**Instructional Annual Program Review and Planning Update Form Fall 2024**

**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 Wednesday, November 27, 2023.
* Questions or concerns?
* Committee contacts:
  + Co-chairs Mary Bogan ([mbogan@fullcoll.edu](mailto:mbogan@fullcoll.edu)) and Bridget Kominek ([bkominek@fullcoll.edu](mailto:bkominek@fullcoll.edu))
  + Division representatives on the [Program Review and Planning Committee](https://committees.fullcoll.edu/program-review/)
* [Office of Institutional Effectiveness](https://ie.fullcoll.edu/contact-us/)

**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)*

X

Principal Author Signature: Printed Name: Zachary T. Harless

Date: 11/27/2024

Dean Signature: Printed Name: Grant Linsell

Date:­­­­

**Part 1: Review of Data**

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

During this review period, the Theatre Arts Department has consistently maintained retention and success rates above the college’s aspirational goals. The department’s overall retention rate is currently 90.5%, which is 3.8% higher than the college aspirational goal. Additionally, our success rate stands at 79.7%, which is 0.4% above the college’s aspirational target.

We remain committed to our DEIA (Diversity, Equity, Inclusion, and Accessibility) plan, developed during our last comprehensive program review. Each semester, we hold surveys and public meetings to assess progress. At the start of every semester, during our department “Meet and Greet” events, we share the latest data with students, fostering a stronger sense of belonging within the department. This year, we’ve also enhanced student participation by adding student voices to our annual season selection committee.

To support faculty, we have provided additional training for adjunct instructors during our all-department meetings held at the beginning of each semester. These sessions encourage faculty to implement more equitable grading practices, while also balancing the requirements of performance standards. Additionally, we have encouraged students to attend our Week 10 Advisement sessions each semester, helping them navigate complex pathways within the program.

The Theatre Arts Department is currently undergoing a major curriculum revision, which we aim to have approved and ready for implementation by Fall 2025. These changes are designed to create clearer pathways for students, supporting their success regardless of their educational goals or any program adjustments they make during their studies.

**2. Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

Although the Theatre Arts Department’s rates are generally above the college’s aspirational goals, there is still significant room for improvement, especially in supporting Latinx student success. Though our success rate for Latinx students is above the standard success rate, it is 5.4% below the aspirational goal, which is a priority concern since Latinx students represent the largest demographic in our department.

A key challenge in this area is the lack of diversity among our full-time faculty. Due to reductions in full-time positions, the remaining full-time faculty are all white-passing, which can result in Latinx students not seeing themselves represented among department leaders. To address this, we are working to make adjunct faculty more visible by placing them in prominent roles, such as directing main stage productions. Although we have made strides in diversifying the department through adjunct hiring, some students may still perceive this as tokenism, as full-time faculty are often seen as the department’s primary representatives. We are aware of this perception and are committed to finding sustainable ways to ensure authentic and lasting representation within the department.

In analyzing the data for smaller programs and individual classes, the challenges appear to vary by class rather than being concentrated within a single program. Success rates and completions seem to be more dependent on individual class dynamics.

Fall Technical Theatre Classes:

* Fall technical theatre classes show a higher number of below-average rankings compared to other areas.
* This may be attributed to the large number of students working overnight shifts for theme park partners during the busy fall season.
* A potential solution could involve additional advisement sessions to help students better prioritize their time or consider adjusting their course load during the fall semester. While many students rely on seasonal income, finding a balance between work and academics is essential.

Stage Crew Activity Classes (THEA 153 and THEA 159):

* These early-stage crew activity classes continue to face challenges.
* Efforts have already been made, including:
  + Enhancing content at mandatory meetings.
  + Providing more online resources and announcements to support students.
* However, there is still room for improvement, such as incorporating additional check-ins throughout the semester to monitor progress and address issues early.

Performance Classes (THEA 180-THEA 183 and THEA 222, etc.):

* These classes exhibit low success rates but high completion rates, highlighting unique challenges.
* Discussions are underway to revise equitable grading practices, as some students continue through the course even after reaching a point where they can no longer recover lost points.
* Planned adjustments include:
  + Revising minimum grade requirements and late work policies to encourage students to seek help earlier.
  + Preventing students from persisting under the assumption they can pass once a specific threshold has been crossed.
* These changes aim to better balance performance expectations with grading equity.

Addressing these issues requires a multi-faceted approach, including improved advisement, more frequent check-ins, and revised grading policies tailored to specific course needs. By fostering better communication and offering additional resources, we can help students achieve greater success across these areas.

