



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program:

Division:

Date:

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: Zachary T. Harless

Printed Name: Zachary T. Harless

Date: 11/27/2023

Dean Signature:

Printed Name: Grant Linsell

Date: 12/1/2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Currently the Theatre Arts Department's course success rates are meeting the college's standards. In examining the overall rates within the department we have an average success rate of 79.2% which puts us approximately 5% over the college's standard. In terms of course completion our department is at 92.4% which exceeds even the aspirational goal of 62%.

Drilling further down into specific classes, our rates tend to have more challenges within our advanced courses such as our certificate driven THEA 90 courses and other technical theatre courses. Courses with typically low enrollment also potentially skew the results of the data set as each individual has a greater effect on the overall percentage. In most of our higher enrollment courses, we have higher than average success and completion rates.

2. The Theatre Arts Department has made great strides in increasing these numbers but we still have further to come. In recent years, we have created our "Week 10 Advisements" where we encourage each student to sit down with faculty to ensure they are on a pathway to educational/career success. In creating these faculty check-ins, we've attempted to individualize our students from the generic and helped foster more open dialogue between faculty and students. This is why I believe many of our success rates are so high.

Since our last major program review we have begun a colossal DEIA plan which includes semesterly DEIA surveys which go out to our students, staff, and faculty each semester. These surveys were created with the help of one of our adjuncts who specializes in DEIA for theatre, TV, and film. These surveys have helped us monitor our climate and given students a greater voice in our program. We have an annual meeting coming up, 12/14, in regards to our greater DEIA plan where we will meet with students, staff, and faculty to access our results and where we are in regards to our goals for this round.

As our success rate is where we can make the most improvement, I believe we have started implement a plan for that this semester. This semester, we began not only a faculty resource canvas shell but an extensive onboarding process. We realized during our last major review that various faculty implemented equality based grading practices but no one knew what others were doing, much less how it was working. This gap of knowledge was more than just equitable grading but in various discipline specific teaching practices. During our now, semesterly, onboarding we are opening up resources and giving faculty a place to learn how to better their instruction from each other. If faculty can be more supported we believe student success will follow as teaching methods improve. We also discovered that in creating this faculty resource, we were able to easily create a theatre department student canvas shell which has allowed us to help connect students to the existing support from the college and give them another place to help better navigate their educational path.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. The Theatre Arts Department is nearly fully mapped within the Global Awareness ISLO. Looking at the data provided we find rather positive results in most areas but there are some of concerns. Completion rates in all categories are in the 90's placing them about 5% higher than the college's 86.7% aspiration goal. Where the concern is comes down to our success rates once again, especially with the disaggregated data. Where gaps can be seen easiest is in Hispanic (73.6%) success and White (83.5%) success as both of these areas have large numbers to back the up the statistics showing about a 10% overall gap. Filipino success of 100% looks great, but as the data comes from only 6 enrollments which makes it an easily skewed number. In examining the data, there are significant gaps among Hispanic students which are missing the standard by 0.5%. We only have one category over the college's aspirational goal of 86.1% which is in our Asian demographic at 82.2%, not a sizable lead.
2. Looking back between our average success of 79.2% and the numbers coming from a the Hispanic population it looks like a 7% gap. Looking further, the Hispanic demographic is the largest in our department, if that demographic was removed, the overall average would be much closer to the lower 80's. Using that as a basis there is about a 10% gap in Hispanic student success and 5% gap in

multiracial students. These gaps are significant compared to other demographics which creates a challenge for our department to solve.

To close the gap we need to better serve our students. Increasing the use of equitable grading practices throughout the department could help and we have started moving that practice forward. We also need to look at high punitive attendance policies that some instructors use so that students who need to take a day can without it plummeting their grade. From our advisements we know that many of our students have to balance work atop their academic life, finding a way to better accommodate this balance is key in creating a successful student.

We have attempted to add more Hispanic heritage within our classes and season selection, only to have that occasionally backfire on us as our department led by all white passing faculty. With our one Hispanic fulltime instructor leaving last year and having no further full time openings it is hard for students to not feel that our department is white washed. We are attempting to bring in more faculty of color, but it seems to some students we are just playacting a problem with adjuncts and not changing our fulltime demographic, even though we have little control on fulltime replacements.

We plan to increase or work with our marginalized adjuncts and place them in more visible roles, such as directing main stage productions. With the goals laid out in our department DEIA plan we are continuing to produce more productions from marginalized groups on a yearly basis.

Ultimately, we need students to once again find the community within our department and feel accepted and understood. We plan to create a student hangout/work room where students can not only gain computer access while in the department but find resources for homework and community from their peers.

Closing these gaps is a priority that we are working on, but have a long way to go. Through some of the proposed additional funding below we hope to help some of our marginalized students feel more supported and welcomed into the community which is the Fullerton College Theatre Arts Department.

