



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



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Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

Department/Program Title:

Date submitted:

0. Key Findings:

1. Planning Group (include PT& FT faculty, staff, stakeholders)

List of names and positions: Anna Budd, Associate Professor, Mike Walsh, Technical Director, Michelle Levy, Adjunct Professor, Laurie Smith, Adjunct Professor.

2. Writing Team and Contact Person: Anna Budd, Mike Walsh.

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

- Anna Budd, Associate Professor
- Mike Walsh, Technical Director
- Michelle Levy, Adjunct Professor
- Laurie Smith, Adjunct Professor

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The mission of the Theatre Arts Department is to train and inspire the next generation of theatre-makers and theatre appreciators, cultivating within our students respect for each other and for the creative process, an understanding of how theatre is made (from the perspective of an actor, a playwright, a director, a producer, and a technician), an enthusiasm for creative discovery and critical analysis, the discipline necessary to do one's best work, a willingness to take risks, the habits of a professional, and the enthusiasm of a life-long learner.

The Theatre Arts Department offers many "activities that foster students' personal development," such as projects in acting, playwriting, and directing. These projects offer students a unique opportunity for self-development, self-discovery, and creative expression. Those students who are cast in our productions spend many hours each week in a very intensive



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rehearsal process, creating a very supportive teacher-student relationship (“supportive faculty/staff/student teaching and learning relationships”).

C. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

PSLO 1: Describe the roles of creative expression in human cultures.

Assessment: Written projects in DRAM 140 and DRAM 150; E-Portfolio pending.

PSLO 2: Engage with the arts; integration of the arts into life.

Assessment: Performance in DRAM 300 or technical theatre projects in DRAM 305. E-Portfolio pending.

PSLO 3: Demonstrate creative process; apply critical thinking in the creative process. Use the language of the discipline; demonstrate command of critical vocabulary

Assessment: Written projects in DRAM 140, 150, 200, 201.1-201.4. E-Portfolio pending.

PSLO 4: Use critical thinking in evaluating works of art in intrinsic terms, expressive content and social context.

Assessment: Written projects in DRAM 140 and DRAM 150; E-Portfolio pending.

4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

All comments on last year’s Program Review seem to address the actual Program Review document itself, rather than suggestions for improving the Theatre Arts program.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC sharepoint** <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC)).



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- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))

None.

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

- The Intro to Theatre and Acting courses are popular and funnels students into other Theatre Arts courses, so I offer them every semester.
- Plays written in the Fall in the DRAM 150 Script Analysis course have, in the past, been produced in the spring through the DRAM 233 Play production lab course (as the Student One Act Festival). However, recent low enrollment in DRAM 233 has made this cycle problematic. I may solve this by integrating short plays written in DRAM 150 into the DRAM 300 Spring Production, which will go on tour to local high schools.
- Ideally, DRAM 200 Acting I should be offered in the Fall, and DRAM 201 Acting II in the Spring (with DRAM 201.1, .2., .3 etc. offered the following Fall). Enrollments in these classes has been low. I'm hoping that the Spring 2014 "Spring Sprung Comedy Tour" that went to local high schools, as well as other marketing & outreach efforts, will improve this situation,
- DRAM 160, Latin American theatre, should be offered every year as part of the Latin American Studies AA.
- DRAM 221 Stage Movement should be offered every year as part of the Dance AA.
- We'll continue to offer DRAM 300 Rehearsal & Performance and it's sister class DRAM 305 Technical Production every semester.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Enrollment & Efficiency

All enrollment & efficiency data points to one conclusion: the Theatre Arts Department needs to be attracting more students. We've already started to address this. This semester (spring 14) the department organized a comedy tour that visited 2 local high schools (Carlmont & Sequoia), where we passed out flyers marketing our Fall 2014 classes. I'm sending our audition notices for our Fall 2014 play to these schools. We had a table at Preview Day, and Anna Budd is meeting with Noel Chavez on 4/7 to discuss more creative ideas for attracting more students to the department. Please see 7 Action Plan for the outreach efforts planned for Fall 2014.



