

Bakersfield College 2018-2019 Program Review – Annual Update

Program Name: **THEATRE ARTS**

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 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 colleagues in the Music Department.
- **Sustainability:** kjfasadsl

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

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.

1. Program Goal:

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.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning, Student Progression and Completion

Progress on goal achievement:

We have completed this goal for the most part and decided to focus attention on some areas in a different manner. We have been successful in adding an extra section of B2a and B2b over the last two semesters, and it has expanded the opportunities for majors and non-majors alike. This extra offering has also ensured that we don't have to overload the B2 classes, giving the students a more individualized experience and helping them better meet the learning outcomes. We have also successfully added B27 sections for more production opportunities for our students. While we haven't created any new acting classes, we have incorporated curriculum into our current B2 classes allowing us to meet the need. We are also offering workshops on a monthly basis to give our students a more rounded experience.

Status Update – Action Plan and any link to Resource Requests:

We will continue to implement the curriculum and workshops, but overall this goal has been achieved so there is no action plan necessary.

2. Program Goal:

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.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning, Student Progression and Completion

Progress on goal achievement:

Our progress is ongoing. We still need to find ways to expand the B28 class, especially during the summer when we are doing the musical. We are in the process of discussing ways to offer a Technical Theatre Certificate, but that is a couple of years away.

Status Update – Action Plan and link to Resource Requests

We will push to have the B28 course offered this summer (2019) which will give more opportunities to the students who are interested in the technical aspects of theatre. We will be meeting throughout the Spring (2019) to plan for curriculum and program changes to work on during the 2019-20 school year, with an eye towards instituting a Technical Theatre Certificate by the 2020-2021 school year.

3. Program Goal:

Continue to procure equipment sufficient for students to apply their learning of stagecraft, lighting, costume design, and production.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning, Student Progression and Completion, Facilities

Progress on goal achievement:

Our progress is ongoing. We added LED lights and a couple of new saws during the last school year, and this was a significant help in getting our students trained for the real-world challenges of technical theatre. We still have some items on our list that will continue to expand our capabilities to meet the needs of the students, helping them to master the learning objectives for our Tech Lab and Stagecraft class. As we expand the program and look to add the Technical Theatre Certificate, it will be important to have this additional equipment.

Status Update – Action Plan and link to Resource Requests

We have incorporated the new equipment into our curriculum and we will continue to work to expand our inventory, focusing on lighting and stagecraft equipment. We have made a number of requests for the equipment separately.

4. Program 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.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning, Facilities

Progress on goal achievement:

Unfortunately we have made little to no progress on this front. We have re-organized our costumes on moveable racks and discarded some of the older costumes, props, and set pieces. But without additional storage space, we aren't able to do much more.

Status Update – Action Plan and link to Resource Requests

We have requested additional storage space somewhere on campus, and we are hoping to get the music practice rooms that are in the downstairs shop area relocated. But most of our action plan is predicated on getting additional storage space, so we are in limbo.

B. List new or revised goals (if applicable)

Program Goal:

We would like to offer a Technical Theatre Certificate to better serve our students who may not be looking to focus on the acting portion of our theatre degree. We are hoping to have the program approved and up and running by the 2020-21 school year.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning, Student Progression and Completion, Engagement

Progress on goal achievement:

We have met as a department and discussed next steps. We have also met with other programs that have a certificate to learn about the process, and we have studied other schools that offer the certificate.

Status Update – Action Plan and link to Resource Requests:

By the end of this school year, we are planning to write additional courses that would help students progress towards a certificate. By the beginning of next school year, we are hoping to have the program submitted for approval. In the meantime, we will continue to research other institutions who offer the certificate to ensure that we are offering at the least a comparable experience to our students.

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). *All programs will answer the following questions unless otherwise indicated.*

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

The biggest challenge we have faced over the last few years is increased enrollment and class offerings. While not unexpected, we have struggled to meet the need of the students with our limited number of professors. We've also had challenges with scheduling in the Indoor Theatre due to outside events and other events on campus that are utilizing the theatre due to other venues being closed or remodeled.

