

# Bakersfield College

## Program Review – Annual Update

Program Name: Theatre Arts (THEA)

Program Type:  Instructional     Student Affairs     Administrative Service     Other

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

### Describe how the program supports the Bakersfield College Mission:

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

- **Learning:** The Theatre program “fosters curiosity, inquiry, critical thinking, and creativity within a safe and rigorous environment.” Beyond the classes that we offer, the opportunity for the students to be a part of a full-fledged production with a group of talented and support students is invaluable.
- **Integrity:** The very nature of group performance “places the collective wellbeing and health about the self.” Students learn to be accountable, both individually and as a group. Such an environment also inevitably “teaches us to trust each other’s vision” as the group strives to communicate collectively the artistic intent of the authors, directors, and designers of each individual production.
- **Wellness:** The theatrical process is a natural and healthy expression of emotion, a far more constructive channel for pent up emotion than so many destructive alternatives, improving “all aspects of the individual and the society including the mind, body, and spirit.” This applies not only to the student artists who partake in our productions, but also to the many students who attend our productions and become part of the experience.
- **Diversity:** The Theatre program aims to be inclusive in its curriculum, casting of play productions, working to include “multiple perspectives [that] lead to a better education and knowledge of the world,” especially in our Film and Introduction to Theatre courses. Additionally, our wide array of production programming allows for “listening and witnessing different experiences” in ways that can expand the community’s capacity to embrace diversity.
- **Community:** A theatre ensemble is a community in and of itself. However, through these ensembles and their performances “we maintain strong ties with the surrounding community.” We also have worked to include community artists as mentors for our students, especially during the Kern Shakespeare Festival and the Summer Musical, where we expand our community to include our friends in the Music Department.

### Program Mission Statement:

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

**Instructional Programs only:**

A. List the degrees and Certificates of Achievement the program offers

**Associate in Arts in Theatre Arts for Transfer**

B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. **N/A**

C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

**Students with catalog rights dating before 2015 remain eligible for the local Theatre Arts AA Degree**

**Progress on Program Goals:**

A. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
<p>1. We would like to expand access to the current advanced acting classes (Theatre B2a and B2b) and theatre lab (B27) by adding sections while also offering specific courses of emphasis such as Acting for the Camera and Acting Shakespeare.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning  <input checked="" type="checkbox"/> 2: Student Progression and Completion  <input type="checkbox"/> 3: Facilities  <input type="checkbox"/> 4: Oversight and Accountability  <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date)  <input type="checkbox"/> Revised: _____ (Date)  <input checked="" type="checkbox"/> Ongoing: 09/20/2017</p>	<p>Due to the changeover to Elumen, our progress in curriculum development has been limited. We have expanded our B2A and B2B sections, as well as greatly expanding our B1 and B20 classes, and while we didn’t add additional sections of B27, we were able to increase our participation in our current sections. We haven’t yet completed the curriculum process for any new classes, but Professor Chin and Professor Sivesind are both working to create a new class for the 2018-19 school year.</p>
<p>2. We would like to offer additional technical theatre classes such as make-up and lighting design, and create additional sections of tech theater lab (B28) for additional application opportunities.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning  <input checked="" type="checkbox"/> 2: Student Progression and Completion  <input type="checkbox"/> 3: Facilities  <input type="checkbox"/> 4: Oversight and Accountability  <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date)  <input checked="" type="checkbox"/> Revised: 09/20/2017  <input type="checkbox"/> Ongoing: _____ (Date)</p>	<p>Due to the changeover to Elumen, this process hasn’t been as successful as we had hoped. We also don’t necessarily have the staff to teach all of these classes. Our immediate focus will be to create curriculum for make-up design over the next two years.</p>

<p>3. Continue to procure equipment sufficient for students to apply their learning of stagecraft, lighting, costume design, and production.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 09/20/2017	<p>We have made progress with our equipment for the scene shop and for our costume shop, but we still need more equipment to effectively and efficiently serve our growing student population. We also need to find more room for storage, as reusing costumes and scenic elements saves money and resources in the long term.</p>
<p>4. Add main stage productions to the performance schedule so that students have at least four opportunities each year (two per semester) to apply the skills they've learned in their classes.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: 09/20/2017 <input checked="" type="checkbox"/> Revised: 09/20/2017 <input type="checkbox"/> Ongoing: _____ (Date)	<p>We actually have five full main-stage productions (with the addition of a second show during the Kern Shakespeare Festival) along with a Summer Musical, so we are growing above and beyond our goal, which is amazing. We are also encouraging our students to mount their own projects through the Theatre Club—(One-Act Festival) and Brian's Beard Improv Theatre, so opportunities abound for performance.</p>

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
<p>While we won't be completely in charge of this goal, we need to find a way to store our costumes, props, and set pieces in a way that allows us to effectively reuse them while also keeping all of the various theatrical spaces open to normal use. We especially need a place to store costumes, as the costume shop and dressing rooms are unusable due to all of the costumes that we currently have in stock. This limits the ability of students to effectively utilize the facilities.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<p>We are currently working on a plan to better utilize the shop and stage areas, and we are putting in a request for additional storage at some location on campus. In the meantime, we have created a schedule that allows us to rotate the costumes and set pieces we have into other spaces to allow proper use of the current facilities.</p>

**Best Practices:**

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

For student recruitment, attending local plays and participating in local productions works well. We also serve as judges for the local high school Shakespeare Festival, which puts us in contact with the high school drama teachers as well as hundreds of prospective students.

