

Theater Arts Program Review 2012-2013

1. Program/Department Description

1A. Description

The Theatre Arts Department provides both academic and production experience in all aspects of theatre. A comprehensive set of undergraduate courses fulfill general education and transfer requirements, and students may obtain an AA for Transfer in Theatre Arts, or obtain a Departmental Proficiency Award in acting, directing, technical theatre production, costume, or make-up. Students majoring in theater may transfer to four-year universities to further their education at the Bachelor level. The study of Theatre Arts encourages all students to enrich their appreciation of varying forms of art, and enhances their abilities in communication, critical analysis and self-expression.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

A.A. in Theater Arts for Transfer (aligned with the state of California Transfer Model Curriculum TMC)

Departmental Proficiency Awards in:

- Acting
- Directing
- Technical Theatre Production
- Costume
- Make-up

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

There are no admission criteria for Theatre Arts.

1D. College Vision

Theater Arts Program Review

2012-2013

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community

1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

1. The Theatre Arts program provides multiple opportunities for student participation. It is 100% student focused; casts and crews for all VC Theatre Arts Department productions are Ventura College students registered in Ventura College Theatre Arts classes.
2. Students receive hands-on experience in theatre classes and productions in the areas of acting, directing, scenery construction, lighting, sound, costume construction, make-up, and front of house responsibilities.

Theater Arts Program Review

2012-2013

3. Our production of One-Act plays gives students the opportunity to write, direct and design productions.
4. Each Ventura College Theatre Arts Department production involves an average of 35-40 students in a comprehensive, hands-on application of the skills we teach in our classes.
5. We provide the opportunity for the Ventura College student population to see live theatrical productions. Often we partner with other campus departments to present discipline specific plays to which we offer students complimentary tickets, and sometimes conduct discussions following performances. This serves approximately 200 students (at a free or reduced cost) per production.
6. We maintain a community liaison with Rubicon Theatre, offering our students internship opportunities.
7. We maintain an active community liaison with Straight Up Reality Improvisation Company through our Fundamentals of Acting class. (Straight Up Reality Improv is a Ventura County supported organization using acting and improvisation techniques to create school and community presentations to raise consciousness about social issues such as underage and binge drinking). Members of Straight Up work with our acting students to create a presentation to our VC Health classes every semester. Students are also given the opportunity to work with Straight Up Reality Improvisation Company in the community.
8. As of Fall, 2012, we have created a state approved AA-Transfer in Theatre. Our Theatre Arts department courses articulate for transfer to UC and CSU campuses and to most private schools. Many Theatre Arts Department students transfer to 4-year college theatre programs or professional training programs to continue their studies in the field.
9. We continue to award Departmental Proficiency Awards in Acting, Directing, Technical Theatre Production, Costume and Make-up to qualified students at the end of each school year.
10. Students from the Ventura College Theatre Arts Department have gone on to work professionally in the theatre and film industry. We have placed technical theatre, costume, and make-up students with The Theatre League, an organization that produces and tours Broadway shows. Our students have been placed with Theatre League productions at the Thousand Oaks Civic Auditorium.

Theater Arts Program Review
2012-2013

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis-Huddleston

Department Chair: Judy Garey

Instructors and Staff

Name	Judith Garey
Classification	Professor
Year Hired	1991
Years of Work-Related Experience	41
Degrees/Credentials	B.S., M.A., Ph.D.

Name	Jay Varela
Classification	Professor
Year Hired	1986
Years of Work-Related Experience	51
Degrees/Credentials	B.S., M.A.

Theater Arts Program Review

2012-2013

2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - *Program* Level Student Learning Outcomes *For programs/departments offering degrees and/or certificates*

1. Express themselves creatively through application of the theatrical skills of acting, directing, design, technical production, stagecraft, costume craft, or make-up.
2. Collaborate as an effective member of a team to perform the work of others or to create original work.
3. Apply feedback to improve performance.
4. Apply learned knowledge and skills to new and varied situations.
5. Apply time management skills to complete a task.
6. Recognize a problem, devise and implement a plan of action.

Theater Arts Program Review

2012-2013

2A3. 2012-2013 - Course Level Student Learning Outcomes

STUDENT LEARNING OUTCOMES	ASSESSMENTS
<p><u>Theatre Arts 1 – Theatre Arts Appreciation</u></p> <ul style="list-style-type: none"> • Identify the structural elements of dramatic literature and analyze a play critically. • Identify basic history of the theatre in different cultures • Differentiate the functions and contributions of members of a theatrical production team. • Construct a theatrical production plan for a contemporary play. 	<ul style="list-style-type: none"> • Reading and seeing plays followed by online discussion. Written play analyses evaluating productions. • Quizzes, Written Midterm • Individual work to generate a complete written production plan for a play including background on the play, the playwright, and time period; set, costume, lighting, and sound concept; and budget.
<p><u>Theatre Arts 2A – Fundamentals of Acting</u></p> <ul style="list-style-type: none"> • Use diaphragmatic breathing techniques for sufficient vocal projection, and utilize the voice articulators to form clear vowel and consonant sounds. • Effectively use the body as a means of expression, demonstrating focused, integrated, and controlled physical action and agility. • Analyze a scene from a play, clearly identifying the <i>given circumstances</i>, <i>beats</i>, and <i>objectives</i>. • Create and develop specific physical and vocal action to truthfully and imaginatively express a playwright's meaning. • Express story and relationships through use of improvisation, and use improvisation techniques to raise consciousness about social issues. • Collaborate with others and solve problems as an effective and committed member of a team. • 	<ul style="list-style-type: none"> • Voice exercise presentations. • Presentation of spoken text for an audience. • Physical exercises. • Presentation of emotional concepts through physical imagery and movement. • Interpretation of text into meaningful physical action. • Quizzes. • Collaborative analysis and presentation of scenes from plays. • Written analysis of a playwright's work. Physical and vocal interpretation to express the intent of the work. • Use improvisation techniques to create a presentation for VC Health classes. • Rehearse and perform as a responsible member of a team to present a scene to an audience. Peer review and critical evaluation of the presentation of scenes.

Theater Arts Program Review 2012-2013

<p><u>Theatre Arts 2B – Advanced Acting</u></p> <ul style="list-style-type: none"> Effectively demonstrate stage vocabulary, movement patterns, literary and rhetorical elements from different time periods. Analyze the structural elements of a scene as they relate to the rhetorical devices appropriate to verse and/or prose. Break Shakespearean verse into its iambic meter or other metrical forms. Perform and evaluate scenes from three major periods of drama prior to the contemporary era 	<ul style="list-style-type: none"> Written analysis and presentation of scenes from plays from different time periods. Preparation and presentation of scenes written in a variety of types of verse. Preparation and presentation of Shakespearean text. Peer review and critical evaluation of the presentation of scenes. 	
<p><u>Theatre Arts 3 – Speech for the Stage</u></p> <ul style="list-style-type: none"> Use specific vocal techniques to effectively project and control the voice for a stage production. Express literary meaning through the correct and efficient use of vocal techniques. 	<ul style="list-style-type: none"> Voice exercises. Vocal presentation of literary material. Peer and instructor evaluation. 	
<p><u>Theatre Arts 5 - Stagecraft</u></p> <ul style="list-style-type: none"> Participate in the salient production areas inherent to all theater productions including set construction, lighting, sound, and costume. Implement the production methods used in class to organize a theatrical production. 	<ul style="list-style-type: none"> Written exams. Practical work in the scene shop in scenery building, set painting, hanging and focusing lighting instruments, and sewing costumes. Practical work as production assistants, stage managers, scenic and wardrobe technicians for VC stage productions. 	
<p><u>Theatre Arts 6 – Stage Make-up</u></p> <ul style="list-style-type: none"> Research, design, & apply the following procedures used in the film and theatre industries: beauty & glamour, middle & old age, several special effects techniques. Effectively change the shape of the face using standard industry techniques. 	<ul style="list-style-type: none"> Quizzes. Exams. Creation of a “costume morgue”. Practical application of make-up to create the illusions of beauty and age. Practical application of special effects make-up. Apply make-up to a partner to change the shape and character of the partner’s face. 	
<p><u>Theatre Arts 10A, 10B, 10C – Production and Performance</u></p> <ul style="list-style-type: none"> Perform the duties of a cast or crew member in a Ventura College production. Work as a responsible and effective member of a production team for a Ventura College theatre production. 	<ul style="list-style-type: none"> Practical work as a cast or crew member for a theatre production through the processes of daily rehearsal, technical rehearsal, and performance. Public presentation for evaluation. 	

