LMC Comprehensive Program Review
Instructional Units

2017-2018

Program/Discipline: ___Dramatic Arts_____

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years?

Our degrees have changed within the past five years by the addition of our AAT in theatre arts and our AA in Acting. Our degrees were approved by the state and have had a significant boost in the number of students who have entered our program. In addition we found that within our degree the capstone course Drama 61 (previously 52) required so much additional work for the students that a lab was needed. This added course allowed the students enough time to finish projects. Within the past 5 years we also added an experimental course entitled Theatre for Social Justice which developed a play that was later produced in conjunction with the Office of Equity and Inclusion and the campus wide community.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

The changes we are proposing to make will be to create a Certificate of Completion for students who complete our course sequence but either transfer before receiving their degree or go off into the workforce. The number of students who complete our sequence and move on is far greater than the number of degrees offered and the department would like to see those students awarded for their accomplishment.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
AA in Acting	Acting 1 (Drama 20) Voice for Performance (Drama 22)	Acting 2 (Drama 21) Movement and Improvisation (Drama 23)	Theatrical Production (Drama 50) Theatre Appreciation (Drama 16)	Directing and Collaborative Performance (Drama 61) Directing Workshop (Drama (62)
AAT in Theatre Arts	Acting 1 (Drama 20) Theatre Appreciation (Drama 16)	Theatrical Production (Drama 50) Acting 2 (Drama 21)	Theatrical Production 2 (Drama 51)	Stage Craft (Drama 40) Or Directing and Collaborative Performance (Drama 61)

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

The only course that is part of the sequence that we have not offered is Drama 41 Theatrical Design, which is an elective and students have additional options to fulfill this requirement. The plan is to find a skilled designer to teach the course for the future.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

NA

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester

	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Drama 15	Y	Y	Y	Y
Drama 16	Y	Y	Y	Y
Drama 20	Y	Y	Y	Y
Drama 21		Y		Y
Drama 22	Y		Y	
Drama 23		Y		Y
Drama 30	Y	Y	Y	Y
Drama 40	Y		Y	
Drama 41		Y		Y
Drama 50	Y		Y	
Drama 51		Y		Y
Drama 60				Y
Drama 61				Y
Drama 62				Y
Drama 70	Y	Y	Y	Y
Rationale for any Major Changes				

4. Existing Curriculum Analysis

4.1.   Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
Drama 16	Nick Garcia
Drama 20	Nick Garcia
Drama 21	Nick Garcia
Drama 22	Nick Garcia
Drama 23	Nick Garcia
Drama 30	Nick Garcia
Drama 40	Nick Garcia
Drama 41	Nick Garcia
Drama 50	Nick Garcia
Drama 51	Nick Garcia
Drama 60	Nick Garcia
Drama 61	Nick Garcia
Drama 62	Nick Garcia
Drama 70	Nick Garcia

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	The content of the plays we ask students to read has changed but the major texts paramount to the course have stayed the same.
How have these changes enhanced your program?	The changing of plays has allowed faculty to teach to their strengths and we have seen success as a result

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	**None**
What significant changes to existing course content would need to be made to support the new degree or certificate?	No

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

Drama 71 – Documentary Filmmaking has been deactivated since the previous faculty who taught the course and owned all of the necessary equipment retired. The department has not found an appropriate replacement so the course was deactivated.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?
   a. Delete the course
   b. Market/promote the course to gain enrollments
   c. <mark>Deactivated</mark>

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

A member of our faculty found a way on Canvas to grade according to the CSLOs and we feel that if the institution and our department adopted the rubric it would not only make grading

easier, it would make sure that all assignments met CSLO criteria, and would give the institution the most accurate assessment possible.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

We noticed that students were needing to drop other courses outside of the department in order to complete the requirements for Drama 52 so a lab was added to allow students to receive credit for the additional work which would decrease the need to drop courses later in the semester.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided**. Describe one important thing you learned from your program level assessment.

Program level assessment allowed us to look at our programs missions and to see if we were really delivering on them or if our focus as a department had shifted. The previous PSLOs were written before I entered the program and were not as focused as our degrees. This allowed us to pare down our PSLOs and combine them to be more efficient.

7.2.2. What was the biggest challenge in conducting program level assessment?
NA

7.2.3. What resource needs, if any, were identified in your program level assessment?

Our biggest needs were for equipment and for a Theatre Staging Specialist which we have now been awarded. In the future we need stable conference funding to attend the Kennedy Center American College Theater Festival. Attending this festival has been paramount in the growth and success of the Drama Department.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	85%- SP 2017 85.6%-FA 2016 89.3%-SP 2016	89.1%- SP 2017 86.1%- FA 2016 88.2%- SP 2016	90.3%- SP 2017 87.6%- FA 2016 89.6%- SP 2016
Success Rate (program/discipline)	66.9%-SP 2017 72.7%-FA 2016 68.6%-SP 2016	75.3%-SP 2017 75.1%-FA 2016 77.6%-SP 2016	78.1%-SP 2017 76.6%-FA 2016 77.8%-SP 2016

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

Our numbers look consistent but we see that there is room for improvement.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Our strategies are to include more texts or plays highlighting artists and figures from these groups. Also each of these groups respond most to community learning. We are currently working on creating more activity and community based methods of pedagogy.

9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

| Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success? | **Equity Speaker Series in conjunction with themes in the major departmental productions.**

The key elements that led to the success of the speaker series were creating partnerships with outside departments and uniting our shared vision around the themes of our plays. Key elements included funding, friendships, and providing the team with administrative assistance and support navigating our college systems and proceedures.

National and Regional Awards for student work

The biggest key to our success has been making sure you follow through and invest in the success of student work as much or more than |

	departmental work. To clarify the last statement, many departments that specialize in new work do not give adequate support and often the project is left to survive or fail on the efforts of inexperienced individuals. The department usually has professors invest time and experience working on fully published works. Our department takes our students works and makes them main stage productions and makes the success of those works the focus of our semester goals.
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	Every project. One thing that we have learned is that obstacles if framed properly can be the greatest asset you have. The only impediment we have consistently had is that we often do not receive funding until the first day of the semester and the team must plan, schedule, promote, event plan, and produce all of our events within about one month which is not ideal for our business office and their established procedures. In the future it would help if we had funding sooner and the business office had streamlined procedures to accommodate the needs of the project.

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.

	5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. **6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.**

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Establish permanent conference funding for KCACTF	1,2,3,4	2,3,4,5,6
Goal 2: Establish permanent funding for Equity Speaker Series and work with business office to create new streamlined pathways for event success	1,2,3,4	1,2,3,4,5,6
Goal 3: Publish new works created by the department to be made available for the public and the students who made them	1,2,3	1,2,3,4,5,6
Goal 4: Implement diverse cultural plays and learning in all courses department wide.	1,2,3	1,2,3,4,5,6
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	

Department/Unit Name	Position Name/Classification	FTE

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	

Justification:

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	
	Goal #1	

Department/Unit Name	Resource Type	
Dramatic Arts	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other	

General Description	Est. Expense
Yearly permanent conference funding for travel to KCACTF conference	$10,000

Justification:

Attendance to the festival provides pathways to transfer, provides professional development for both students and staff, provides pathways to workforce, and allows our students to showcase their talents at a national level.

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #

Department/Unit Name	Resource Type
Dramatic Arts	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense
Yearly permanent conference funding for travel to KCACTF conference	$3000

Justification:
Attendance to the festival provides pathways to transfer, provides professional development for both students and staff, provides pathways to workforce, and allows our students to showcase their talents at a national level.