We are planning to attend the Professional Learning Community meetings of the high school drama teachers throughout the year to better promote our program and make sure we are serving the needs of our prospective students.

We have a strong relationship with The Empty Space Theatre. Several of our students have participated in their productions as well as our Theatre faculty.

Taking students to see professional theatre elevates the work, learning and enjoyment of our students.

We are participating in American College Theatre Festival (ACTF), which gives our students a chance to be adjudicated by outside artists and also gives the students the chance to participate in regional events, including this year's festival in Arizona.

Producing plays is the only way to expose our student to the challenges and rewards of theatrical production. Learning about theatre in theory can only do some much. To properly prepare students for a possible career in the field, hands-on opportunities are essential.

One on one counseling between faculty and student majors using an established protocol is very helpful in guiding students to successful completion of the AA-T, but also in helping them with making decisions for their future efforts in theatre training and education.

We are in regular contact with the theatre department professors at CSUB, working to create a better working relationship so our students can successfully continue their education after attaining their AA-T.

### Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

We had one new full-time faculty (who replaced a retired professor) and we had an additional temporary full-time professor, which gave us three full-time positions for the 2016-17 school year. This helped significantly with program coverage, but having two new professors was also a challenge when it came to navigating all of the various Bakersfield College policies and procedures. A lot of the year was spent figuring out what we didn't know so we could then know it and better prepare for it in the future. Overall, it was a successful year for the program. But it definitely had moments of frustration and confusion, which affected how well the students were being served in achieving their success.

2. How does your trend data impact your decision making process for your program?

The trend data shows that we are in great need of another full-time faculty member to help with our overall growth and to better serve our students. It also impacts our decision making when selecting our play productions. In regards to students completing their AA-T Degrees, the trend data suggests that we are making progress but that we need to continue to work with the students to ensure they are moving towards a goal and understand everything they need to do in order to accomplish that goal.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

The most noteworthy change was the explosion in growth of the program. First and foremost, our program has awarded 11 degrees over the past two years compared with 6 over the previous three years. While we are still hoping to increase that rate significantly (based on our large increase in declared majors), we've definitely made some very strong process over the last two years.

<b>Awards by Type &amp; Program</b> <sup>10</sup>		2012-13	2013-14	2014-15	2015-16	2016-17	5-Year Total
AA	Theatre Arts	1	4	1	3	2	11
	<b>Award Type Total</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>11</b>
AA-T	Theatre Arts				3	3	6
	<b>Award Type Total</b>				<b>3</b>	<b>3</b>	<b>6</b>
<b>Total Awards</b>		<b>1</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>17</b>

Along with growth in the degree completion, we have increased our declared majors over 100 percent in the last three years! We aren't completely sure where those majors are coming from or why the increase is so significant, but we do know that we need to find ways to better serve those students.

<b>Subject Majors</b> <sup>3</sup>	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5-Year Average
Liberal Arts Transfer CVHEC	27	4	4		6	<b>10</b>
Liberal Arts/Arts & Humanities	8	12	10	9	9	<b>10</b>
Theatre Arts	71	74	78	103	152	<b>96</b>

We have also significantly increased our enrollment and course offerings. We have almost doubled the sessions we offer over the past five years, and we have increased steadily over the past few years. Our First Day Enrollment is up over 50 percent from five years ago, as is our Census Day Enrollment. All of these numbers support the need for additional full-time faculty in a rapidly expanding program. Along with the increase in enrollment and sections, our FTES and FETF Workload have increased dramatically over the five years. Our productivity is relatively constant.

<b>Active Sections</b>	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	25	30	38	41	45
<b>Total</b>	<b>25</b>	<b>30</b>	<b>38</b>	<b>41</b>	<b>45</b>

<b>First Day Enrollment</b> <sup>4</sup>	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	1,217	1,326	1,556	1,726	1,892
<b>Total</b>	<b>1,217</b>	<b>1,326</b>	<b>1,556</b>	<b>1,726</b>	<b>1,892</b>

<b>Census Day Enrollment</b> <sup>4</sup>	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	1,167	1,287	1,542	1,704	1,891
<b>Total</b>	<b>1,167</b>	<b>1,287</b>	<b>1,542</b>	<b>1,704</b>	<b>1,891</b>

The percent of theatre students who have completed matriculation is significantly higher than the College wide average, and the number of students who have No Ed Plan Completed is significantly lower than the College wide average. We aren't completely sure why students in theatre classes show such a significant difference, however it at least suggests that this doesn't currently need to be an area of focus for us with our students.