Theater Arts Program Review
2012-2013

<p><u>Theatre Arts 12 – Student One-Act Play Festival</u></p> <ul style="list-style-type: none"> • Perform the duties of a director, designer, production assistant, cast or crew member in a Ventura College One-Act Play Festival production. • Work as a responsible and effective member of a production team for the One-Act Play Festival. 	<ul style="list-style-type: none"> • Practical work as a cast or crew member for a One-Act Play Festival production through the processes of daily rehearsal, technical rehearsal, and performance. • Public presentation for evaluation. 	
<p><u>Theatre Arts 14 – Movement for the Stage</u></p> <ul style="list-style-type: none"> • Use the body as an effective means of expression. • Express literary meaning through dance technique and physical performance. • Effectively communicate a playwright's meaning through physical movement and action. 	<ul style="list-style-type: none"> • Physical exercises using the body as a means of expression. • Presentation of dance techniques. • Analysis of literary material and interpretation of material into physical expression. • Peer and instructor evaluation. 	
<p><u>Theatre Arts 20 – Costume Design and History</u></p> <ul style="list-style-type: none"> • Break down a play script to determine logistical and conceptual information relating to costumes. • Create sketches and renderings to communicate the ideas of the costume designer. • Analyze, research, and design costumes for a stage production. • Develop costume designs for plays from different time eras. 	<ul style="list-style-type: none"> • Analyze a given play and articulate its costume requirements. • Generate drawings to convey the costume elements of the play. • Develop and create costumes from research for plays from a variety of time eras. 	
<p><u>Theatre Arts 21 – Theatre Production Laboratory</u></p> <ul style="list-style-type: none"> • Draft design plans for theatrical sets, costumes, props, sound, or lighting. • Participate in lighting or sound preparation, scenery, prop, or costume construction for the theatre as a crew member for a stage production. 	<ul style="list-style-type: none"> • Practical work in building scenery, sewing costumes, preparing lighting and sound for stage productions. 	
<p><u>Theatre Arts 22 – Fundamentals of Stage Costuming</u></p> <ul style="list-style-type: none"> • Design, research, and build both a mask and hat, combining traditional theory with modern materials. • Create a design on fabric using fiber reactive dyes. 	<ul style="list-style-type: none"> • Instructor and peer evaluation of the various costume items students make. • Practical work on a costume crew for a stage production. 	

Theater Arts Program Review 2012-2013

<ul style="list-style-type: none"> • Build an 18th century corset using traditional and contemporary materials and techniques. • Build, maintain, and run costumes for a stage production. 		
<p><u>Theatre Arts 23 – Introduction to Dramatic Literature</u></p> <ul style="list-style-type: none"> • Interpret ideas embedded in dramatic texts and support that interpretation with evidence from the text. • Analyze the development of theme, style, language, structure, and imagery in dramatic texts. 	<ul style="list-style-type: none"> • Read texts. Collaborative literary analysis in class discussions. • Quizzes. • Essay exams employing critical thinking. • Oral presentations. • Group discussions of text material. • Comparative analysis. 	
<p><u>Theatre Arts 29 – History of Motion Pictures</u></p> <ul style="list-style-type: none"> • Analyze the significant events, including social and political developments, in motion picture history from its beginnings in the 19th century to the present. • Differentiate the montage approach to filmmaking from the long take approach to filmmaking. • Evaluate the impact of digital convergence on modern filmmaking's production, distribution, and exhibition. 	<ul style="list-style-type: none"> • Analysis of text material in conjunction with films viewed in class. • Class Discussion. • Quizzes. • Exams. • Group analysis. Comparison and contrast. • Discussion: Use critical theory to analyze modern filmmaking. 	
<p><u>Theatre Arts 30A – Fundamentals of Screenwriting</u></p> <ul style="list-style-type: none"> • Write effective scenes for film that meet industry standards for formatting and presentation. • Collaborate in a workshop environment to provide constructive criticism and thoughtful analysis of scripts. • Apply feedback to subsequent rewrites of scripts. 	<ul style="list-style-type: none"> • Application of writing techniques into scenes. • Class collaboration and discussion. • Instructor and peer review of written scene work. • Incorporation of critical commentary. 	
<p><u>Theatre Arts 30B – Intermediate Screenwriting</u></p> <ul style="list-style-type: none"> • Translate concepts into full scripts that conform to the three act structure of feature length screenplays. • Create, structure, plot, and write a synopsis/treatment of the first act of 	<ul style="list-style-type: none"> • Application of writing techniques into full scripts. • Instructor and peer review of written script work. Incorporation of critical commentary. 	

Theater Arts Program Review
2012-2013

<p>a fully developed idea for a two-hour screenplay.</p>		
<p><u>Theatre Arts 31 – Acting for Film and Television</u></p> <ul style="list-style-type: none"> • Use physical and vocal expressiveness to maintain film continuity from shot to shot and scene-to-scene. • Analyze the film-production process as it relates to camera blocking, framing, and shot sequence. • Analyze a screenplay for its given circumstances, beats, character objectives, and subtext. • Create and develop appropriate, specific physical and vocal actions that reveal the imaginative truth of the character’s intentions contained in the screenplay and the director’s interpretation. • Collaborate with others and solve problems as an effective and committed member of a team. 	<ul style="list-style-type: none"> • Presentation of scenes from film scripts. Combine master, medium, and close-up shots and maintain continuity of action. Generate blocking for the camera. • Quizzes • Written analysis of scenes. • Develop physical and vocal action appropriate for film characters and collaborate to present scenes from films. • Collaborate with peers. 	
<p><u>Theatre Arts 90 – Directed Studies in Theatre</u></p> <ul style="list-style-type: none"> • Investigate selected topics within the discipline. • Organize research findings into a paper, production, or design. 	<ul style="list-style-type: none"> • Selection and implementation of a special project within the discipline. • Public presentation and evaluation. 	

Theater Arts Program Review

2012-2013

2B. 2012-2013 Student SUCCESS Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate.
2. The program will increase the student success rates from the average of the **program's** prior three-year success rates.

2C. 2012-2013 Program OPERATING Outcomes

1. The program will maintain WSCH/FTEF at the 400 goal set by the district.
2. We have just moved into a newly renovated theatre facility. Inventory is still being unpacked, sorted, and arranged. Once this process is complete, we can start on an inventory of existing equipment.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

D. Courses to Student Learning Outcomes Map

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO#4	PLSLO #5	PLSLO #6
THA V01	IP	IP	IP	IP	IP	IP
THA V02A	IP	IP	P	IP	IP	IP
THA V02B	IP	IP	P	IP	IP	IP
THA V05	IP	IP	P	IP	IP	IP
THA V06	IP	IP	P	IP	IP	IP

Theater Arts Program Review 2012-2013

THA V10A	M	M	PM	PM	PM	PM
THA V10B	M	M	PM	PM	PM	PM
THA V10C	M	M	PM	PM	PM	PM
THA V12	M	M	PM	PM	PM	PM
THA V14	IP	IP	IP	IP	IP	IP
THA V20	IP	IP	IP	IP	IP	IP
THA V21	P	P	P	PM	PM	PM
THA V22	IP	IP	IP	IP	IP	IP
THA V23	IP	IP	IP	IP	IP	IP
THA V29	IP	IP	IP	IP	IP	IP
THA V30A	IP	IP	IP	IP	IP	IP
THA V30B	IP	IP	IP	IP	IP	IP
THA V31	IP	IP	IP	IP	IP	IP
THA V88	IP	IP	P	P	P	P
THA V89	IP	IP	P	P	P	P
THA V90	M	M	PM	M	M	M
THA V95	P	P	P	P	P	P
THA V96	P	P	P	P	P	P

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTEs	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTEs. Example: 400 student contact hours = $400/525 = 0.762$ FTEs. The State apportionment process and District allocation model both use FTEs as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty.