**3. Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the Program Review and Planning Committee website). Are there significant changes? Do you notice any patterns from year to year?**

When comparing this year’s data to last year’s, there are notable improvements in several areas, particularly in advanced technical theatre courses and specific classes. The THEA 90s series has seen a dramatic increase in both completion and success rates, which addresses challenges noted in previous reviews. Additionally, classes like THEA 129 have shown large improvements, further highlighting progress within the program.

However, some courses continue to face challenges, particularly those with more grace periods and equitable grading practices that may need further refinement. For example, THEA 161, 162, and 222 have ongoing issues, though faculty are already planning revisions for the upcoming fall semester to address these concerns. These adjustments aim to better balance equitable practices while ensuring students are supported and successful.

Advanced courses like THEA 265 and THEA 266 continue to face historical challenges. Both classes involve advanced content and long-term final projects, which may contribute to lower success rates. THEA 265, as a fully online course, has had additional difficulties with student engagement, while THEA 266 shares similar challenges due to its demanding project-based structure. For students balancing busy work schedules alongside academics, these final projects can pose significant challenges.

To address these issues, the department could implement more frequent check-ins and intermediate deadlines throughout the semester to help students manage their workload. Offering additional time for project completion and providing structured planning resources may also improve outcomes and support students in achieving their goals.

By continuing to refine grading policies, strengthen project organization strategies, and support online engagement, the Theatre Arts Department can build on its progress and create more effective strategies for improving retention and success rates across all courses.

**Part 2: Additional Resource Request Reasoning and Support**

For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:

**Request 1: Rigging and Automation Lab**

**Is it essential for safety: YES**

**Description:**

In response to a recent safety incident that, while not resulting in injury, had the potential for serious harm, we plan to create a laboratory environment to better simulate grid rigging techniques. This setup will eliminate the risks associated with height while allowing for enhanced supervision and more comprehensive demonstrations, which are not always feasible in a fully practical setting.

For example, during practical experiences, students are tasked with attaching ¾-ton chain motors to our grid at heights of 60 feet within our fly tower. While they observe demonstrations and are guided through the process beforehand, it is difficult for students to fully grasp the complexities until they are at height. By creating a simulation environment, we can lower the height to 8 feet, allowing students to view demonstrations from both below and above simultaneously. This setup would enable students to practice the necessary skills at a more comfortable height, facilitating better understanding and safer skill transfer to high-risk scenarios.

To implement this, we propose purchasing structural steel, and a few tools, to construct a simulation platform within our shop. This platform would provide a safe, controlled environment where students can gain hands-on experience without the added danger of working at extreme heights.

This request is critical and needs to be fulfilled before this class is taught again to ensure a safe and effective learning environment for all participants.

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| **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 |  |  |
| Equipment |  |  |
| Supplies | $3,500 Steel  $1,600 Tools | Strong Workforce |
| Computer Hardware |  |  |
| Computer Software |  |  |
| Training |  |  |
| Other |  |  |
| **Total Requested Amount:** | $5,100 |  |

**Request 2:** **Mixing Console Lab Update**

**Description:**

As of this fall, two of our training consoles, the Yamaha CL3 and CL5, have been deemed end-of-life and will no longer be supported by Yamaha. More critically, these consoles are now considered outdated, making it essential to update our mixing lab to maintain relevant and current technology for modern job training.

We propose purchasing a Yamaha DM7-EX console, which replaces the CL line, as well as a Soundcraft Vi1000. Adding these consoles will not only replace the CL models but also provide students with exposure to another leading console, enhancing their adaptability and knowledge. Our mixing lab currently features major consoles from various manufacturers, including Yamaha, DiGiCo, Allen & Heath, Midas, and others. The loss of two relevant consoles significantly impacts the validity of our training program, which emphasizes preparing students to be proficient and adaptable across modern mixing platforms.

Without these replacements, the remaining consoles will need to be shared among students, reducing valuable hands-on time and diminishing the quality of the learning experience. Maintaining a fully equipped, modern lab is crucial for ensuring students are prepared to meet industry standards as they move into the workforce.

**Is it essential for safety: No**

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| **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 |  |  |
| Equipment | $38,500 Yamaha DM7-EX  $2,200 DM7 Theatre Package Upgrade (this may be software)  $27,000 Soundcraft Vi1000 | Strong Workforce |
| Supplies |  |  |
| Computer Hardware |  |  |
| Computer Software |  |  |
| Training |  |  |
| Other |  |  |
| **Total Requested Amount:** | $67,700 |  |

**Request 3:** **High School Festival Coordinator**

**Description:**

The Theatre Arts Department plans to continue hosting our High School Festival and is seeking funding to support the administration of this valuable outreach initiative. While the festival has evolved over the years, it remains essential for strengthening our connections with local high schools and their students.

