

# Theater Arts Program Review

2011-2012

## 1. Program Description

### A. 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 in Theatre Arts, work toward a Certificate of Achievement 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.

### B. Program Student Learning Outcomes - Successful students in the program are able to:

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 learned knowledge and skills to new and varied situations.
4. Apply feedback to improve performance.
5. Apply time management skills to complete a task.
6. Recognize a problem, devise and implement a plan of action.

### C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

### D. Estimated Costs (Required for Certificate of Achievement ONLY)

	<b>Cost</b>
Enrollment Fees	<b>\$756</b>
Books	<b>\$200</b>
Supplies	<b>\$125</b>
Total	<b>\$1,081</b>

### E. Criteria Used for Admission

**There are no admission criteria for Theatre Arts.**

### F. Vision

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

# Theater Arts Program Review

2011-2012

## G. 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.

## H. 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

## I. Degrees/Certificates

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

A.A. Theater Arts

Certificate of Achievement

Departmental Proficiency Awards in:

Acting

Directing

Technical Theatre Production

Costume

Make-up

# Theater Arts Program Review

2011-2012

## J. Program Strengths, Successes, and Significant Events

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 duties.
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 approximately 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 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 an active community liaison with Rubicon Theatre, offering our students internship opportunities.
7. We maintain an active community liaison with Straight Up Reality Improv 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 in the community.
8. 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. Students from the Ventura College Theatre Arts Department have gone on to work professionally in the theatre and film industry. We have placed 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

2011-2012

## K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis-Huddleston

Department Chair: **Judy Garey**

### Instructors and Staff

<b>Name</b>	<b>Judith Garey</b>	
Classification	Professor	
Year Hired	1991	
Years of Work-Related Experience	<b>40</b>	
Degrees/Credentials	B.S., M.A., Ph.D.	

<b>Name</b>	<b>Jay Varela</b>	
Classification	Professor	
Year Hired	1986	
Years of Work-Related Experience	<b>50</b>	
Degrees/Credentials	B.S., M.A.	

# Theater Arts Program Review

2011-2012

## 2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

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 learned knowledge and skills to new and varied situations.
4. Apply feedback to improve performance.
5. Apply time management skills to complete a task.
6. Recognize a problem, devise and implement a plan of action.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district. (400 WSCH/FTEF goal set by district for the Theatre Arts Program)
2. An inventory for the Theatre Arts department will be completed when we move into the new theatre facility (F12).

## Theater Arts Program Review

2011-2012

### 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.

Leave blank if program-level student learning outcome is not addressed.

Courses (i.e. CHEM1A)	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
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

# Theater Arts Program Review

2011-2012

## 3. Operating Information

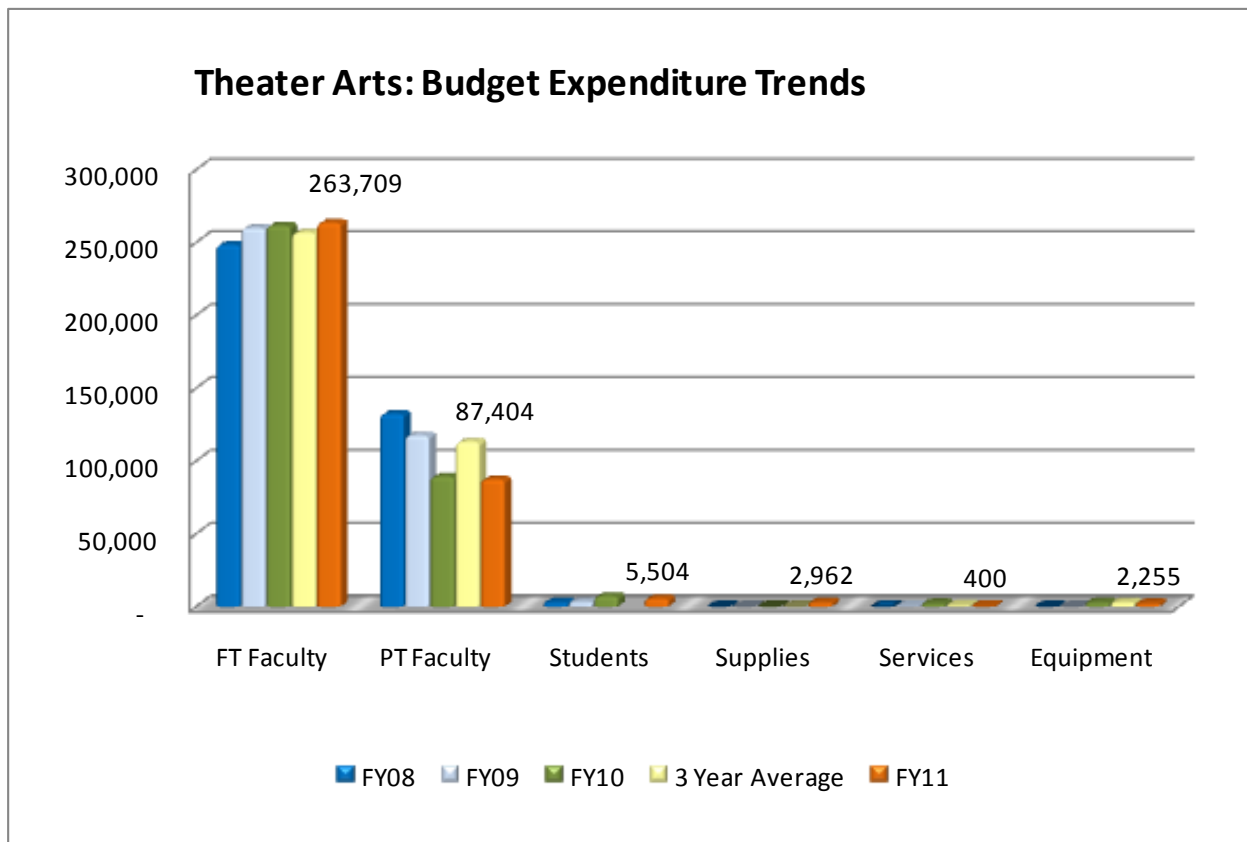
### A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	248,586	260,100	261,667	256,784	263,709	3%	12%
2	PT Faculty	132,449	117,686	89,339	113,158	87,404	-23%	-10%
4	Students	3,104	3,558	7,365		5,504		10%
7	Supplies	-	-	32	32	2,962	9156%	24%
8	Services	215	372	2,190	926	400	-57%	-17%
9	Equipment	-	-	3,027	3,027	2,255	-26%	-42%
	<b>Total</b>	<b>384,354</b>	<b>381,716</b>	<b>363,620</b>	<b>376,563</b>	<b>362,234</b>	<b>-4%</b>	<b>0%</b>