Theater Arts Program Review 2012-2013

	FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH \times 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = $25/35 = 71\%$
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Theater Arts Program Review 2012-2013

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available

at http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information:

Full time faculty in the Theatre Arts Department has remained stable (two FT faculty); part-time faculty has decreased with the elimination of class sections. It is important that the Theatre Arts Department retain two FT faculty members to provide the stability and consistency needed to achieve the program SLO's for course offerings and productions. **With the upcoming retirement of one of our FT faculty members (May, 2013), we request a full time faculty replacement for this position to remain at status quo.**

Budgets are barely keeping up with needs. In the past we have used supply and instructional equipment budgets to purchase and maintain theatre equipment and as a supplement for our production costs. We continue to do this, even though these budgets have decreased. Our major budget supporting theatre productions, the co-curricular fund, was reduced by half in FY12 and remains at that level for FY13. This reduction in the production budget has necessitated smaller, less rigorous productions, or pooling resources with the Music and Dance departments.

The Theatre Manager/Technical Director and Costume Technician (full-time classified positions) each need an assistant to manage their work loads. Although this has been requested in prior program reviews, these positions have been denied. This year the Theatre Manager/Technical Director was reduced from 12 months to 11 months, and the Costume Technician was reduced from 12 months to 10 months. This reduction in their hours has further exacerbated the situation.

For many years the Theatre Manager/Technical Director coordinated all of the efforts of the Theatre, Dance, Music, on-campus presentations, plus Civic Center events with a part-time assistant. Since the layoff of the part-time assistant (2009), all offerings are the responsibility of the Theatre Manager/Technical Director. With the opening of the newly renovated performing arts facility (Fall 2012), we are trying to manage the technical and front of house needs of the Theatre Department, Dance Department, Music Department and other events scheduled for the theatre with only one 11 month employee. This situation is inefficient and ineffective for our needs.

The Costume Technician has served the Theater and Music Departments full time for the last 10 years. This has been workable with the additional hire of part-time experts out of the budgets for each production and reduced show sizes. Dance department productions have been added to the Costume Technician's workload. With the opening of the new performing arts facility (Fall 2012), we are trying to manage the costume and make-up needs of the Theatre Department, Dance Department, Music

Theater Arts Program Review 2012-2013

Department and other events scheduled for the theatre with only one 10 month employee. This situation is inefficient and ineffective for our needs.

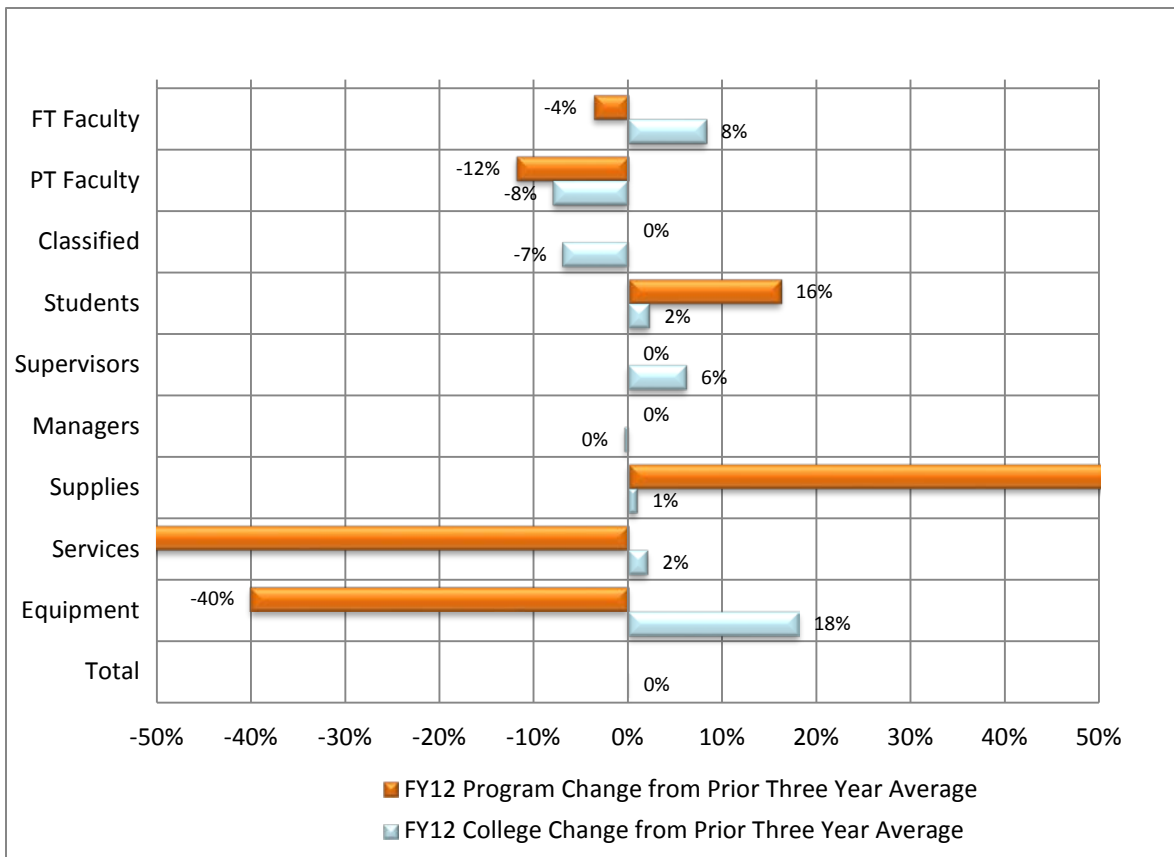
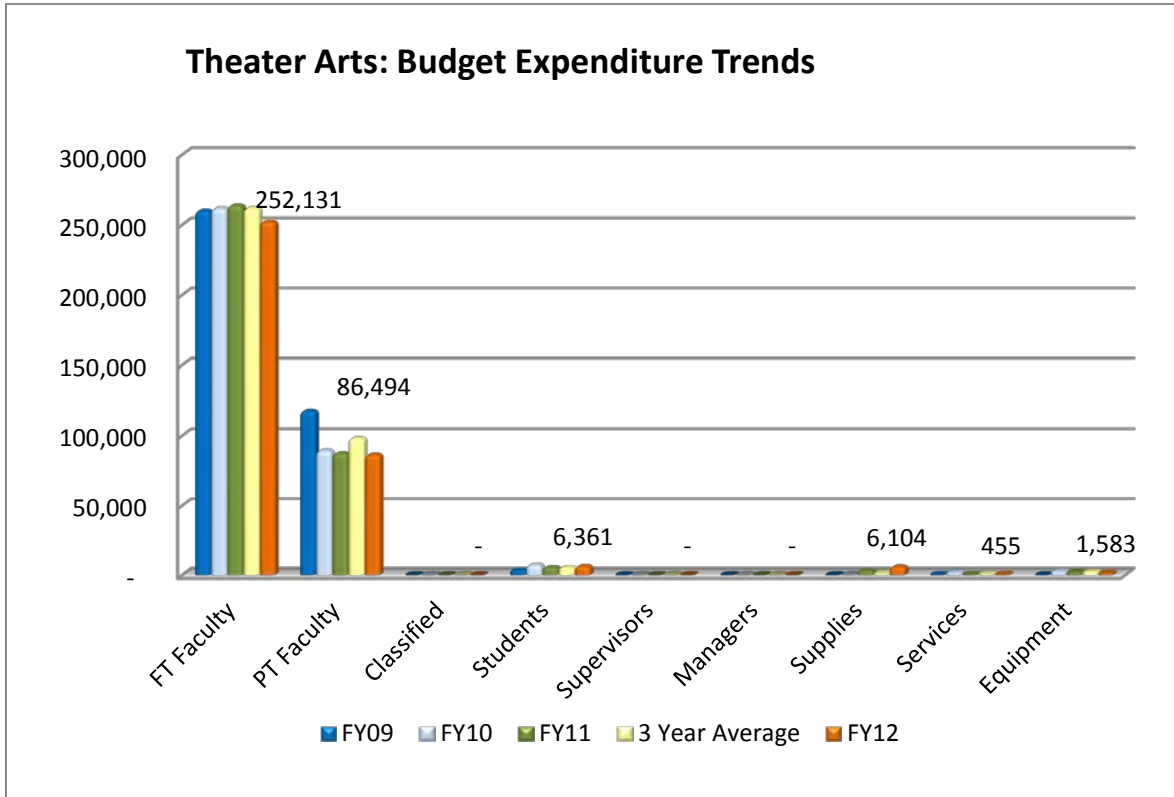
Our immediate response to these cuts in budget and personnel for Fall 2012 has been to pool the resources of the Theatre, Music, and Dance departments to produce one quality production for the Fall 2012 semester. We are uncertain how this will be managed in future semesters.

