**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: Theatre

Program Type: [x]  Instructional [ ]  Student Affairs [ ]  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The Theatre Arts program provides courses that a student may use both to transfer to a four-year college and university and as vocational training in Acting and Technical Theatre. The program provides diverse Theatre productions that are not only for our Bakersfield College community, but for the community of Bakersfield and surrounding areas as well.

Program Mission Statement:

The Bakersfield College Theatre program is performance oriented and the activities of all of our courses are focused on how they relate to the many aspects of Theatre production. Our mission is to develop in our graduates a solid foundation of skills and knowledge that will enable them to excel in their academic pursuits and increase their chances of finding employment in professional theatre organizations or productions.

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| ***Instructional Programs only:***1. List the degrees and Certificates of Achievement the program offers
2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both.
3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
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|  **Associate in Arts in Theatre Arts for Transfer**  |

**II. Progress on Program Goals, Future Goals, and Action Plans:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two goals, please duplicate this section.

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| **Current Program Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** |
| 1. Continue to procure equipment sufficient for students to apply their learning of stagecraft, lighting, costume design, and production. | [x]  1: Student Learning [x]  2: Student Progression and Completion [x]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [x]  Revised: September, 2016**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | We were able to get five new sewing machines for the costume shop and about thirty chairs for the acting studio, but we are still looking to get more stagecraft equipment to help with show production values and to expand access to the costume design class with at least five more sewing machines and more storage racks and a storage facility. |
| 2. Add main stage productions to the performance schedule so that students have at least four opportunities each year (two per semester) to apply the skills they’ve learned in their classes. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: September, 2016 | We are back up to four shows this year, which has doubled the access for our students from the previous year. We are still struggling for coverage of all theatre sections, which puts future productions in a precarious position. A third full-time professor would help alleviate these challenges. |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| 1. We would like to expand access to the current advanced acting classes (Theatre B2a and B2b) and theatre lab (B27) by adding sections while also offering specific courses of emphasis such as Acting for the Camera and Acting Shakespeare.  | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | We will develop curriculum for the new classes and work to get those classes approved through the CurricUNET system. We will put together student surveys to adequately assess student interest in additional classes. We will research other similar theatre programs to compare class offerings and program outcomes. | Fall 2017Fall 2017Spring 2017 | Brian Sivesind, Colter Alison,Bob KempfAll theatre facultyKim Chin |
| 2. We would like to offer additional technical theater classes such as make-up and lighting design, and create additional sections of tech theater lab (B28) for additional application opportunities. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | We will develop and/or adjust curriculum for the classes.We will look for ways to increase revenue for the department in order to secure the necessary supplies and tools for classes. | Fall 2017Ongoing | Brian SivesindAll theatre faculty |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

1. Changes in student demographics (gender, age and ethnicity).

The data shows that we typically have a slightly higher number of female majors than male majors, and that has remained quite consistent over the last three years. 90 percent of our students are 19-29 years of age, perfectly consistent over the last three years. The ethnicity of our students is consistent with college-wide numbers, with about 65 percent of our students Latino/a.

1. Changes in enrollment (headcount, sections, course enrollment, and productivity).

We have increased our student load by about 40 percent over the past five years and about 30 percent over the last three years. We have increased our active sessions by 60 percent over the last three years, from 25 to 41. Our first day enrollment is very close to our census day enrollment, suggesting we aren’t losing many students in the first couple weeks overall. We consistently have 30-35 percent more students per section than the college-wide average. Our FTES/FTEF has come down from 21.6 to 19.4 over the last three years, but still is still about ten percent higher than the college-wide average.

1. Changes in achievement gap and disproportionate impact.

We haven’t quite developed a means of monitoring and measuring this, so we are in the process of addressing it. The biggest area of opportunity is in our success rate for our African American students, who have a 15 to 25 percent lower retention rate than students of other ethnicities.

1. Success and retention for face-to-face as well as online/distance courses.

Our success and retention rate have remained consistent, a bit higher than college-wide averages.

1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

We have an increase in both our AAs and our AA-Ts, with six in 2015-16 being the highest of the past four years. We haven’t awarded enough degrees to really measure the trend, but we definitely are improving.

1. Other program-specific data (please specify or attach).
2. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| --- | --- | --- | --- | --- | --- | --- |
| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| Associate in Arts in Theatre Arts for Transfer (AA-T) | n/a | n/a | n/a | n/a | 3 | 5 |
| Associate in Arts in Theatre Arts (AA) | n/a | 1 | 4 | 1 | 3 | 3 |

**IV. Program Assessment:**

Use attached **Assessment Report Form Comprehensive Tab**

1. Discuss your program’s strengths.

We now have fantastic new theatre facilities and lighting equipment with which to do our productions. Each new space allows for a different type of theatre experience for our technical and acting students as well as the audiences. Our new AA-T degree is a significant help to our transferring students. We can now offer courses in Stage Craft and Costuming, which will satisfy requirements of the AA-T degree in Theatre and improve training and education for our students. We have two new adjunct faculty members and we are working well together as a team to set goals for the future and work towards the goals with accountability.