### A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

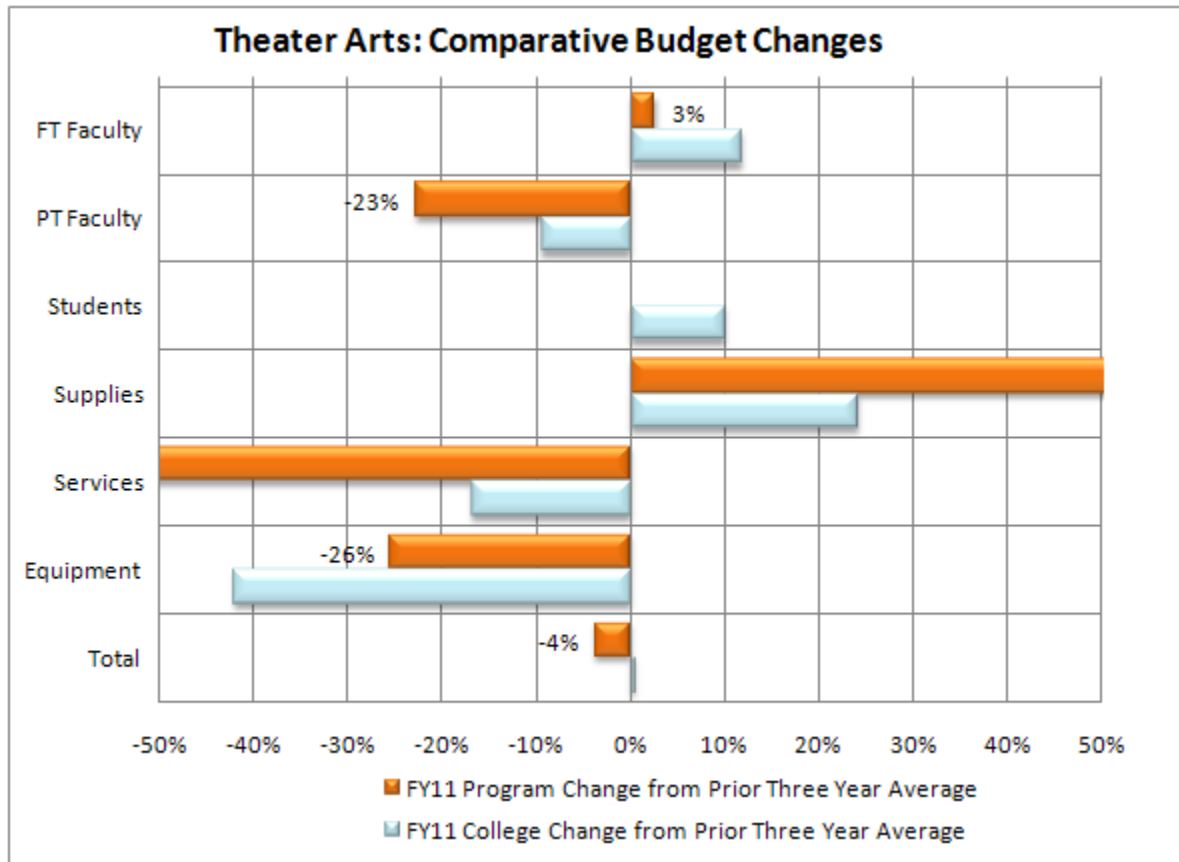


## Theater Arts Program Review

2011-2012

### A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



### A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).



## Theater Arts Program Review

2011-2012

### A5: 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.

Budgets have narrowly kept up with our needs. In the past we have used supply and instructional equipment budgets to purchase and maintain theatre equipment and to supplement production costs. Our major budget supporting theatre productions, the Co-curricular fund, has been cut in half (FY12). This reduction in the production budget will necessitate smaller, less rigorous productions.

The Theatre Manager/Technical Director and Costume Technician (full-time classified positions) each need an assistant to keep up with the work load.

For many years the Theatre Manager/Technical Director has coordinated all of the efforts of the Theatre, Dance, Music, on-campus presentations, and Civic Center events with a part-time assistant. Since the layoff of the part-time assistant, all offerings are the responsibility of the Theatre Manager/Technical Director. With the opening of a completed state-of-the-art theatre facility (Fall 12), there will be considerable overtime compensation necessary to meet the needs of the Theatre Department, Dance Department, Music Department and other events scheduled for the theatre.

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 now been added to the Costume Technician's workload. With the opening of a completed state-of-the-art theatre facility (Fall 2012), there will be considerable overtime compensation necessary to meet the needs of the Theatre Department, Dance Department, Music Department and other events scheduled for the theatre.

A major program goal is to advance 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.

## Theater Arts Program Review 2011-2012

### B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Digital Camcorder XL1 Lens Can	Canon USA Inc	30097	12845	1/17/2007	4	1,200	N00018140	2100026A
Lectern - OKS-80A	K-Log Inc	30097	12845	1/30/2007	4	1,192	N00018143	
Laptop computer, Apple MacBo	Apple Computer	30097	12845	3/29/2007	4	1,858	N00018180	W87110VNWGP
Computer, Apple iMac	Apple Computer	30097	12845	3/29/2007	4	2,201	N00018179	QP7110V0VUW
Wacom Cintiq 21UX	Academic Super	30097	12845	4/10/2007	4	2,766	N00018206	7BCM00054
Canon 24mm - 105mm f4 L Serie	Woodland Hills	30097	12845	12/18/2006	5	1,191	N00018152	2100660441
Canon 16mm-35mm f2.8 L Serie	Woodland Hills	30097	12845	12/18/2006	5	1,516	N00018151	2100599790
Canon Digital Camera and Lense	Woodland Hills	30097	12845	12/18/2006	5	3,377	N00018153	21122080024
Bernina Sewing Machine 153	Baron's Fabrics I	33937	793	1/19/2010	1	1,081	N00018925	84018311
						<b>16,382</b>		

### B2: Interpretation of the Program Inventory Information

The Theatre Building (G Building) is currently undergoing a major renovation, scheduled to be completed in fall, 2012. Much of our inventory is now in storage or scheduled for replacement in the new facility.

It makes sense to defer this inventory request until next year when we will be able to complete it on a much more comprehensive level.