We are also in need of someone to manage all front of house responsibilities for public performances for theatre, music, and dance in the theatre. This person would handle duties such as phone inquiries, ticket sales, marketing, concessions, and house management for performances. Since we have never had someone in this position, current faculty and staff have taken on these duties as add-ons to other responsibilities with each production. We need this position to manage these duties efficiently and professionally in our new facility.

A major program goal for Theatre Arts is to advance our students to higher skill levels in acting, directing, scenery construction, costume construction, lighting, sound, and make-up. We need to maintain our budgets and personnel at a level allowing us to achieve this goal effectively, productively, and safely.

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	260,100	261,667	263,709	261,825	252,131	-4%	8%
2	PT Faculty	117,686	89,339	87,404	98,143	86,494	-12%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	3,558	7,365	5,504	5,476	6,361	16%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	-	32	2,962	1,497	6,104	308%	1%
8	Services	372	2,190	400	987	455	-54%	2%
9	Equipment	-	3,027	2,255	2,641	1,583	-40%	18%
	Total	381,716	363,620	362,234	369,190	353,128		0%

Theater Arts Program Review 2012-2013



Theater Arts Program Review

2012-2013

3C2: Interpretation of the Program Inventory Information

We have just moved into the newly remodeled Performing Arts Center in fall, 2012. Inventory is still being unpacked, sorted, and arranged. Once this process is complete, we can start on an inventory of existing equipment.

3C3: Interpretation of the Program Productivity Information

Over the past 4 years, the following components of the Theatre Arts Department have been **eliminated or reduced**:

1. Fundamentals of Screenwriting (THAV30A) - eliminated
2. Intermediate Screenwriting (THAV30B) - eliminated
3. One section of Fundamentals of Acting (THAV02A) - eliminated
4. The Student One-Act Play Festival (THAV12) - eliminated
5. One section of Production and Performance each semester (THAV10) - eliminated (this means only one production for student participation each semester instead of two)
6. Two costume classes (THAV20 and THAV22) now offered in successive spring semesters only instead of consecutive semesters - reduction

The Screenwriting classes (THAV30A and THAV30B) provided a unique writing opportunity for Theatre Arts and English Department students who had the option of having their work produced in the Student One-Act Play Festival.

The second section of Fundamentals of Acting (THAV2A) served a population of students only able to attend evening classes.

The Student One-Act Play Festival (THAV12) is such a significant component of our program, we placed it under the umbrella of THAV10 and still try to offer it one semester per year without the benefit of a formal class. This is the only opportunity our students have to direct or design a production, and to work toward their Proficiency Award in Directing. Since we are only allowed one production per semester, if we offer a One-Act Play Festival, we cannot offer a full length drama production in that same semester.

The elimination of one section of Theatre Production and Performance (THAV10) each semester limits our students' performance opportunity to one production every semester. Theatre production is the application phase of learning in the field. If we do not offer sufficient production and performance opportunities, students will go elsewhere to gain the production experience they need.

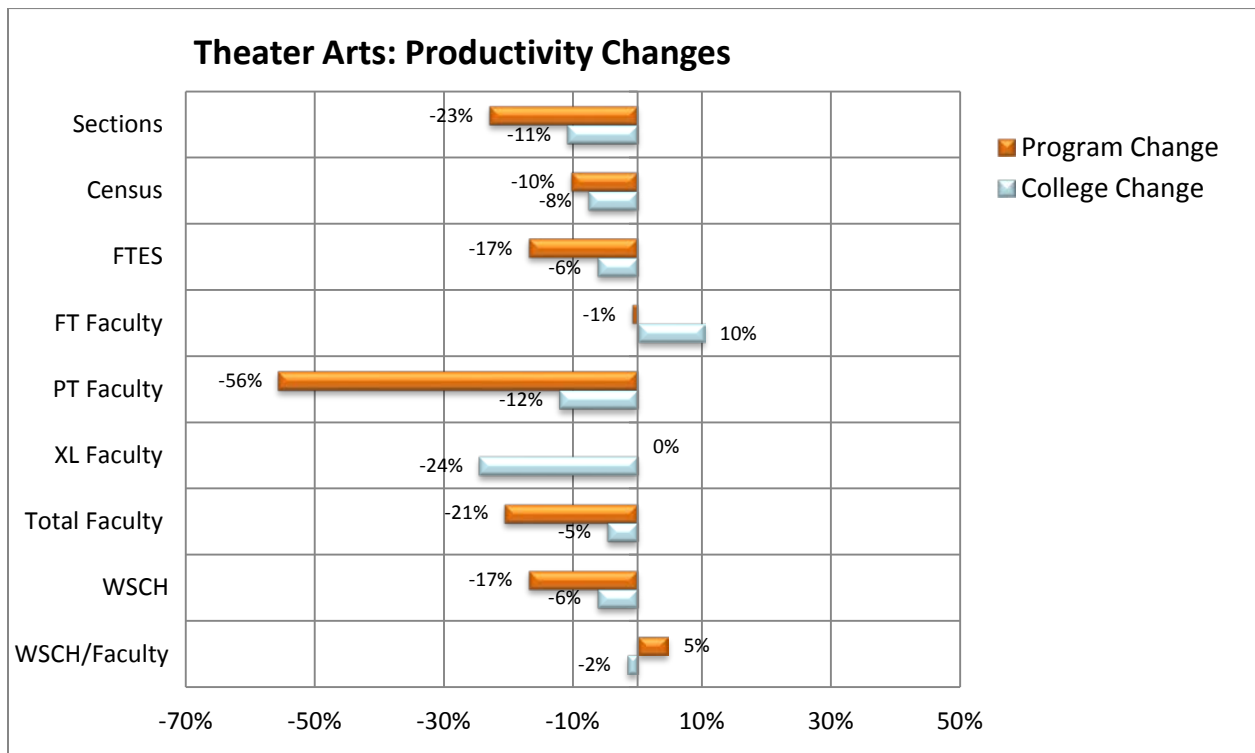
Theater Arts Program Review 2012-2013

The two Theatre Arts Department costume classes are integral to our program and are both required for our Proficiency Award in Costuming. It now takes students twice as long to complete these classes because they are offered only once a year. The lack of a costume class in the fall semester additionally curtails the productivity of the costume shop.

