. Our success rate is also reflected in the number of students who successfully transfer to 4-year universities and conservatories.*

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

*According to the supplied data, Hispanic/Latinx, Man, Economically Disadvantaged, Foster Youth, CalWORKS and International students are experiencing slight disproportionate impact as compared to the total GWC student population. Until this data was provided for this report, theater arts faculty were simply unaware which of our students fall into each of these categories. We do not seek to identify any subgroups of our total student enrollment but rather expect and enforce the same rigor expected of all our students while providing kind counsel and academic mentoring. Our department will continue to welcome students from all student populations and continue to educate all who are willing to learn since all our students choose to enroll in theater arts courses to enhance their college experience and reach academic goals. In lecture courses, faculty will continue to stress basic learning skills and practices. In acting and performance, faculty will continue to introduce and enforce professional level skills and goals. In technical theater, faculty will strive to introduce new technology to prepare students for occupational employment and will continue to stress professional level skills and goals. This data contradicts the data regarding success and retention rates which continue to be higher than GWC success and retention rates.*

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

*Associate Degree for Transfer in Theater Arts (ADT) or the Associate of Arts in Theater Arts prepares a student for transfer and/or careers related to theatrical history and literature, performance, design/technology, and management. Students finishing the course of study in the Theater Arts department will be prepared for a baccalaureate degree in Theater Arts.*

*CTE Certificates of Achievement – Scenic, Lighting and Projection Design Technician (begun in Fall 2016) and the Costume Production and Wardrobe Technician Certificate (beginning in Fall 2019) allow students to follow a course of study leading to certification, employment and occupational competency. The CTE certificate programs anticipate 2-5 annual completers.*

*Receiving a degree is not necessary for theater arts majors/students to transfer to a college, university or conservatory. Students successfully transfer based on their academic record, talent, demonstrations of that talent and/or technical theater acumen.*

*Faculty will continue to advise students to enroll in these degree and certificate programs while stressing the value and importance of achieving a degree or certificate.*

7. Are students transferring to four-year institutions from your program? Yes  
What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

*The data lists 10 transfers since 2013 through 2017. This information is incomplete and inaccurate. Students who transferred from the GWC theater arts department to private colleges, universities and conservatories without notifying anyone in our department or the college were not part of the data calculations. The faculty are aware of over 40-50 of our students since 2013 who successfully transferred to theater arts programs at UCLA, USC, UCI, CSU-Long Beach, CSU-Fullerton, CSU-Northridge, Marymount Manhattan College in New York City, the London Academy of Music and Dramatic Art and the Liverpool Institute for Performing Arts but who may or may not have been declared theater arts majors while at GWC. Our students successfully transfer and will continue to do so. The faculty will continue to provide transfer workshops and other information to our students to facilitate and encourage their successful transfer.*

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

*The Scenic, Lighting and Projection Design Technician CTE Certificate of Achievement began in Fall 2016. It is now undergoing its first program review as part of the Theater Arts department program review.*

*The Costume Design and Wardrobe Technician CTE Certificate of Achievement began in Spring 2019 so its program review is premature.*

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

*Yes, although the data indicates a completion rate that is inaccurate. The department completes all course SLO assessments every semester through skill demonstrations, surveys and written evaluations. Courses that have not been assessed in the last three years have been offered but had no enrollment which may be altering the data provided. We list many more courses each semester than demonstrate student enrollment. Those courses are primarily production courses. Three courses, THEA G111, THEA G112 and THEA G160 have not been offered on a regular basis but the department is looking for strategies to offer those courses again including offering THEA G160 Stage Directing this fall 2019.*

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?  
Yes.

## Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

The Theater Arts department:

- *Improved enrollment and participation in our technical theater CTE programs and technical theater courses due to the hiring of a full-time technical theater faculty member in 2016. There has been significant increase in enrollment, the addition of three new technical theater courses and the awarding of 3 CTE certificates with several more expected this semester.*
- *Worked to achieve an increase in the number of AA and ADT degrees awarded*
- *Continued efforts to encourage students of all ages, backgrounds, and abilities to participate in all areas of theater including lecture courses, acting, stage management, and backstage technical and design assignments while providing over 50-75 roles for student performers each season and offering students the unique opportunity to create and perform in two distinctive theatrical stage settings: the 326-seat Mainstage Theater and the 96-seat Stage West Theater*
- *Acquired necessary equipment (projectors, laptop computers, software programs, materials and supplies) for students enrolled in the Scenic, Lighting and Projection Design Technician CTE Certificate program (which began in Fall, 2016) and for general technical theater students to the benefit of all theater arts students*
- *Selected plays and musicals with regard to the abilities, interest and resources of staff and students. We select our season with regard to impact on other campus departments, staff and audiences and relevance to the curriculum at our area high schools. We continue to employ award – winning faculty, professional experts and independent contractors with solid reputations and local, regional, national and international theatrical credits.*

## PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years.

- *Continued focus on promoting classes, faculty, degrees, CTE certificates and productions to GWC students, the general community and to high school and college students who have an interest in theater arts in study and in performance. Activities would include required meetings of all majors to introduce faculty, courses and opportunities in an effort to know and serve majors. diverse marketing and promotion programs, diversity in repertoire selected for production and outreach, and focused and active recruitment of students on a regulated schedule.*
- *Better integration of department acting students and courses with department technical theater students and courses so all students work in a more unified fashion*
- *Review of department mission statement.*
- *New focus on programming short, daytime performing arts events with no admission charge in the Star Shower Amphitheater. By limiting programming to daytime, security is no longer an issue, students would have an opportunity to perform in different styles and in a setting that is different than the Mainstage Theater, and students, faculty and staff would have the chance to enjoy performing arts in a beautiful outdoor setting.*
- *Remodel, reorganization and inventory of the theater arts department property room and storage.*

### Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>Focus on the promotion of classes, faculty, degrees, CTE certificates and productions to GWC students, the community and to high school and college students who have an interest in theater arts in study and in performance</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Enrollment</li> <li>Data provided by ORPIE reflecting number of degrees</li> </ul>	<ul style="list-style-type: none"> <li>Require meeting with all majors</li> <li>Encourage increased enrollment and awarding of degrees and certificates</li> <li>Promote a thorough and diverse marketing and promotion program completed by faculty, staff and publicist</li> <li>Promote diversity in repertoire selected for production and outreach</li> <li>Focus on active recruitment of students on a regulated schedule</li> </ul>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<ul style="list-style-type: none"> <li>Hire Department publicist for theater arts, dance and music productions, classes and outreach</li> </ul>
<p><b>Goal 2:</b></p> <ul style="list-style-type: none"> <li>Remodel, reorganization and inventory of the theater arts department property room and storage.</li> </ul>	<ul style="list-style-type: none"> <li>Space will be professionally reorganized and remodeled</li> <li>Survey to determine if reorganization and remodeling promoted student efficiency and learning success.</li> </ul>	<ul style="list-style-type: none"> <li>Remodel, reorganization and inventory property room and storage.</li> </ul>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<ul style="list-style-type: none"> <li>Hourly worker to complete this limited term project over the course of one-to-three (1-3) months</li> <li>Materials (including paint, lumber,</li> </ul>

					<i>etc.) and storage supplies (plastic bins, shelving, cabinets, etc.)</i>
<p><b>Goal 3:</b></p> <ul style="list-style-type: none"> <li>• Program short, daytime performing arts events with no admission charge in the Star Shower Amphitheater</li> </ul>	<ul style="list-style-type: none"> <li>• Survey of participants and audience</li> <li>• Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Work with theater arts, music and dance departments to schedule one hour per week daytime performances featuring GWC students</li> </ul>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<ul style="list-style-type: none"> <li>• College operations to provide microphones, chairs as needed</li> </ul>
<p><b>Goal 4:</b></p> <ul style="list-style-type: none"> <li>• Review of department mission statement</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty will review and rewrite department mission statement</li> </ul>	<input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	
<p><b>Goal 5:</b></p> <ul style="list-style-type: none"> <li>• Better integrate acting students and courses with department technical theater students and courses</li> </ul>	<ul style="list-style-type: none"> <li>• Survey of students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule activities and exercises to break down acting versus tech theater barriers</li> <li>• Promote each group learning about and participation in the others activities</li> </ul>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	