Part 2: Additional Resource Request Reasoning and Support

Costuming Dress Forms

1. Students need to work on dress forms that are representative to their body, though we have a stock of forms currently, many students are sized differently than we have forms. To create a more inclusive environment and mitigate body image issues we feel this is an immediate need.
2. By adding new larger body forms, students will not have to “build out” current forms to match their size. We recently saw a student having emotional difficulty having to build out a form to accommodate her size. That should not in today’s world. We also have the reverse in that some students too small to even use a form. Additionally, we plan to purchase straight body forms which are needed for our many trans students or students with diverse body shapes. From our S23 survey we show approximately 26% of Theatre Department students identify as trans/non-binary/or gender non-conforming. Students need to be comfortable and making them “fit” into forms that require major editing to represent their body is a deficit to their learning and more importantly their own body image. In an effort to be more inclusive we believe diversifying our dress forms needs to occur.

Our planned purchase:

- 1) Womens Petite size 8 (for women 5'3 or less, these have removeable arms and padding)
- 1) Womens Petite size 18 (for women 5'3 or less, these have removeable arms and padding)
- 1) Womens Petite size 14 (for women 5'3 or less, these have removeable arms and padding)
- 1) Womens Size 26 (to accommodate our larger female students)
- 1) Mens size 34 (smallest available)
- 1) Men size 52 (largest available)

Straight Body forms, created for alternative female body shape without the bust shape.
Advertised as a post-surgery design.

- 1) Size 6
- 1) Size 14

3. Purchasing these dress forms cover many areas of the college’s and our department’s core values. **Diversity, equity, inclusivity** are the drivers for this request. Through the use of these forms, we encourage **belonging** and we take responsibly for showing **compassion** and **respect** to our students. Finally, we are showing our program looking toward the future of what costume shops should have touching both creating professional **growth** and our continual pursuit of educational **excellence**.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Equipment	\$4,800	Strong Workforce
Total Requested Amount:	\$4,800	

Part 2: Additional Resource Request Reasoning and Support

Marketing & Outreach Assistance

1. Like many programs our program is still seeing the downturn in enrollment since the pandemic that has affected both our student base but also affected our audience sizes that support us. We have also lost key fulltime positions that lead toward natural outreach- theatre students attend for a teacher not a program. If we are going to bounce back, we need to increase our marketing now before our programs wither.

2. This is a multipart plan. First, to increase our ability to outreach at various outreach events on and off campus. This would include a custom ez up tent, marketing materials, and give away pens and other swag. We would also add a small battery pack, minicomputer, and high nit display so that we can run videos and pictures from our various classes and productions. Secondly, we need to replace our existing slide show monitor and minicomputer that runs throughout the year so that when the many rentals and community events that enter the theatre venues, they see department information and photos of our past classes and productions. Third, we need to work with a graphic artist to update our current logo and create templates for marketing materials. Finally, we are requesting a social media specialist position (Technical Expert I) for a year to help us increase our social media reach and generate an ongoing marketing plan that current faculty and/or work study students can continue on our own.
3. If our programs are going to expand and continue in **excellence**, we need to outreach. Our old ways of outreaching are not working as well, so we need to modernize. Through improved outreach we can increase **diversity** within our programs by targeting marginalized groups. Theatre is about **community**, we can foster the feeling of **belonging** as we reach at the college, high schools, and in the surround communities. Our programs are known to employers, but students do not see those connections. We want to encourage students to **grow** with us and become **curious** about the future of entertainment. Students are the foundation of education, without them we have no programs.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	\$6,000 Technical Expert I \$2,000 Work study	Work study program
Equipment	\$950 Tent \$700 Monitor high nit \$1,300 Monitor Indoor	
Supplies	\$1,100 Swag \$400 Battery	
Computer Hardware	\$400 Slide Show Computers (2)	
Other	\$1,000 Graphic Artist	
Total Requested Amount:	\$13,850	

Flammable Materials Cabinets

1. After a recent inspection, our current flammable cabinet is no longer up to date. Additionally, we currently only have one cabinet which means materials used in our costume shop are inconvenient for student use as they are downstairs inside our scene shop. As this is a current, immediate, need we are requesting these funds to maintain a safe environment.
2. These flammable storage cabinets will not only create a safe environment but help us demonstrate our continued commitment to safety. Our Theatre Arts and Theatre Operations departments pride ourselves on creating a safety environment that is equal to or greater than industry practices. Ensuring student safety is at the upmost or our concerns and even though our current cabinet does ensure safe storage, modern cabinets are now made to be self-closing to better protect against possible misuse. By adding a second cabinet in our other shop, we mitigate even temporary improper storage and again demonstrate best practices to our students.

- This request is all about **excellence**. We need to provide students with examples of best practices in materials storage. We also need to show our **responsibility** toward safety to them and our fellow staff and faculty.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Equipment	\$2,300 Scene Shop \$1,600 Costume Shop	
Total Requested Amount:	\$3,900	