1. Discuss your program’s weaknesses.

Currently, the lack of equipment when it comes to theater production is hindering our growth. Along with that, the lack of technology in the acting classroom limits our ability to effective deliver instruction. We also have a limited number of theatre professors, which affects our ability to offer the necessary classes for our students. Finally, the larger class sizes in our Introduction to Acting courses are creating challenges that we are struggling to address while still ensuring students are meeting their student learning outcomes.

1. *If applicable,* describe any unplanned events that affected your program.

Our Theatre Club presented a One-Act Play Festival, which brought increased visibility to our program and improved student access to performance activities. Kim Chin also organized the event Dramatic Reading: Violence in the Lives of Women, which allowed more students the ability to express themselves through performance. The piece was free to the public, which opened up access and improved visibility for the program.

**V. Resource Analysis:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

We are requesting a third Full-Time Theatre Faculty position. A third full-time position will allow the department to continue to build the theatre production program, increasing student participation in productions. It will also give us coverage for the growing size and scope of our program.

A Full-time Technical Costume position (Costumer) would allow us to keep that aspect of design and construction in house, saving money for show rentals but also giving our students more opportunities to do hands on learning in areas other than acting and set building. By working with a Costumer, tech and acting students will be properly trained in how to work professionally with this key member of the design team.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

In the past, professors attended the Oregon Shakespeare Festival as a group, leading to conversations about the artistic merits of the program and ways to improve teaching and productions in the program. We would like to continue this process and branch out to other theatre organizations.

Professors continued to hone their craft by participating as actors, directors and producers in community productions. This also helped with visibility and recruitment for the program.

1. What professional development opportunities and contributions can your program make to the college in the future?

Continued attendance at professional productions to keep ideas and fresh and continued participation in community productions.

We can offer workshops on improvisational skills, theatre games, team building, ice-breaking activities, and yoga/movement.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

The new Performing Arts Center increases our ability to stage a variety of styles and genres of theatrical productions with greatly improved production values. This gives student multiple experiences as they prepare for possible careers in theatre. We are also expanding to present shows in the black box theatre, which allows student a different performance experience.

1. How will your Facilities Request for next year contribute to student success?

Increased space to store costumes will give us better access and control of the technical elements of productions, saving us money by limiting how much we have to rent or buy from outside sources. Technology in the black box classroom will improve student learning by offering another means of communicating information to students and giving examples of strong theatrical skills.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

Improved, state-of-the-art lighting and sound equipment has given our students the opportunity to learn new skills and stay on the cutting edge of theatre technology. The lack of a computer and projector in PAC 107 has limited our ability to effectively deliver instruction and check for student understanding of that instruction.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

New power tools for the stagecraft class and the technical theatre classes will allow our students to apply the knowledge with hands-on experiences. Some of our current tools, such as the drill press, the table saw, band saw and sheet saw are over 30 years old. Some do not actually work and some work poorly. Students will be able to create higher production value shows. The computer and projection equipment in PAC 107 will allow us to show Power Point examples of acting styles and historical theatre techniques, ensuring a better appreciation of the breadth of knowledge for our students. That technology will also help us better engage classes that have been consistently growing in size over the last few years.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

The majority of our technology is program specific (lighting, costume, scenery and sound equipment). We are hoping to get additional technology resources in PAC 107 in order to better integrate technology into the classroom. We utilize district e-mail to communicate with students, which encourages use and understanding of technology. We have also introduced online quizzing programs and we’ve utilized social media to better communicate with our students and our community.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

Ultimately, the only way to apply all of the learning objectives and to meet the program objectives is for students to participate in productions. Those productions require resources to do effectively. Adding resources to the productions also markets the program to high school students who attend and to the community at large. More resources for sets, props and costumes will give our technical theatre students more opportunity to apply their skills, which helps to fulfill our Program Learning Outcomes.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.

We have a member on the Safety Committee (Kim Chin) and a member on the Assessment Committee (Brian Sivesind). Professor Chin has offered yoga workshops and movement workshops for staff and students. We have presented plays and play readings which support other departments, especially English classes studying plays that we are producing. Professor Chin is the advisor to the BC Theatre Club, the BC Film Society, and FitMindBody.

1. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

Adjunct Faculty are included in all program/department e-mails and meetings and are consulted regularly about program plans.

**VIII. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The Theatre Program continues to grow, mostly in the entry-level classes of Theatre B1 (Introduction to Acting) and Theatre B31 (Introduction to Film Studies). As these introductory classes grow, interest and participation on higher level courses increases, necessitating more sections and more opportunities for students to participate in the application of their craft. Keeping the current semester staffing level (with two full-time and an additional temporary full-time) will help serve this growing need. Continuing this staffing with a third full-time professor will assist in continuing to improve the production value of the shows the department presents while giving students the opportunity to use the state-of-the-art facilities of the new Performing Arts Center. The return to a full-time Technical Theatre Director has helped the program immensely, but now we need the necessary equipment and to take advantage of the space and the opportunities so students get the most out of the facilities. A Full-time Costumer/Costume Shop Director will help to build our program even further, improving the aesthetics of our productions as we present them to the community. More budget resources, especially as they apply to show production, would help build the program into a strength for the college and the community. We need to look to help raise money through fundraisers, production sponsors, grants, and other possible sources of revenue.