## Theater Arts Program Review

2011-2012

### C1: Productivity Terminology Table

<b>Sections</b>	A credit or non-credit class. Does not include not-for-credit classes (community education).
<b>Census</b>	Number of students enrolled at census (typically the 4 <sup>th</sup> week of class for fall and spring).
<b>FTES</b>	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.
<b>FTEF</b>	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. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
<b>Cross Listed FTEF</b>	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.
<b>XL FTE</b>	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).
<b>WSCH</b>	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.
<b>WSCH to FTES</b>	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
<b>District Goal</b>	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

## Theater Arts Program Review

2011-2012

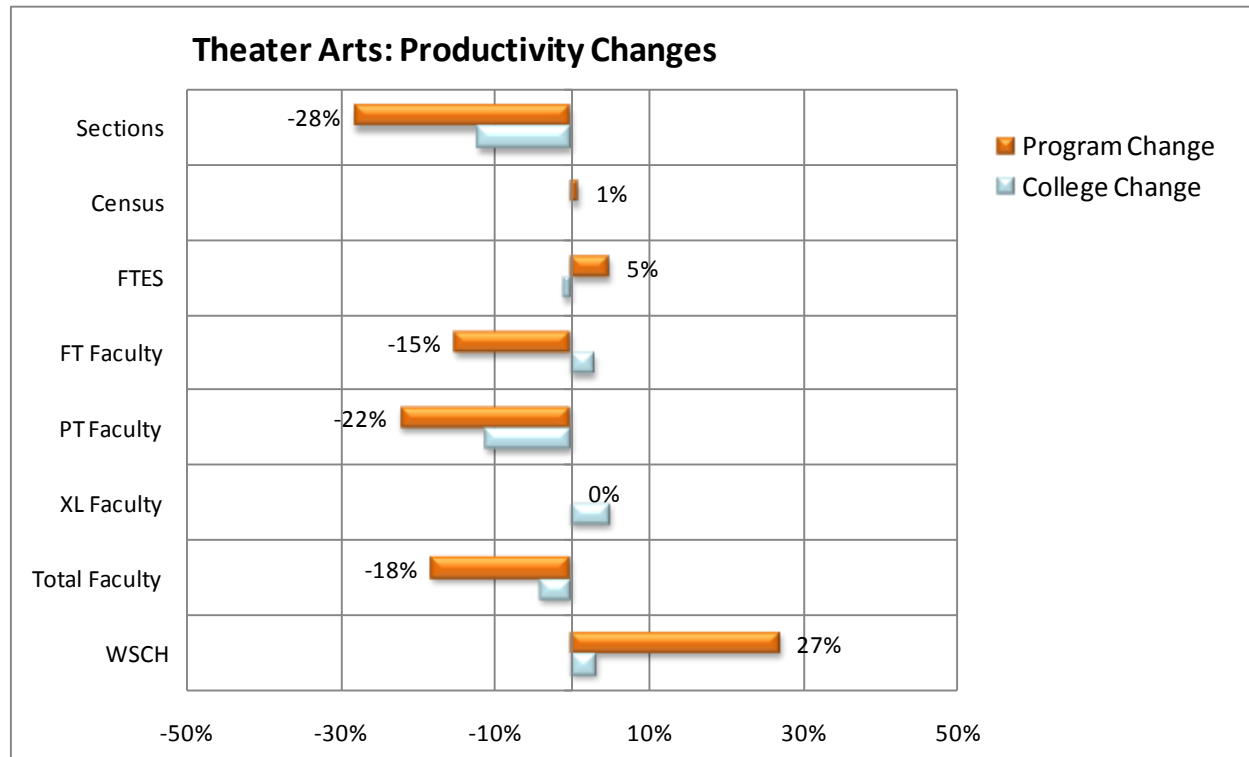
### C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	46	45	34	42	30	-28%	-12%
Census	625	766	730	707	711	1%	0%
FTES	83	97	93	91	95	5%	-1%
FT Faculty	2.14	2.22	1.98	2.11	1.79	-15%	3%
PT Faculty	1.75	1.44	0.88	1.36	1.06	-22%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	3.88	3.66	2.86	3.47	2.85	-18%	-4%
WSCH	321	398	488	393	500	27%	3%

### C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



# Theater Arts Program Review

2011-2012

## C4: Interpretation of the Program Productivity Information

Over the past three 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 (THAV10) - eliminated
6. Two costume classes (THAV20 and THAV22) now offered 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 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.

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

The two Theatre Arts Department costume classes are integral to our Program and 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 three years, however increased our WSCH. Our classes are full.