These changes to our Theatre Arts Department program have limited our students' opportunities, resulted in a reduced and less comprehensive curriculum, and restricted our ability to fully achieve our SLO's.

We have, over the last 4 years, however, continued to increase our WSCH. Our classes are full.

Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	45	34	30	36	28	-23%	-11%
Census	766	730	711	736	660	-10%	-8%
FTES	97	93	95	95	79	-17%	-6%
FT Faculty	2.22	1.98	1.79	2	1.98	-1%	10%
PT Faculty	1.44	0.88	1.06	1	0.50	-56%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	3.66	2.86	2.85	3	2.48	-21%	-5%
WSCH	1,455	1,395	1,425	1,425	1,185	-17%	-6%
WSCH/Faculty	398	488	500	456	478	5%	-2%



Theater Arts Program Review 2012-2013

3C4: Interpretation of the Program Course Productivity Information:

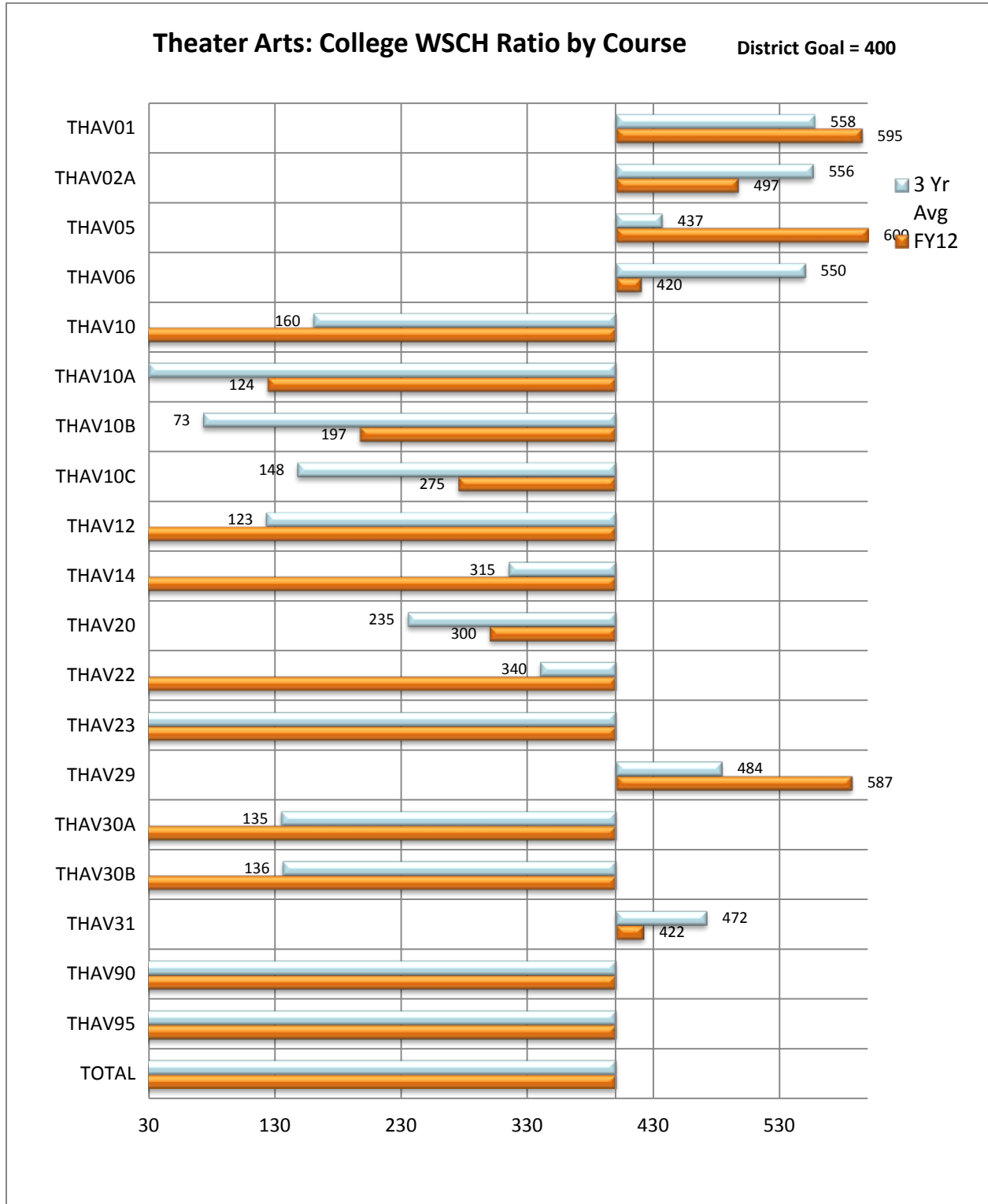
The data shows that our “productivity” has increased in the Theatre Arts Department. The district has assigned a 400 WSCH/FTES ratio for our program, and we have exceeded that in all of the classes we offer with the following exceptions reflected in the data:

1. Classes that declined by 100% were those not offered.
2. Due to a lack of personnel to support larger productions, enrollment in THAV10 has to remain low. Additionally, when we produce a joint Theatre/Music/Dance production (as we have the last 3 years), this number drops significantly as participating students are split between Theatre Arts 10, Music 45, and Dance 30.
3. Enrollment in THAV14 (DANCV14) is low from schedule conflicts with Athletics in the small gym, and too many cancelled classes. This problem should be eliminated with the opening of the second dance studio, spring semester '12, however, the class was cancelled the first time it was offered in the second dance studio in Spring 12.

All other sections of Theatre Arts Department classes are well above the district goal.

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
THAV01	Theatre Arts Appreciation	548	574	551	558	595	37	400	149%
THAV02A	Fundamentals of Acting	519	535	615	556	497	(59)	400	124%
THAV05	Stagecraft	350	400	560	437	600	163	400	150%
THAV06	Stage Make-up	510	570	570	550	420	(130)	400	105%
THAV10	Production and Performance	154	327	-	160	-	(160)	400	0%
THAV10A	Production and Performance I	-	-	89	30	124	94	400	31%
THAV10B	Production and Performance II	-	-	219	73	197	124	400	49%
THAV10C	Production and Performance III	-	-	443	148	275	127	400	69%
THAV12	Student One-Act Play Festival	369	-	-	123	-	(123)	400	0%
THAV14	Movement for the Theatre	328	347	270	315	-	(315)	400	0%
THAV20	Costume Design and History	360	345	-	235	300	65	400	75%
THAV22	Fundamentals of Stage Costumi	320	-	700	340	-	(340)	400	0%
THAV23	Intro to Dramatic Literature	-	-	-	-	-	-	400	0%
THAV29	History of Motion Pictures	425	539	488	484	587	103	400	147%
THAV30A	Fundamentals of Screenwriting	404	-	-	135	-	(135)	400	0%
THAV30B	Intermediate Screenwriting	408	-	-	136	-	(136)	400	0%
THAV31	Acting for Film and TV	403	516	497	472	422	(50)	400	106%
THAV90	Directed Studies: Theatre Arts	-	-	-	-	-	-	400	0%
THAV95	Theatre Internship I	-	-	-	-	-	-	400	0%
TOTAL	Annual College WSCH Ratio	397	#REF!	#REF!	#REF!	#REF!	#REF!	400	#REF!