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Student Success and Retention

Student Performance Profile in the Fall 12 spring 13 semesters, Student Success and Retention climbed up a few points. By spring 13, Student Success was around 75% and Retention was around 90% I am generally satisfied with the department's Student Success and Retention numbers –enrollment is the more pressing issue.

Student Enrollment Status Profile

Between Fall 13 and Spring 14 the number of concurrent students climbed by 31%, while students with a high school degree dropped by 30%. So, more high school students are enrolling in Theatre Arts classes. This may explain why fewer students are enrolling in Acting after taking Intro; Intro to Theatre used to be my funnel course through which students enrolled in other DRAM classes. But if more & more of these Intro students are enrolled concurrently, the demands of their concurrent enrollment program might be such that they can't work in an Acting class into their schedule.

- Fall 13
 - Concurrent 10
 - High School Degree 78

- Spring 14
 - Concurrent 41
 - High School Degree 48

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC**

sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

PSLOs have not been in place long enough to accumulate meaningful data and full assessment awaits the full implementation of e-portfolios.

C. Other Considerations

7. Action Plan

- 1) Integrate the use of E-portfolios into the Theatre Arts Department.
- 2) Do another Spring Tour of short plays to the local high schools, spring 2015.
- 3) Work with Noel Chavez in increasing outreach.



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- 4) Continue to work with professors in bringing their classes to Theatre Arts Department shows, and marketing our classes to students who attend.
- 5) Develop an internship with Dragon Theatre
- 6) Bring in more guest speakers, connecting students with local professionals.
- 7) Revitalize fundraiser.
- 8) Work with Concurrent Enrollment & Councilors to boost low-enrolled classes.

8. Resource Identification

A. Faculty and Staff hiring requests

Release time for a coordinator for the fine and performing arts is requested. This would support the following wide range of activities:

E-portfolios

- e-portfolios leadership
- e-portfolios tech support

Planning

- integrated program review (combining the individual program reviews and assessing program level SLOs)
- strategic enrollment planning and promotion
- diversity and community outreach planning
- instructional equipment and building requirements

Administrative coordination

- technology support (TracDat, Curricunet, WebAccess, etc.)
- new curriculum support (for example, many Theatre Arts courses could benefit from being approved for GE / IGETC; a coordinator could spearhead that effort)
- intern
- honors program integration
 - arts activities outside the classroom for honors students social bonding
 - honors sections and contracts integration across the arts
- coordinate ENG 100 formal and informal learning communities connected by the arts (creative writing, songwriting, dance, studio arts, theater, etc.)

Public outreach

- website and social media
- theater, gallery, music events promotion
- individual course promotion & recruitment (especially for new classes)
- individual program promotion & recruitment



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B. Professional Development needs

Anna Budd needs training in: teaching online, e-portfolios, and creating digital media to support student learning.

C. Classroom & Instructional Equipment requests

We are in the process of doing some work which was in the last program review

- Rigging—We are going to get Musson Theatrical to come out and do a complete evaluation of the rigging in the main theatre. A PO has been issued. They will make recommendations as to what needs to be done to ensure safe and effective operation. Their recommendations will probably require additional expense, but this is something that hasn't been addressed in a long time.
- Lighting—We are getting bids on new lighting consoles in both theatres. The purchase should take place soon and the installation will be this Spring in the Flex and probably July in the Main (fingers crossed)
- New computer—Vickie has approved the purchase of a new MacBook Pro for the sound station in the flex theatre. This will be installed in the next couple of weeks. We already purchased new software for sound.
- Booth window—I've asked B&G to get an estimate for the putting a sliding window over the mixer in the Flex. They are looking into it. The fact that this was in program review helped get their attention. I don't think B&G will pay for this, but if the division won't then I think we should use Foundation money (depending on the cost of course).
- New Recommendations---
 1. I think that rigging service based on Musson's evaluation should be a high priority since this is a potential safety issue.
 2. I'd like to see some intelligent lighting installed in one or both theatres since the new consoles will run it, and it would enhance both the quality of the shows and our ability to give students experience with the latest equipment.