## Theater Arts Program Review 2011-2012

### D1: District WSCH Ratio Productivity Table

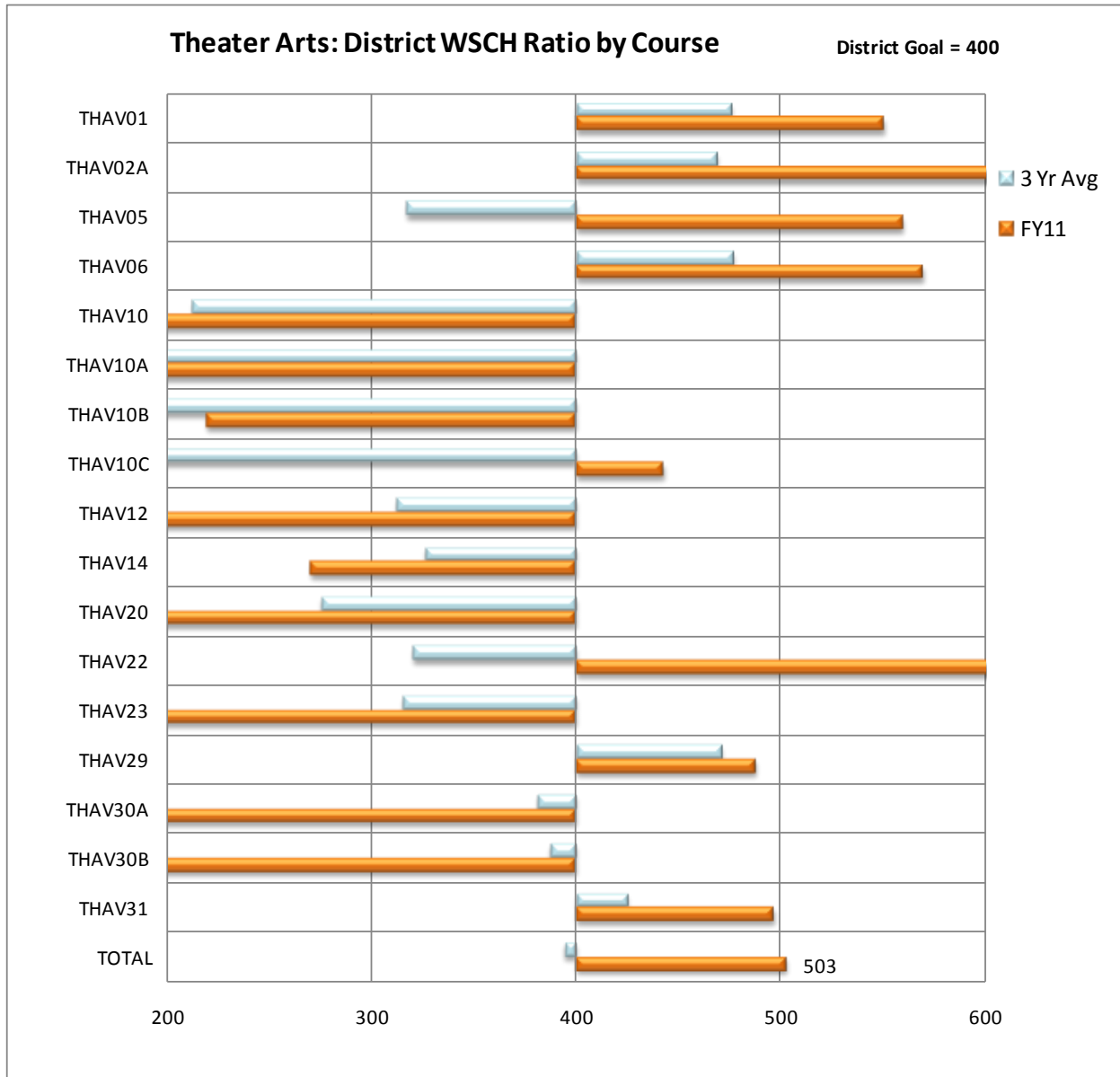
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment. District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
THAV01	Theatre Arts Appreciation	308	548	574	476	551	16%	400	138%
THAV02A	Fundamentals of Acting	399	519	535	469	615	31%	400	154%
THAV05	Stagecraft	200	350	400	317	560	77%	400	140%
THAV06	Stage Make-Up	350	510	570	477	570	20%	400	143%
THAV10	Production and Performance	182	154	327	212	-	-100%	400	0%
THAV10A	Production and Performance I	-	-	-	-	89	0%	400	22%
THAV10B	Production and Performance II	-	-	-	-	219	0%	400	55%
THAV10C	Production and Performance III	-	-	-	-	443	0%	400	111%
THAV12	Student One-Act Play Festival	267	369	-	312	-	-100%	400	0%
THAV14	Movement for the Theatre	290	328	347	326	270	-17%	400	68%
THAV20	Costume Design and History	120	360	345	275	-	-100%	400	0%
THAV22	Fundamentals Stage Costuming	320	320	-	320	700	119%	400	175%
THAV23	Intro to Dramatic Literature	315	-	-	315	-	-100%	400	0%
THAV29	History of Motion Pictures	449	425	539	471	488	4%	400	122%
THAV30A	Fundamentals of Screenwriting	360	404	-	381	-	-100%	400	0%
THAV30B	Intermediate Screenwriting	360	408	-	387	-	-100%	400	0%
THAV31	Acting for Film and TV	356	403	516	425	497	17%	400	124%
<b>TOTAL</b>	<b>Annual District WSCH Ratio</b>	<b>322</b>	<b>397</b>	<b>488</b>	<b>394</b>	<b>503</b>	<b>28%</b>	<b>400</b>	<b>126%</b>

## Theater Arts Program Review 2011-2012

### D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



## Theater Arts Program Review 2011-2012

### D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
THAV01	Theatre Arts Appreciation	308	548	574	476	551	16%	400	138%
THAV02A	Fundamentals of Acting	399	519	535	469	615	31%	400	154%
THAV05	Stagecraft	200	350	400	317	560	77%	400	140%
THAV06	Stage Make-Up	350	510	570	477	570	20%	400	143%
THAV10	Production and Performance	182	154	327	212	-	-100%	400	0%
THAV10A	Production and Performance I	-	-	-	-	89	0%	400	22%
THAV10B	Production and Performance II	-	-	-	-	219	0%	400	55%
THAV10C	Production and Performance III	-	-	-	-	443	0%	400	111%
THAV12	Student One-Act Play Festival	267	369	-	312	-	-100%	400	0%
THAV14	Movement for the Theatre	290	328	347	326	270	-17%	400	68%
THAV20	Costume Design and History	120	360	345	275	-	-100%	400	0%
THAV22	Fundamentals Stage Costuming	320	320	-	320	700	119%	400	175%
THAV23	Intro to Dramatic Literature	315	-	-	315	-	-100%	400	0%
THAV29	History of Motion Pictures	449	425	539	471	488	4%	400	122%
THAV30A	Fundamentals of Screenwriting	360	404	-	381	-	-100%	400	0%
THAV30B	Intermediate Screenwriting	360	408	-	387	-	-100%	400	0%
THAV31	Acting for Film and TV	356	403	516	425	497	17%	400	124%
<b>TOTAL</b>	<b>Annual College WSCH Ratio</b>	<b>322</b>	<b>397</b>	<b>488</b>	<b>394</b>	<b>503</b>	<b>28%</b>	<b>400</b>	<b>126%</b>