Theater Arts Program Review 2012-2013

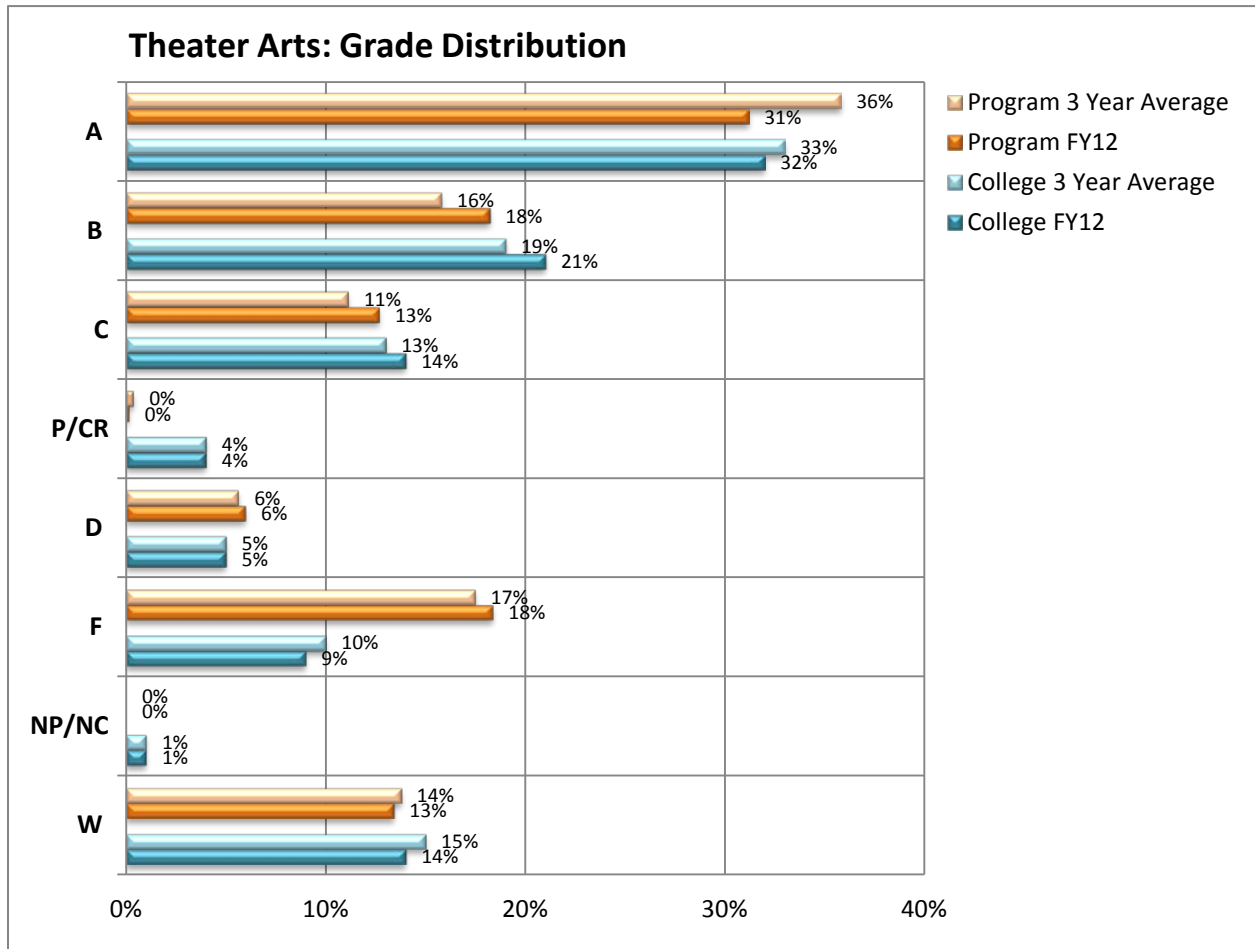


Theater Arts Program Review 2012-2013

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution:

Retention and success rates for students in the Theatre Arts Program remain very similar to the college average.

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
Theater A	FY09	282	106	79	2	38	127	-	122	756	634	469
Theater A	FY10	261	110	89	4	49	127	-	91	731	640	464
Theater A	FY11	239	129	75	2	36	128	-	88	697	609	445
Theater A	3 Year Avg	261	115	81	3	41	127	-	100	728	628	459
Theater A	FY12	214	125	87	1	41	126	-	92	686	594	427
Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
Theater A	FY09	37%	14%	10%	0%	5%	17%	0%	16%	100%	84%	62%
Theater A	FY10	36%	15%	12%	1%	7%	17%	0%	12%	100%	88%	63%
Theater A	FY11	34%	19%	11%	0%	5%	18%	0%	13%	100%	87%	64%
Theater A	3 Year Avg	36%	16%	11%	0%	6%	17%	0%	14%	100%	86%	63%
Theater A	FY12	31%	18%	13%	0%	6%	18%	0%	13%	100%	87%	62%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%



Theater Arts Program Review

2012-2013

3C6: Interpretation of the Program Completion Information:

Most Theatre Arts students have not worked toward a Degree as it has not ensured them admission to a 4-year school, a professional training academy, or a job in the field. Most students focus on taking those courses that will transfer to their desired program. In an effort to increase degrees in Theatre Arts, we have eliminated our Certificate of Achievement, and have established a state approved AA-Transfer in Theatre Arts as of Fall, 2012.

We established our Theatre Arts Department Proficiency Awards in 2009 in the following areas of theatre: Acting, Directing, Costume, Make-up, and Technical Theatre Production. Each requires a student to complete a selected number of courses in that particular emphasis. Since 2009 we have awarded the following:

2009

Acting - 5 Proficiency Awards
Directing - 2 Proficiency Awards
Costume - 3 Proficiency Awards
Make-up - 2 Proficiency Awards

2010

Acting - 2 Proficiency Awards
Directing - 1 Proficiency Award
Make-up - 1 Proficiency Award
Technical Theatre Production - 1 Proficiency Award

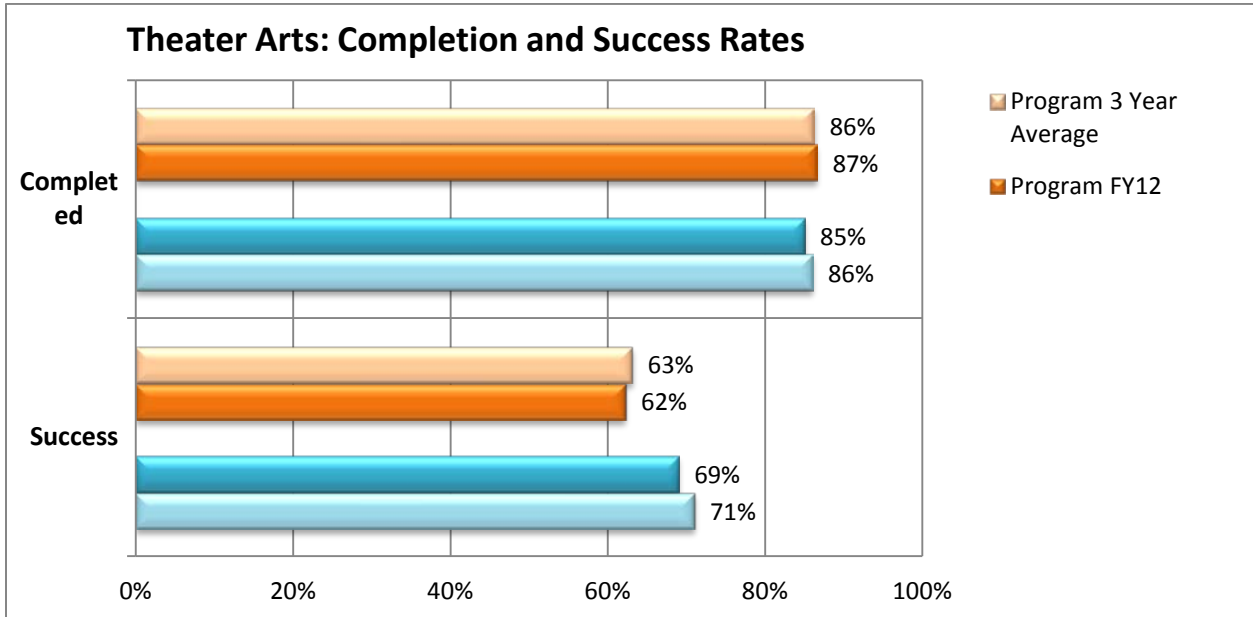
2011

Acting - 4 Proficiency Awards
Costume - 1 Proficiency Award
Make-up - 3 Proficiency Award
Technical Theatre Production - 2 Proficiency Awards