To make the event more accessible, we have reduced attendance fees and introduced additional free workshops for schools not participating in the competition. While these changes lower costs for schools, they also reduce our income, creating a need for program review funds to offset administrative expenses and provide industry-leading guest speakers for the new workshops.

Our long-term goal is to become self-sustaining within the next five years as we adapt to new modalities. However, immediate funding is necessary to sustain the program in its current form. Last year, the festival welcomed 13 high schools and nearly 300 students for two days of competitions, educational workshops, and campus tours. This year, we aim to expand participation while collaborating with Student Services to increase Fullerton College’s appeal to attending students.

This funding will allow us to continue building strong relationships with high schools and position our program as a leader in theatre education, entertainment training, and job preparation.

**Is it essential for safety: No**

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| **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 | $5,000 for PE Coordinator  $2,000 for Guest Speakers/Judges | Strong Workforce |
| Equipment |  |  |
| Supplies |  |  |
| Computer Hardware |  |  |
| Computer Software |  |  |
| Training |  |  |
| Other |  |  |
| **Total Requested Amount:** | $7,000 |  |

**Request 4:** **Dodson Lighting Replacement**

**Description:**

Much of the lighting equipment in the Dodson Theatre is over 10 years old and is becoming increasingly outdated. These conventional, incandescent-based fixtures consume significantly more power, generate excessive heat, and require sophisticated dimmer modules to operate. In preparation for our new facility, it is critical to replace our current stock of fixtures, as the modern facility will not support the legacy dimming systems currently in use. At present, approximately 80% of our inventory consists of incandescent fixtures.

While most of our equipment will need to be replaced, the transition will not require a one-to-one replacement since modern fixtures are more versatile and capable of multitasking. We have already begun replacing aging equipment, but additional funding is necessary to continue moving away from outdated technology. Unfortunately, the budget for the new facility does not include funding to replace all of our lighting equipment, as much of the current inventory is expected to be transferred to the new space.

We are concerned that prolonged reliance on this aging equipment will leave us unprepared to achieve full operational capability when the new facility opens. This could negatively impact our department’s ability to function effectively, as the current technology cannot be retrofitted to meet the demands of the new facility. We have already begun upgrading to newer power methods compatible with modern technology, but further funding is essential to complete this transition.

Without a fully operational lighting system upon moving to the new facility, our department’s ability to deliver high-quality productions and training would be significantly compromised. Securing this funding now is crucial to ensuring a seamless transition to the new space and maintaining the program’s excellence.

To address this challenge, we are taking a **phased approach to** equipment upgrades. This strategy allows us to gradually replace outdated fixtures over time, avoiding the need for a single, large funding allocation. Additionally, this approach ensures that all of our equipment does not reach obsolescence simultaneously a decade from now, creating a more sustainable cycle for future updates.

As part of this phase, we plan to purchase 30 new ETC Luster 3 fixtures, with each fixture costing approximately $2,500. This purchase represents about 50% of the total fixtures needed to fully replace the remaining incandescent units in our inventory.

**Is it essential for safety: No**

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| **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 |  |  |
| Equipment | $75,000 | Strong Workforce |
| Supplies |  |  |
| Computer Hardware |  |  |
| Computer Software |  |  |
| Training |  |  |
| Other |  |  |
| **Total Requested Amount:** | $75,000 |  |

**Request 5:** **Smart Classroom Expansion & Repair**

**Description:**

To create a more modern learning environment capable of supporting hyflex teaching methodologies and to better accommodate the various faculty, staff, and student leadership meetings held in our facility, we propose upgrading rooms 1310 and 1317 with improved audio and camera systems.

Room 1317 currently has a piecemeal system that serves as our primary meeting space and is also used as a classroom for advanced topic and sound technology courses. Room 1310, the closest room we have to a formal classroom setup, is frequently used for GE classes and lacks the technological capabilities needed for modern hyflex teaching and collaboration.

With funding to convert these spaces into hyflex-capable rooms, we aim to:

* Implement new teaching modalities already moving through the curriculum approval process.
* Increase the department’s reach to new students,
* Create a more equitable learning environment for the many working students within our department
* Provide a modern, flexible space for the numerous collaborative meetings held in our department.

Our department regularly holds 2-3 formal meetings per week, significantly more than most departments, further underscoring the need for updated, multifunctional spaces. These upgrades would enhance both the quality of instruction and the efficiency of collaboration within our department.