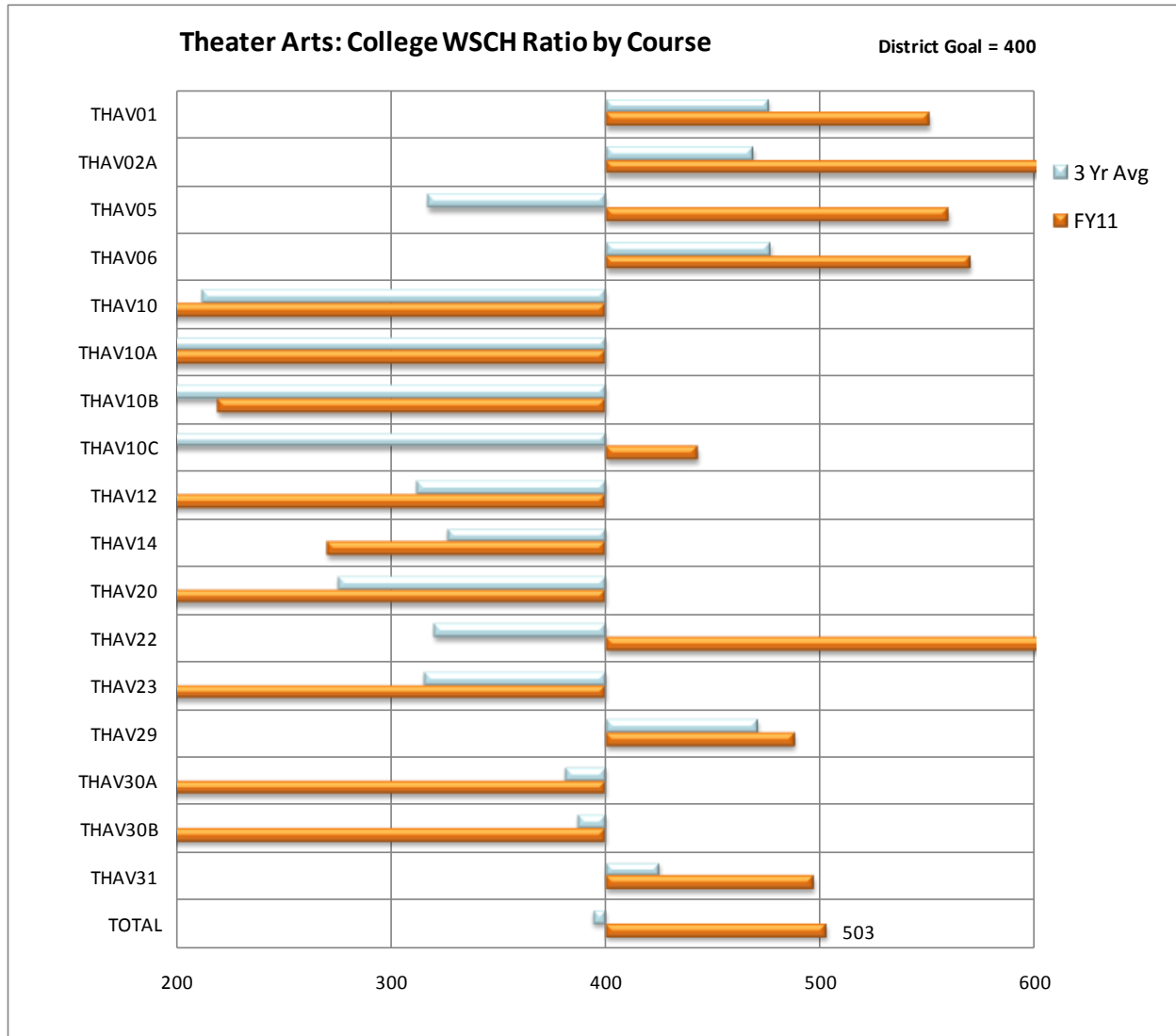


# Theater Arts Program Review

2011-2012

## D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program’s three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program’s (or subject’s) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



## D5: Productivity Detail Report

The program’s detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District’s Banner Student System. The productivity information includes all information associated with the program’s subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

## Theater Arts Program Review 2011-2012

### D6: 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 in FY11.
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 two 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.

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

# Theater Arts Program Review

2011-2012

## E1: Student Success Terminology

<b>Census</b>	Number of students enrolled at Census (typically the 4 <sup>th</sup> week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
<b>Retain</b>	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%
<b>Success</b>	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

## E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

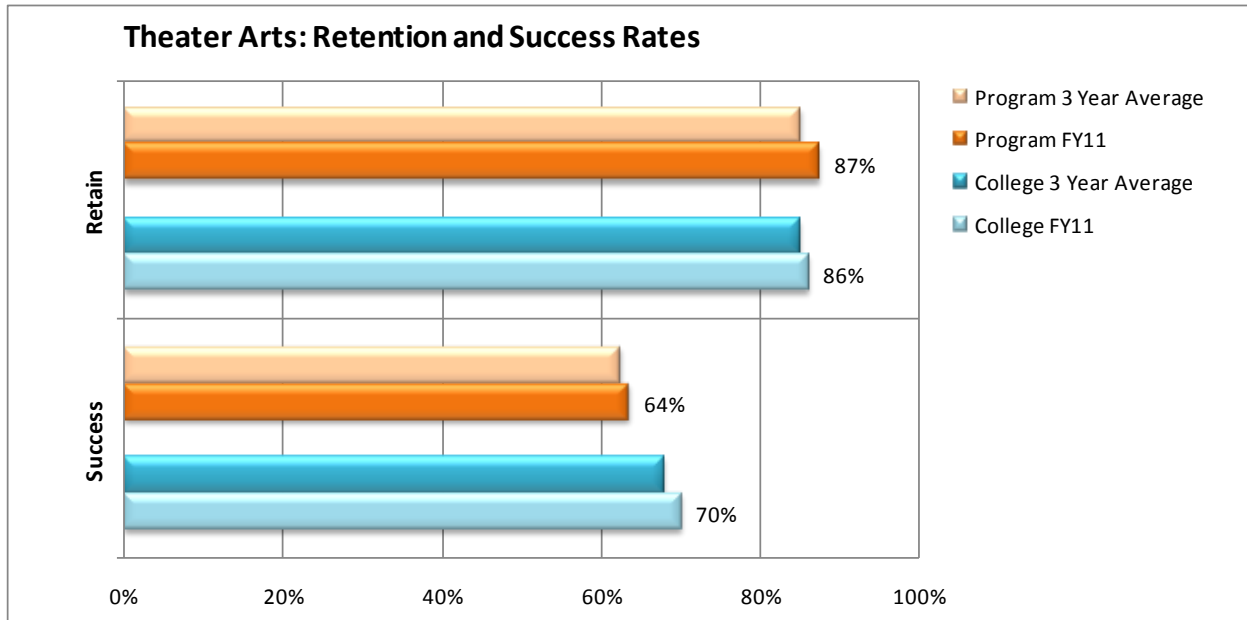
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
THA	FY08	232	98	61	4	29	115	103	-	642	539	395
THA	FY09	282	106	79	2	38	127	123	-	757	634	469
THA	FY10	261	110	89	4	49	127	91	-	731	640	464
THA	3 Year Avg	258	105	76	3	39	123	106	-	710	604	443
THA	FY11	238	129	75	2	36	131	88	-	699	611	444
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
THA	FY08	36%	15%	10%	1%	5%	18%	16%	0%		84%	62%
THA	FY09	37%	14%	10%	0%	5%	17%	16%	0%		84%	62%
THA	FY10	36%	15%	12%	1%	7%	17%	12%	0%		88%	63%
THA	3 Year Avg	36%	15%	11%	0%	5%	17%	15%	0%		85%	62%
THA	FY11	34%	18%	11%	0%	5%	19%	13%	0%		87%	64%
<b>College</b>	<b>3 Year Avg</b>	<b>33%</b>	<b>19%</b>	<b>12%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>	<b>2%</b>		<b>85%</b>	<b>68%</b>
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