2012

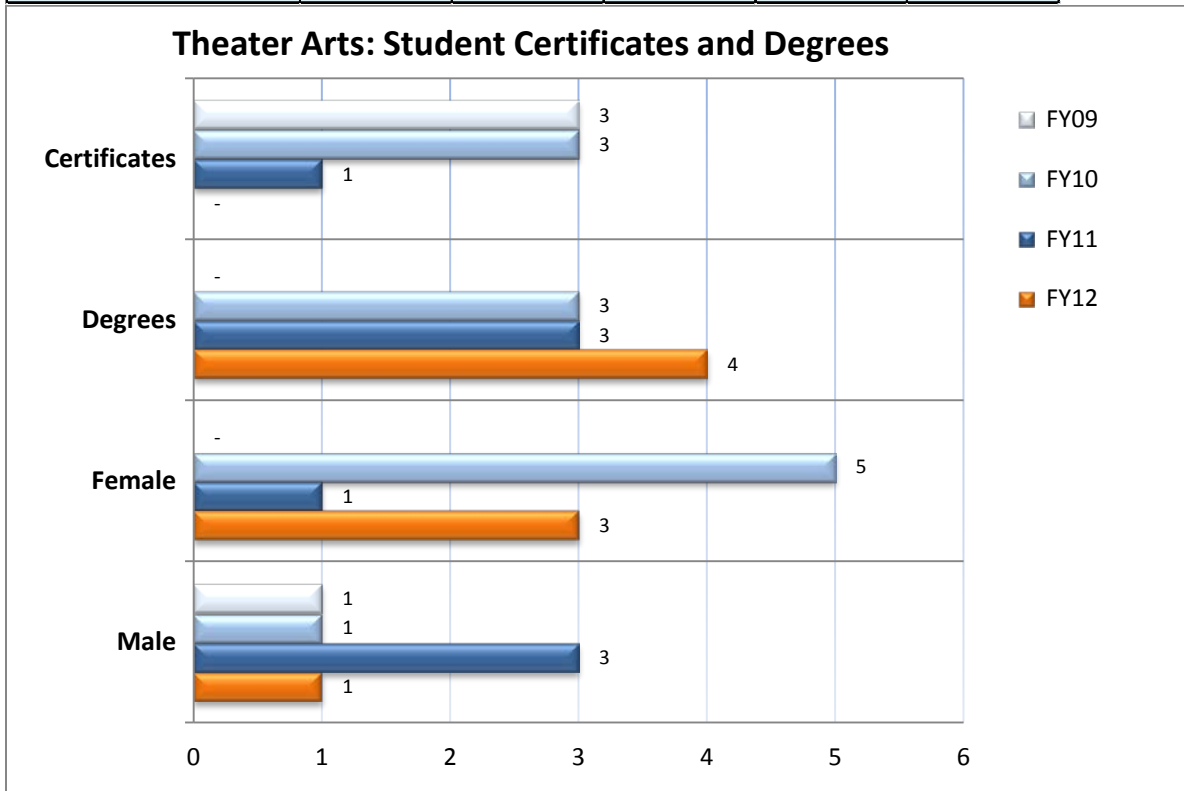
Acting - 2 Proficiency Awards
Directing - 1 Proficiency Award
Costume - 2 Proficiency Awards

Theater Arts Program Review 2012-2013



Theater Arts: Student Certificates and Degrees

Program	FY	Certificates	Degrees	Female	Male
Theater Arts	FY09	3	-	-	1
Theater Arts	FY10	3	3	5	1
Theater Arts	FY11	1	3	1	3
Theater Arts	FY12	-	4	3	1
Total Awards in 4 Years		7	10	9	6



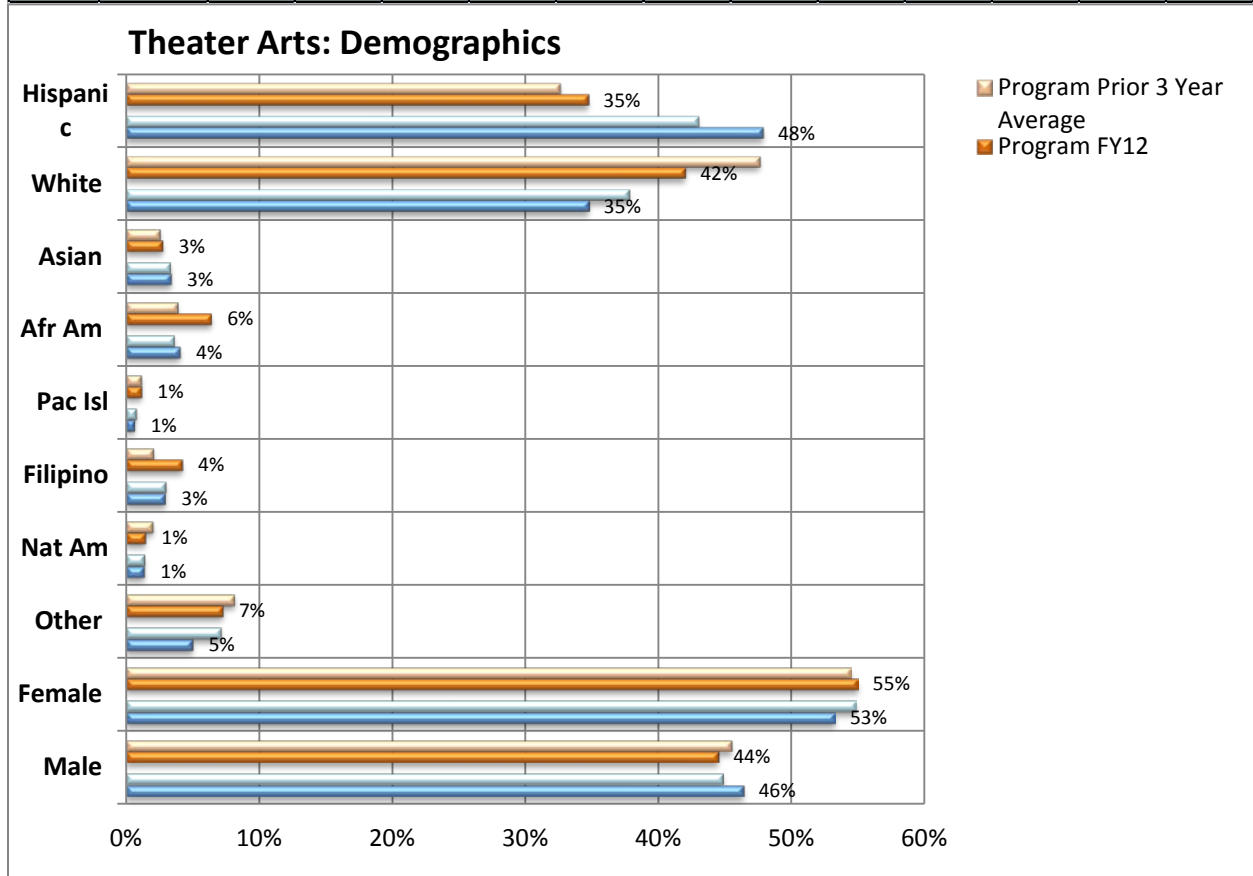
Theater Arts Program Review 2012-2013

3C7: Interpretation of the Program Demographic Information Interpretation:

The ethnic and gender distribution for the Theatre Arts program has remained constant and reflects the distribution of the college as a whole.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
Theater A	FY09	219	371	22	34	13	14	20	63	416	339	1	26
Theater A	FY10	229	348	16	31	7	17	15	68	388	342	1	25
Theater A	FY11	264	320	18	20	5	14	9	47	385	312	-	24
Theater A	3 Year Avg	237	346	19	28	8	15	15	59	396	331	1	25
Theater A	FY12	238	288	19	44	8	29	10	50	377	305	4	23
College	3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
Theater A	FY09	29%	49%	3%	4%	2%	2%	3%	8%	55%	45%	0%	26
Theater A	FY10	31%	48%	2%	4%	1%	2%	2%	9%	53%	47%	0%	25
Theater A	FY11	38%	46%	3%	3%	1%	2%	1%	7%	55%	45%	0%	24
Theater A	3 Year Avg	33%	48%	3%	4%	1%	2%	2%	8%	54%	45%	0%	23
Theater A	FY12	35%	42%	3%	6%	1%	4%	1%	7%	55%	44%	1%	23
College	3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24



Theater Arts Program Review

2012-2013

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	THAV10 – (Production and Performance) 95% of students performing in a Ventura College Theatre Arts production will successfully demonstrate communication skills in a public performance.
Operating Information	
Our stage production of <i>The Pirates of Penzance</i> .	
Analysis – Assessment	
This production is scheduled for December, 2012. It is currently in rehearsal and students are systematically working toward the goal.	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	
Operating Information	
Analysis – Assessment	

Theater Arts Program Review
2012-2013

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

Program-Level Student Learning Outcome 1	
Express themselves creatively through application of the theatrical skills of acting, directing, design, technical production, stagecraft, costume craft, or make-up.	THAV10 – (Production and Performance) 95% of students performing in a Ventura College Theatre Arts production will successfully demonstrate these skills in a public performance.
Operating Information	
Stage production of <i>The 39 Steps</i> , Spring, 2012	
Analysis – Assessment	

Theater Arts Program Review 2012-2013

100% of students participating in the production as performers and technical crew members achieved this goal. This exceeds the departmental and college goals.

Program-Level Student Learning Outcome 2	
Collaborate as an effective member of a team to perform the work of others or to create original work.	THAV10– (Production and Performance) 95% of students participating in <i>The 39 Steps</i> will work collaboratively as, actors, stage managers, production assistants, scenery, lighting, sound, costume, and make-up technicians to present the production to a public audience.
Operating Information	
Stage production of <i>The 39 Steps</i> , Spring, 2012	
Analysis – Assessment	
100% of students participating in all aspects of the production achieved this goal. This exceeds the departmental and college goals.	

Program-Level Student Learning Outcome 3	
Apply feedback to improve performance.	THAV01 (Theatre Appreciation) 80% of students will successfully write a critical analysis as a response to their experience seeing a live play.
Operating Information	
During the spring '12 semester, 80% of students in the class achieved this goal.	
Analysis – Assessment	
This has improved in the last few semesters due to an increased amount of scaffolding to help students understand the member. They are given an extensive reading and discussion assignment detailing "Going to the Theatre". This assignment to look for, and gives them a clear example of how to write about it.	

Program-Level Student Learning Outcome 4	Performance Indicators

Theater Arts Program Review 2012-2013

Operating Information
Analysis – Assessment

Program-Level Student Learning Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

4A3: 2012-2013 Course Level Student Learning Outcomes - Refer to TracDat

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	
Student Success Outcome 1	Performance Indicators
Current student success rate is sufficient.	Success rate remains stable.
Operating Information	
Analysis – Assessment	
Many of our classes have been eliminated over the last 5 years. Reinstatement of those classes would improve our students' success rate by giving them a broader base and a stronger foundation.	

Student Success Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

Theater Arts Program Review 2012-2013

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
We are meeting the WSCH/FTE ratio set by the district for the program.	
Operating Information	
Analysis – Assessment	
Our current WSCH/FTE tells us we could add more courses and fill them.	

Program Operating Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

Theater Arts Program Review 2012-2013

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	5.5
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	3
Up to 4	Agreed-upon productivity rate	3
Up to 4	Retention rate	3
Up to 3	Success rate (passing with C or higher)	2
Up to 3	Ongoing and active participation in SLO assessment process	2
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

Theater Arts Program Review
2012-2013

5. Findings

2012-2013 - FINDINGS

Finding 1: Need for FT Replacement Faculty Member

Finding 2: Need for restoration of Theatre Manager/Technical Director to 12 months

Finding 3: Need for restoration of Costume Technician to 12 months

Finding 4: Need for funding for theatre maintenance for public performances

Finding 5: Need for Full time assistant for Theatre Manager/Technical Director

Finding 6: Need for Full-time assistant for Costume Technician

Finding 7: Need for Full-time Administrative Assistant for Performing Arts to handle front of house responsibilities for productions

Finding 8: Need for Clerical help for departmental paperwork

Finding 9: Need for MAC PRO computer for photography for productions

6. Initiatives

Theater Arts Program Review 2012-2013

6A: 2011-2012 –Initiatives

Initiative **Restoration of Co-Curricular funding to FY10-11 level**

Initiative ID

Links to Finding 1

Benefits: Allowing us to produce and construct theatre productions at a level that will accomplish our program SLO's productively, efficiently, and safely

Request for Resources \$10,000

Funding Sources **Co-Curricular**

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Theater Arts Program Review 2012-2013

Initiative **Assistant for Theatre Manager/Technical Director**

Initiative ID

Links to Finding 2

Benefits Allowing us to produce and construct theatre productions at a level that will accomplish our program SLO's productively, efficiently, and safely, 9 month employee

Request for Resources **\$30,204 plus benefits = \$46,000**

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative **Assistant for Costume Technician**

Initiative ID

Links to Finding 3

Benefits Allowing us to produce and construct theatre productions at a level that will accomplish our program SLO's productively, efficiently, and safely, 9 month employee

Request for Resources **\$33,948 plus benefits = \$50,000**

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Theater Arts Program Review 2012-2013

2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Division Code	Program	Category	Program Priority (0, 1, 2, 3,...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	33	Theater	Personnel	1	M		M	TH1202	TH1202	Theater Assistant	Assistant for all theater operations	2	75,000	75,000	75,000	
2	33	Theater	Personnel	1	L		L	TH1201	TH1201	Costume Assistant		2	75,000	75,000	150,000	
3	33	Theater	Budget	1	L		L	TH1203	TH1203	Theater Operation Funds	Provide co-curricular increased funds or other support for theater shows and supplies	7	10,000	10,000	160,000	

Theater Arts Program Review 2012-2013

6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:

2011-2012 identified initiatives - ART1201, ART1202, etc.

2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative ID

Links to Finding

Benefits -

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

(Initiatives are listed in priority order)

Initiative 1 FT Replacement Faculty Member

Initiative 2: Restoration of Theatre Manager/Technical Director to 12 months

Initiative 3: Restoration of Costume Technician to 12 months

Initiative 4: Funding for Theatre Maintenance for public performances

Initiative 5: Full time assistant for Theatre Manager/Technical Director

Initiative 6: Full-time assistant for Costume Technician

Initiative 7: Full –time Administrative Assistant for Performing Arts to handle front of house responsibilities for productions

Initiative 8: Clerical help for departmental paperwork

Initiative 9: MAC PRO computer for photography for productions

Theater Arts Program Review 2012-2013

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost

Theater Arts Program Review

2012-2013

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

Theater Arts Program Review

2012-2013

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. **2012 - 2013** ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives? **Yes**
- 2a. Were the identified initiatives implemented? **No**
- 2b. Did the initiatives make a difference? **None granted or implemented**
3. If you appealed or presented a minority opinion for the program review process last year, what was the result? **No appeal**
4. How have the changes in the program review process worked for your area? **It is more work**
5. How would you improve the program review process based on this experience? **Simplify it**

7C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.