2. How does your trend data (or other data your area collects) impact your decision making process for your program?

The trend data shows that we continue to need 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. Evidence of Department Dialog of data

- If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

While we don't have any meeting minutes or emails to show for our data discussions, we have started having monthly Theatre Department meetings which allow us to discuss the challenges and successes in person. We will make an effort to better document those discussions for 2018-19.

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

Our demographic data is relatively constant over the past five years, give or take a few percentage points. The most marked difference is the increase in students 19 and younger (a few points above the five-year average and well above the collegewide average of 36%) and the percentage of male students (above 50 percent for the first time in five years).

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

The most noteworthy change was the continued expansion of the program. First and foremost, our program has awarded 18 degrees over the past three years, with 6 AA-T degrees for the 2017-18 school year. While we continue our work to increase that number (based on our large increase in declared majors), we've definitely made some very strong process over the last three years.

Awards by Type & Program ¹⁰		2013-14	2014-15	2015-16	2016-17	2017-18	5-Year Total
AA	Theatre Arts	4	1	3	2	1	11
	Award Type Total	4	1	3	2	1	11
AA-T	Theatre Arts			3	3	6	12
	Award Type Total			3	3	6	12
Total Awards		4	1	6	5	7	23

Along with growth in the degree completion, we have an increase in declared majors. There was a drop-off for Fall 2017, but we have a suspicion that the decline might be based on better reporting of majors who are enrolled in classes. (As of the beginning of the 2018-19 school year, we currently have 146 declared majors, but only 123 of those are enrolled in classes). The growth in number of majors continues to necessitate the need for additional class offerings and student engagement opportunities.

Subject Majors ³	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5-Year Average
Liberal Arts Transfer CVHEC	4	4		6	2	4
Liberal Arts/Arts & Humanities	12	10	9	9	13	11
Theatre Arts	74	78	103	152	119	105

We have also significantly increased our enrollment and course offerings. We have increased the sections we offer over by 50% over the past five years. Our First Day Enrollment is up around 30 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. We do have a concern about our enrollment going down a bit due to the Guided Pathways, as we have heard anecdotally that students are being told not to take Arts classes that they don't need. While we understand the need to push students to complete their degrees in a timely fashion, the push to avoid "unnecessary" Arts classes concerns us moving forward.

Active Sections	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	30	38	41	45	48
Total	30	38	41	45	48

First Day Enrollment ⁴	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	1,326	1,556	1,726	1,892	1,739
Total	1,326	1,556	1,726	1,892	1,739

Census Day Enrollment ⁴	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	1,287	1,542	1,704	1,891	1,709
Total	1,287	1,542	1,704	1,891	1,709

Along with the increase in enrollment and sections, our FTES and FTEF Workload have increased dramatically over the five years. Our productivity is relatively constant.

6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

As far equity gaps, we are mostly consistent with the collegewide results regarding retention and success rates. There is a 10 point gap in retention and an almost 20 point gap in success rates between our African American students and the rest of the ethnicity rates. While this is consistent with the collegewide results, it's still something we should stay aware of and look to address in our classes. As a department, we will look to intervene more quickly when we see students struggling, and we will meet with them to discuss ways to help them succeed.

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

This year we will launch the High School Shakespeare Festival at Bakersfield College, bringing over 500 High School students to our campus to compete and learn about Shakespeare. This was a festival that had been held at Foothill High School for the last thirty years, but due to

renovation they were looking to move it to another site. We stepped in, believing that our facilities and campus could best support the program and the students. We are extremely excited at the visibility this will give our program and our institution.

8. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

We worked with Mandy Rees at CSUB to ensure we had a Pathway that guaranteed theatre students could complete their degree in four years. We had three meetings throughout the year and also discussed additional classes we could offer here at Bakersfield College to better prepare the students to transfer to CSUB. We have also met with our theatre majors and discussed the Pathways program and explained in detail the elements of the AA-T degree, encouraging students to meet with us individually to ensure they are staying on track. The increase in graduation rates over the past few years seems to suggest that our efforts are moving in the right direction. As mentioned elsewhere, there is still some concern on our part that the Guided Pathways are pushing students away from the Arts when it comes to elective classes, but we will continue to advocate for the students to take the classes that they feel will best suit their needs, both for graduation purposes as well as for personal growth.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

While we are not currently involved in Inmate Education, we are in discussions to offer a Theatre B1 course at some point in the future. As for Dual Enrollment, we approved a Theatre B16 (Tech Lab) class for a teacher at Frontier High School.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

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.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology:

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?

- 1: Replacement Technology
- 2: New Technology
- 3: Software

4: Other_____

The MacBook Pro has been a huge help in utilizing our cueing software for show productions. We were able to achieve all our goals for the production of 1984, which would have been impossible before. We were able to hook up nine cameras for live feed to 4 different monitors as well as playback of up to 10 recorded video cues at once, while also firing the music cues and grabbing video from the desktop through Syphon. Being able to do this all on one machine is an invaluable tool for the department. It has given the students a sense for how complex a seemingly simple application can be. Even for less challenging technical shows it has been nice to have easy access to a reliable computer that has the capabilities of doing anything we need it to.

Other Equipment

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.

The ColorSource Pars we received at the end of last school year made lighting effects for the summer production. It gave us much more flexibility to do more with less instruments. A huge impact was the color mixing aspect, that one fixture could produce any color we could dream up with a much brighter vibrant look than what we were able to get from our old Halogen pars. It is also great for the technical theatre students to have these available to learn on, because they will encounter LED lighting in almost any theatre program they transfer to or any job in theatre/film. Having knowledge of how to patch and record cues with these lights will give them a leg up when applying for a job or to a new program.

The SawStop table saw is the most invaluable tool the department could ever have. It is used almost every day of the THEA B28 class. It has so many uses for set building and prop making. It is also a staple in any scene shop, and the students will be expected to know how to use it safely. It is notoriously one of the most dangerous tools in any shop, but having the ability to buy a SawStop brand is well worth the money. There is a safety feature where if the saw blade touches flesh the blade immediately drops out of the field of cut and hits a break stopping the blade's rotation on impact, saving the user from a serious injury.

Conclusion:

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 has made significant progress over the past few years, increasing the number of theatre majors and graduates. We have expanded the number of shows we produce to six per academic year, including returning to two shows for our Shakespeare Festival and introducing the new summer musical program, a collaboration with the music department. This has increased our visibility with the community and given tremendous opportunities for our students to apply their knowledge and abilities.

We have received some new equipment for our scene shop which has been incredibly helpful in allowing the students to work more safely as they meet their learning objectives in the areas of technical theatre. We also added some LED lighting to our Indoor Theatre, which has given us more flexibility artistically and, again, gives students the chance to work with up-to-date equipment. We are hoping to continue to acquire tools, technology, and lighting that will improve the production value of our shows while continuing to increase the learning experiences for our students.

Because we continue to grow, we are very much in need of an additional full-time faculty position. We believe that a third faculty position will help us offer more sections of the classes our students need most in order to meet the requirements of the AA-T degree in a timely fashion. We are also hoping to expand our offering of curriculum to give the students more transferable options as they move on to four-year institutions. Another full-time instructor would also allow the current faculty members to give more focus to the Guided Pathways program, meeting and mentoring students as they navigate the various classes necessary for their degree. We also believe that another faculty person would give us the opportunity to do more outreach with the high schools focusing on recruitment, which would in turn grow our program even more. Finally, we would very much like to get involved with the Inmate Education Program, but our current faculty are spread so thin that the schedules make it very difficult for us to participate. While our adjuncts have worked hard to fill our needs, many of them are maxed out as well.

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 would 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, especially if we were allocated more space for the costume storage. More budget resources, especially as they apply to show production, would help build the program into a strength for the college and the community.