# Theater Arts Program Review

## 2011-2012

### E3: Retention and Success Rates

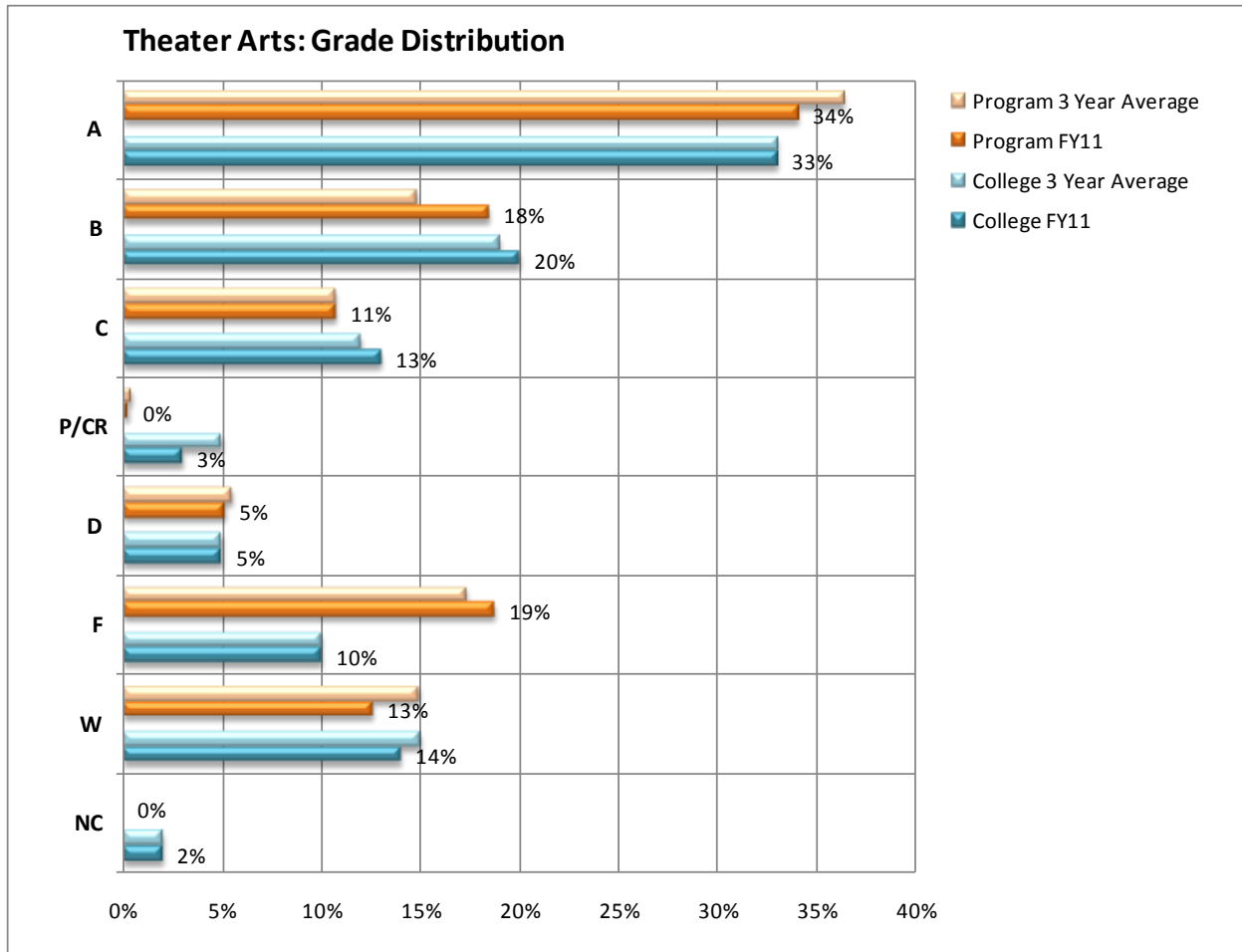
This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



## Theater Arts Program Review 2011-2012

### E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



### E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

## Theater Arts Program Review

2011-2012

### E6: Interpretation of Program Retention, Student Success, and Grade Distribution

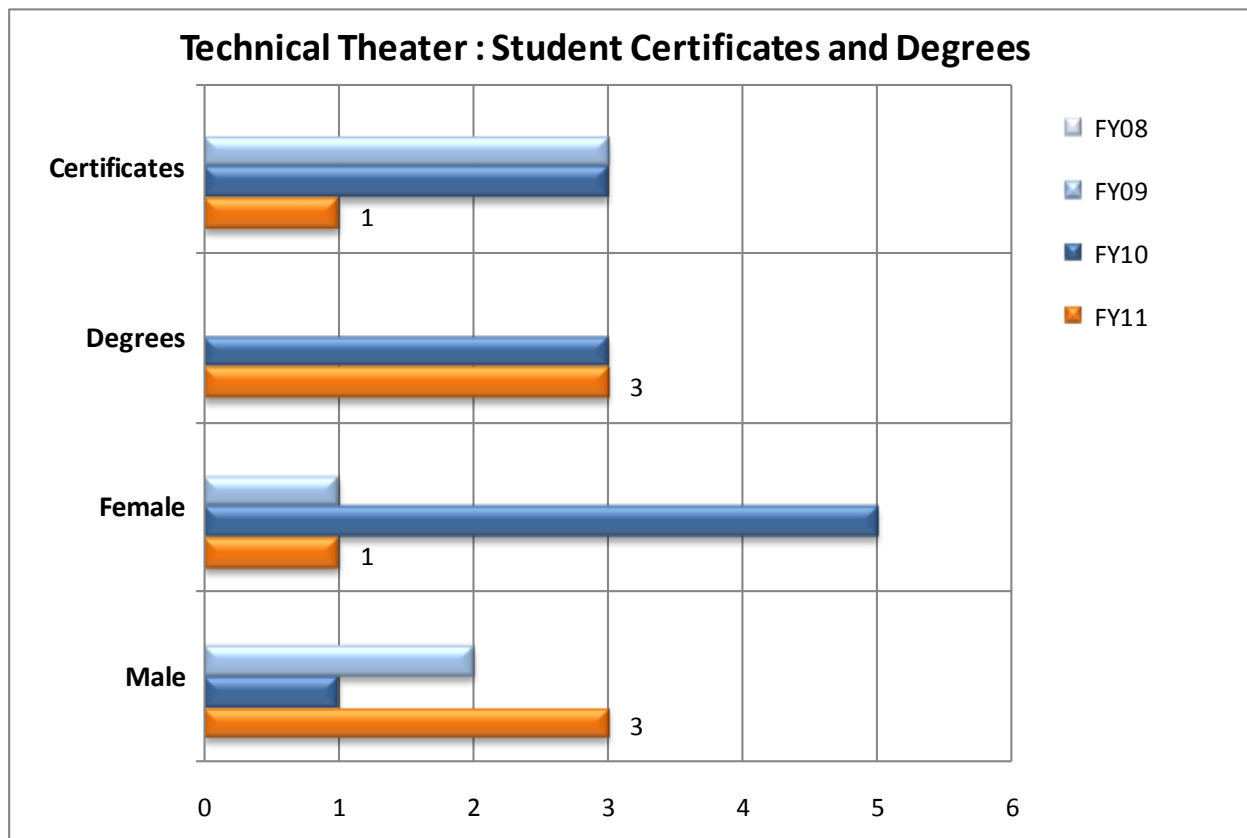
Retention and success rates for students in the Theatre Arts Program are good. They are 1% higher than the college average.