Ed Plan Completion	Theatre										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	548	54%	584	51%	481	35%	461	31%	442	28%	9,356	29%
Comprehensive	1	0%	4	0%	113	8%	189	13%	219	14%	3,493	11%
Both (Abbrev. and Comp.)	187	18%	270	24%	539	39%	700	47%	817	51%	10,799	33%
Other Ed Plan					2	0%					17	0%
Exempt							2	0%	2	0%	201	1%
No Ed Plan Completed	276	27%	276	24%	236	17%	130	9%	107	7%	8,779	27%

Completed Matriculation <sup>2</sup>	Theatre										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	720	71%	819	72%	1,109	81%	1,330	90%	1,446	91%	22,463	69%

Our retention and success rates have improved a few percentage points over the five years, but nothing too substantial. Overall, we are about ten percentage points higher in success rate than the schoolwide average.

- Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

Other than a slight increase of Hispanic/Latino students matched by a slight drop in White students, our demographics have remained stable.

**Resource Request and Analysis:**

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p><b>Positions:</b>  <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input checked="" type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	<p>Our technical director was given a full-time position, which allows us to create more elaborate and artistic scenic, lighting, and sound designs for our theatre productions. It also gives students more time to work in the shop and backstage to utilize their knowledge in a skills-based environment. Having a full-time technical director has also benefited Music and all outside events.</p>
<p><b>Professional Development:</b>  <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>Professor Sivesind attended a weeklong workshop at the Utah Shakespearean Festival, which was extremely helpful in cementing some of the knowledge he has in the field. It also gave him the opportunity to see professional theatre and look behind the scenes at how a festival operates. Professor Chin traveled to the UK and attended productions at the Globe Theatre, The National Theatre, Royal Shakespeare Company at Stratford-Upon Avon, and Smock Alley in Dublin, Ireland. She also attended a production of Figaro at La Fenice in Venice, Italy.</p>
<p><b>Facilities:</b>  <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</i></p>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input checked="" type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>We were able to purchase chairs for the Studio Theatre (PAC 107/The Black Box Theatre), which allowed us to more effectively use the space. While we were making do with the potpourri of chairs in the room during prior years, the experience always felt a little second-class for the students and our patrons attending plays held in The Black Box Theatre. Having matching chairs gives a more organized and efficient feel to the classroom, allowing the professors to more effectively conduct group activities, especially in the larger sections of B1.</p>
<p><b>Technology:</b>  <i>If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i></p>	<input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>We received a new computer for the sound and lighting programs in the Indoor Theatre that we were hoping to use for the summer musical, but it got caught up in the tech department with the programming over the summer, so we weren't able to utilize it. We are excited to use the technology this year and we know it will give students a more professional experience when running and designing sound and lights. It also allows our technical director to be more efficient with his time, which means he can complete more elements of design for our productions.</p>

Resource Request	Discuss How Effective Request is for Student Success?	
<p><b>Other Equipment:</b>  <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<input type="checkbox"/> 1: Replacement <input checked="" type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	<p>We were able to purchase a table saw and a vacuum unit for our scene shop, which allows the students to effectively (and safely) build scenic elements that they weren't able to complete prior to the purchase. The sewing machines we purchased for the Costume Class allowed those students to actually complete a hands-on project rather than just learn about design in a theoretical setting. More sewing machines would enhance that experience even further by expanding the number of projects students would be able to complete, since they wouldn't be so many students assigned to a single sewing machine.</p>
<p><b>Budget:</b>  <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>By increasing funding for the productions (B27 &amp; B28 classes) we are giving students an opportunity to work with elements of theatre that are more reflective of the experience they will have at a four-year college/university or in professional theatre. With limited resources and equipment, the students aren't able to fully meet the program objectives or individual learning objectives, especially in the technical theatre classes (Stagecraft and Costume Design). The increased resources will also make the productions stronger and more enticing to our student and community audience, which will increase attendance (and therefore revenue) for the productions.</p>

**Conclusions & Snapshot:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

The Theatre Program continues to grow across the board, as we offer more sections and expanded student caps in those sections. The growth of the program continues to confirm a need for additional full-time faculty in the Theatre Program. If we are to expand our current offering of classes to better reflect what students need as they prepare to move on to the next level, we need additional resources to do that. The resources are spread thin, both in terms of money and time, with only two full-time faculty members. The return to a full-time Technical Theatre Director has helped the program immensely, but now we need to continue to build our equipment inventory and to take advantage of the space and the opportunities so students get the most out of the facilities. A Full-time Costumer/Costume Shop Director will help to build our program even further, improving the aesthetics of our productions as we present them to the community. This position could also serve to support the Band and Choir programs, serving their costuming needs. We could also generate revenue by renting out costumes to local schools and theatre. More budget resources, especially as they apply to show production, would help build the program into a strength for the college and the community. Finally, we really need additional storage space to effectively utilize the resources that we currently have in the program.