**Is it essential for safety: No**

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| **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 |  |  |
| Equipment | $5,500 | Strong Workforce (for 1317) |
| Supplies | $3,000 | Strong Workforce (for 1317) |
| Computer Hardware |  |  |
| Computer Software |  |  |
| Training |  |  |
| Other |  |  |
| **Total Requested Amount:** | $8,500 |  |

**Request 6:** **1310 Lighting Replacement**

**Description:**

Room 1310 is regularly utilized for small experimental productions, such as our current production, Honey Struck, devised by Professor Bibi Mama and her students, based on traditional African folktales. While these productions may not draw the large audiences of our mainstage shows, they are deeply meaningful and deserve greater support as they often are created by our most diverse faculty and students.

Over 15 years ago, a small lighting package was purchased for this space. However, it is complicated to use and does not properly suit the room’s needs. We propose purchasing an affordable but functional LED lighting package, including support cables and other peripherals, to transform the space into a more positive and productive environment for student creativity.

This new system would enhance the functionality of the room while remaining simple and intuitive for instructors to use without requiring extensive training. It would provide students and faculty with the tools they need to create impactful work in a supportive and well-equipped space.

**Is it essential for safety: No**

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| **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 |  |  |
| Equipment | $8,000 |  |
| Supplies |  |  |
| Computer Hardware |  |  |
| Computer Software |  |  |
| Training |  |  |
| Other |  |  |
| **Total Requested Amount:** | $8,000 |  |

**Request 7:** **Communication Headset Replacement**

**Description:**

Effective communication is essential during productions to ensure everyone can perform their roles efficiently and maintain a safe working environment. For instance, our current production of Avenue Q relies on 22 headsets to enable seamless communication among the team.

Although we have upgraded to advanced, industry-standard multichannel communication systems in recent years, many of our headsets are nearly 20 years old, retained for their compatibility with the new technology. While these headsets are repairable, they have become increasingly unreliable and prone to frequent failures due to age. Additionally, the materials are degrading to the point where students often find bits of foam in their hair after wearing them, highlighting the need for replacement.

We propose purchasing 20 new headsets to fully modernize our production communication systems. This upgrade will provide reliable communication, ensuring the safety of our team and supporting the highest performance standards during productions.

**Is it essential for safety: No**

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| **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 |  |  |
| Equipment |  |  |
| Supplies | $6,000 |  |
| Computer Hardware |  |  |
| Computer Software |  |  |
| Training |  |  |
| Other |  |  |
| **Total Requested Amount:** | $6,000 |  |

**Request 8:** **Triple Swivel Casters**

**Description:**

As we strive to create a more professional and practical environment for our students, we have increased the use of large moving scenery in our productions. While this has been achieved using conventional casters, we have observed an inequity among students due to the significant force required to move these large structures, which can be too great for some individuals.

To address this issue, we are requesting funding to purchase a set of Triple Swivel Casters, an industry-standard device that significantly reduces the effort needed to move large scenic pieces. These casters, priced at over $330 each, have been a financial barrier to adoption in the past. However, their implementation would not only create a more equitable environment for all students working with scenic movement but also provide valuable learning opportunities for student carpenters, including the installation, use, and maintenance of this equipment.

This investment will enhance both the educational experience and the inclusivity of our production environment, ensuring all students can participate fully and effectively.

**Is it essential for safety: No**

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| **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 |  |  |
| Equipment |  |  |
| Supplies | $9,250 |  |
| Computer Hardware |  |  |
| Computer Software |  |  |
| Training |  |  |
| Other |  |  |
| **Total Requested Amount:** | $9,250 |  |

**Request 8: Chair Upgrade**

**Description:**

Within the Bronwyn Dodson Theatre booth, we currently have four standard desk chairs utilized by students during productions. While these chairs are well-made, they are too short for the desk height, especially with control consoles adding approximately 8 inches of height. As a result, students often resort to using pillows or sit uncomfortably for extended periods. During a typical technical rehearsal weekend (Friday through Monday), students can spend 35+ hours in these chairs, making proper seating a critical issue.

Additionally, the current number of chairs is insufficient to accommodate all students, leaving some without seating. This forces students to use hard stools or stand for extended periods, which detracts from their comfort and focus during these long sessions.

To create a more positive and comfortable learning environment, we propose purchasing six new drafting-height chairs. These chairs would better fit the space, provide adequate seating for all students, and offer shorter students improved visibility while working. This investment would significantly enhance both the functionality and inclusivity of the booth, ensuring that all students can perform their tasks effectively and comfortably.

**Is it essential for safety: No**

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| **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 |  |  |
| Equipment |  |  |
| Supplies | $3,500 |  |
| Computer Hardware |  |  |
| Computer Software |  |  |
| Training |  |  |
| Other |  |  |
| **Total Requested Amount:** | $3,500 |  |