## Theater Arts Program Review 2011-2012

### F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Technical Theater	FY08	-	-	-	-
Technical Theater	FY09	3	-	1	2
Technical Theater	FY10	3	3	5	1
Technical Theater	FY11	1	3	1	3
<b>Total Awards in 4 Years</b>		<b>7</b>	<b>6</b>	<b>7</b>	<b>6</b>



# Theater Arts Program Review

2011-2012

## F2: Interpretation of the Program Completion Information

Most Theatre Arts students do not work toward a Certificate of Achievement as it does not ensure 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. Certificates of Achievement in Theatre Arts have been variously recorded over the years as “Theatre Arts”, “Dramatic Arts” and “Technical Theatre”. These figures need to be merged to identify the correct number of Certificates of Achievement in Theatre Arts.

Our Theatre Arts Department Proficiency Awards are not reflected in this report. We established these department awards three years ago (2009) in: 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



## Theater Arts Program Review 2011-2012

### G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
THA	FY08	159	322	20	35	5	16	12	73	333	302	7	26
THA	FY09	219	372	22	34	13	14	20	63	416	340	1	25
THA	FY10	230	348	16	31	7	17	14	68	388	342	1	24
<b>THA</b>	<b>3 Year Avg</b>	<b>203</b>	<b>347</b>	<b>19</b>	<b>33</b>	<b>8</b>	<b>16</b>	<b>15</b>	<b>68</b>	<b>379</b>	<b>328</b>	<b>3</b>	<b>25</b>
<b>THA</b>	<b>FY11</b>	<b>264</b>	<b>322</b>	<b>18</b>	<b>20</b>	<b>5</b>	<b>14</b>	<b>9</b>	<b>47</b>	<b>386</b>	<b>313</b>	<b>-</b>	<b>23</b>
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
<b>College</b>	<b>FY11</b>	<b>13,034</b>	<b>10,566</b>	<b>977</b>	<b>1,040</b>	<b>196</b>	<b>886</b>	<b>402</b>	<b>1,688</b>	<b>15,734</b>	<b>13,014</b>	<b>40</b>	<b>24</b>

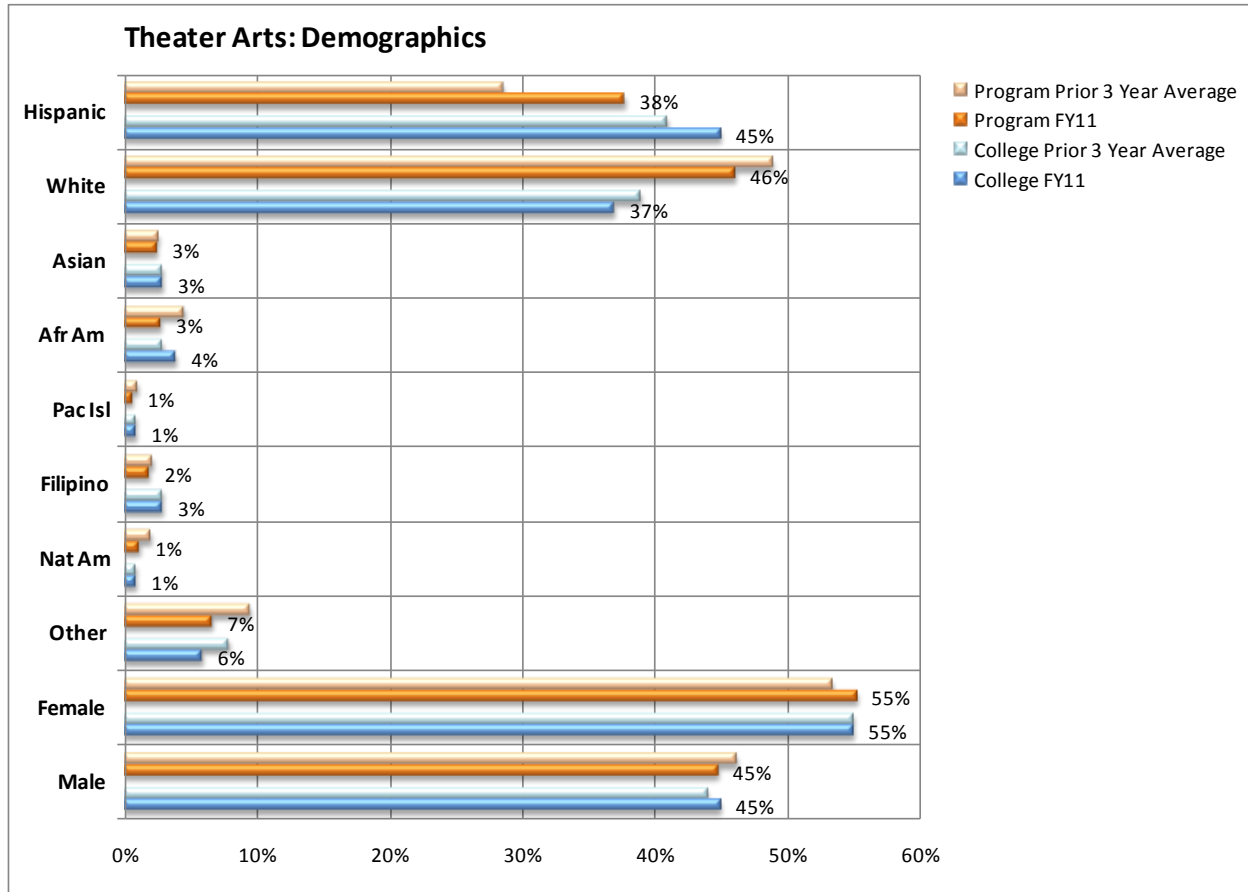
This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
THA	FY08	25%	50%	3%	5%	1%	2%	2%	11%	52%	47%	1%	26
THA	FY09	29%	49%	3%	4%	2%	2%	3%	8%	55%	45%	0%	25
THA	FY10	31%	48%	2%	4%	1%	2%	2%	9%	53%	47%	0%	24
THA	3 Year Avg	29%	49%	3%	5%	1%	2%	2%	10%	53%	46%	0%	25
<b>THA</b>	<b>FY11</b>	<b>38%</b>	<b>46%</b>	<b>3%</b>	<b>3%</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>	<b>7%</b>	<b>55%</b>	<b>45%</b>	<b>0%</b>	<b>23</b>
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
<b>College</b>	<b>FY11</b>	<b>45%</b>	<b>37%</b>	<b>3%</b>	<b>4%</b>	<b>1%</b>	<b>3%</b>	<b>1%</b>	<b>6%</b>	<b>55%</b>	<b>45%</b>	<b>0%</b>	<b>24</b>

## Theater Arts Program Review 2011-2012

### G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



### G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

### G4: Interpretation of the Program Demographic Information

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

# Theater Arts Program Review

2011-2012

## 4. Performance Assessment

### A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
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.
<b>Operating Information</b>	
For our Spring '11 production of "The 25 <sup>th</sup> Annual Putnam County Spelling Bee", 100% of participating students achieved this goal.	
<b>Analysis – Assessment</b>	
This exceeds the departmental and college goals.	

Program-Level Student Learning Outcome 2	Performance Indicators
Collaborate as an effective member of a team to perform the work of others or to create original work.	THAV10 – (One-Act Plays) – 95% of students participating in the One-Act Play Festival will work collaboratively as directors, actors, designers, and scenery, lighting, sound, costume, and make-up technicians to present a selection of one-act plays to a public audience.
<b>Operating Information</b>	
For our Spring '11 One-Act Play Festival, 100% of participating students achieved this goal.	
<b>Analysis – Assessment</b>	
This exceeds the departmental and college goals.	

## Theater Arts Program Review

2011-2012

Program-Level Student Learning Outcome 3	Performance Indicators
Apply learned knowledge and skills to new and varied situations.	THAV2A (Fundamentals of Acting) 80% of students will apply knowledge and skills learned about performance to the live presentation of a scene from a play in class.
<b>Operating Information</b>	
During the spring '11 semester, 80% of students in the class achieved this goal.	
<b>Analysis – Assessment</b>	
This has improved in the last few semesters due to an increased amount of scaffolding to help students better connect theoretical concepts to practical applications of them. In class, students are guided through a step by step process of identifying character intentions within a scene and translating them into physical action. They then perform this task in groups in supervised class sessions.	

Program-Level Student Learning Outcome 4	Performance Indicators
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.
<b>Operating Information</b>	
During the spring '11 semester, 80% of students in the class achieved this goal.	
<b>Analysis – Assessment</b>	
This has improved in the last few semesters due to an increased amount of scaffolding to help students understand the performance experience as an audience member. They are given an extensive reading and discussion assignment detailing "Going to the Theatre". This assignment specifically explains what to expect, how to behave, what to look for, and gives them a clear example of how to write about it.	

Program-Level Student Learning Outcome 5	Performance Indicators
Apply time management skills to complete a task.	THA 2A, 5, 6, 10, 20, 22, 31 (Fundamentals of Acting, Stagecraft, Make-up, Production and Performance, Costume Design, Costume Crafts, Acting for Film and TV) In each of these classes, students will receive performance assignments with deadlines and be expected to have tasks ready for presentation on assigned dates. 80% of students will have tasks prepared by deadline dates.
<b>Operating Information</b>	
During the spring '11 semester, approximately 60% of students achieved this goal.	
<b>Analysis – Assessment</b>	
Time management is an essential skill for theatre where there are specific performance deadlines. Managing time on their own is a skill we find most students generally lack. We continue to scaffold this skill for students by working with calendars and helping them figure out how to break the work into segments to achieve its completion by the deadline. All of these classes continue to provide performance assignments for which students must meet a deadline. We continue to develop tools to help them achieve this on their own.	

## Theater Arts Program Review

2011-2012

Program-Level Student Learning Outcome 6	Performance Indicators
Recognize a problem, devise and implement a plan of action.	THA 2A, 5, 6, 10, 20, 22, 31 (Fundamentals of Acting, Stagecraft, Make-up, Production and Performance, Costume Design, Costume Crafts, Acting for Film and TV) In each of these classes, students will receive performance assignments in which they will have to identify an issue or problem in theatre practice and find its solution. Specifically: THA V10 (One-Act Plays) Student directors will select a one-act play, organize a plan to research the play, conduct auditions, block the physical action of the play, develop character with the actors, collaborate with a set and costume designer to develop the play's visual design, integrate all technical elements into the production and present the play for public performance. 95% of student directors will achieve this goal.
<b>Operating Information</b>	
For our Spring '11 One-Act Play Festival, 100% of participating as student directors achieved this goal.	
<b>Analysis – Assessment</b>	
This exceeds the departmental and college goals.	

# Theater Arts Program Review

2011-2012

## 4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the <b>program's</b> prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the <b>program's</b> retention rate for the prior three years.
<b>Operating Information</b>	
For the past 3 years our retention rate is 1% above the college average.	
<b>Analysis – Assessment</b>	
We will be able to further increase this with sufficient personnel to safely supervise production work.	

Student Success Outcome 2	Performance Indicators
The program will increase the student success rates from the average of the <b>program's</b> prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the <b>program's</b> average student success rate for the prior three years.
<b>Operating Information</b>	
For the past 3 years our success rate is slightly below the college success rate.	
<b>Analysis – Assessment</b>	
We will be able to increase this with sufficient personnel to safely and efficiently supervise production work.	

## Theater Arts Program Review

2011-2012

### C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will exceed the efficiency goal of 525 set by the district by 2%.
<b>Operating Information</b>	
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 with the following exceptions listed below.	
<b>Analysis – Assessment</b>	
<ol style="list-style-type: none"> <li>1. Classes that declined by 100% were those not offered in FY11.</li> <li>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 two years), this number drops significantly as participating students are split between Theatre Arts 10, Music 45, and Dance 30.</li> <li>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.</li> </ol> <p style="text-align: center;">All other sections of Theatre Arts Department classes are well above the district goal.</p>	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
<b>Operating Information</b>	
The inventory list is out of date and needs to be reviewed (3B1)	
<b>Analysis – Assessment</b>	
<p>The Theatre Building (G Building) is currently undergoing a major renovation, scheduled to be completed in fall, 2012. Much of our inventory is now in storage or scheduled for replacement in the new facility.</p> <p>We will defer this inventory request until next year when we will be able to complete it on a much more comprehensive level.</p>	

# Theater Arts Program Review

2011-2012

## 5. Findings

**Finding 1**      **Restoration of Co-Curricular Funding**

**Finding 2**      **Assistant for Theatre Manger/Technical Director**

**Finding 3**      **Assistant for Costume Technician**

**Finding 4**



# Theater Arts Program Review

2011-2012

## 6. 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)	
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

2011-2012

**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**

**Request for Resources**      **\$50,000**

### 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.)	

# Theater Arts Program Review

2011-2012

**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**

**Request for Resources**                    **\$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

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

q

Other	Program	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 Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	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 Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

# Theater Arts Program Review

2011-2012

## Computer Equipment and Software

Equipment - Computer Related	Program	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 Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

## Other Equipment Requests

Equipment	Program	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 Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

## Facilities Requests

Facilities	Program	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 Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

# Theater Arts Program Review

2011-2012

Other Resource Requests

Other Resources	Program	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 Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: 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 (excluding the '0' program priorities) will then be prioritized using the following priority levels:

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division’s spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

## Theater Arts Program Review

2011-2012

### 6E: 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 following priority levels.

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

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

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

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

## Theater Arts Program Review

2011-2012

### 7A: 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 form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

### 7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.