Prepared by: James McDonnell, Chris Mangels

What are the strengths of your Program:

The strengths of the Drama Program:

1. Created and mounted four publicly performed mainstage productions with one of those shows remounted several months later and performed again both in Visalia and Los Angeles for additional public performances. The four shows (and one remounted production) reach audiences of approximately 4,000 patrons which provide not only positive community outreach for the District but are an essential component part the Course and Program Level Outcomes assessment. Note: at least one of the public performances for each production is filmed as a record of assessment for our Program Outcomes.

2. Full professional quality production values (sets, costumes, lighting, sound) for four publicly produced shows (one show which was remounted 3 months after it closed and after the Department had already produced another show. This show - its cast, crew, sets, costumes, props - was then transferred to Los Angeles to have public performances at the LA Theatre Center.) The classes of the Drama Program created for these four productions: three unit sets (two of which 2-story fully functioning interiors) and one multi-location set with six separate locations, built/pulled/altered over 185 costumes for four productions and worn by over 85 actors, hung/circuited/focused/programmed countless hundreds of lighting instruments/cues for the four productions, and built/recorded many dozen sound effects/cues and mic'd dozens of actors.

3. The Program has two AA Degrees (one in acting and one in technical theatre) and an AA-T (pending)

4. A newly instituted artistic company (a specialty area within the Program) to identify the students who are majors (and will be declared) and provide focused training and opportunities within our Program. There are currently 41 students who've entered the artistic company in its inaugural semester.

5. Received regional recognition of meritorious achievement from the Kennedy Center American College Theatre Festival (KCACTF) for one of our mainstage shows ("A Midsommer Night's Dream") which was transferred in whole (cast, crew, sets, costumes, props, etc.) from Visalia to Los Angles for public performances at the LA Theatre Center.

6. Transfer/Graduation of students from our Drama Program to BFA/BA training programs throughout CA and NY (the two major theatre centers in this country).

7. High student success rates in every course taught with most all percentages increasing each year - see attached Data Metric in the documents section.

8. Resource efficiency is very high in the Drama Program as measured by WSCH/FTEF (standard is 525) averaging at 664 for the past several years.

What improvements are needed:

1. Restructuring of our Program curriculum to meet the new challenges associated with the loss of repeatable courses and the imposition of "families" of courses.

2. The Drama Program has a large amount of equipment (i.e. sewing machines, sergers, table saws, bandsaws, drills, light and sound boards, lighting instruments, etc.) but no repair budget for the maintenance of equipment. A budget augmentation is needed to provide monies for repair of district equipment.

3. Facility repair. The theatre stage is our Program's only real classroom and there is no other facility of its kind in the entire District. The stage floor is in need of repair and replacement.

4. Funds are needed to allow the Drama Program to participate in KCACTF (the only nationally recognized organization for collegiate theatre programs) which provides external evaluation/assessment of Program Outcomes and achievement.

5. The Drama Program needs to work with the Office of Institutional Research and Planning to develop more meaningful data metrics in order for the Program faculty to better understand the success rates and learning gaps in courses and at the Program level.

Describe any external opportunity or challenges:

Challenge: Loss of repeatable courses (State mandate) in the Fall 2013 has made the skills based learning involved in Arts curriculum more difficult to address - basically an actor is not an actor because they've taken an acting class or acted in one production; it is a skill that is constantly honed through continued participation and exploration.

Opportunity: Continued participation with the KCACTF organization to provide outside professional assessment of our Program Outcomes and to provide outside training and scholarship opportunities for our Program students.

Overall Outcome Achievement:

The Drama Program has established a 3-year cycle for Course Level Learning Outcomes' assessment for all of its courses (see attached document). Currently there are 20 actively offered courses in the Drama/Cinema Arts Program and the courses have been divided up over the 3-year assessment cycle as follows: year 1 - appreciation/literature/acting courses, year 2 - technical theatre courses, year 3 production/performance courses. The Program is finishing year 1. Overall Outcomes' achievement for courses year 1 - appreciation/literature/acting courses:

Overall general satisfaction with the student participation and achievement with regards to Course Level Outcomes for the courses assessed in year 1. All Course Level Outcomes assessed at 80% or higher (with a significant percentage of Outcomes receiving a score of 90%+). The Program faculty consider this a strong achievement because the courses included in year 1 are the large FTES earners and General Ed courses populated by COS students from all majors and backgrounds. The Course Level Learning Outcomes are being met with high levels of success (in the 80-90+ percentile) so the faculty are very satisfied with these results. And in drawing a connection between student achievement of Course Level Learning Outcomes and student success in these courses there is a high level of accomplishment.

The faculty are also currently assessing their Program Level Learning Outcomes. During the past year the Program faculty: 1. identified capstone projects/assignments which would serve as assessment opportunities at the Program Level, 2. collected relative data, 3. analyzed the data, 4. (current step) discuss the analyzed data and make adjustments based upon the discussions.
Additionally, there are high percentages of student success in Drama Program courses as identified in the Data Metric attached. In the 3 years measured in the data document student success in courses are at 73% or higher (with approximately 75% of the courses achieving a student success percentage higher than 90% for one or more years during the measured time period). Now, while there is huge success in all courses, there are also several instances where there are percentage fluctuations (up and down) in many of the courses in the 3 years measured (i.e. DRAM 19 100% for 2 years then down to 76% for the 3rd year). The faculty finds this data curious and wants to investigate these fluctuations more in depth to learn how to effectively steady the percentages of student success in courses and keep the numbers always moving in a positive direction.

**Changes based on outcome**
The faculty are satisfied with the results of the Course Level Learning Outcomes (all measuring very high - 80%+), however, there have been curricular changes to courses based on course alignment to C-ID and the establishment of an AA-T (pending) in Drama which will naturally result in alterations/additions/substitutions to several of the current Course Level Learning Outcomes (especially Outcomes in foundation/TMC required courses).

**Outcome cycle evaluation:** The Drama Program's Outcomes' assessment cycle was established last year so year 1 is being completed and year 2 assessments beginning. The consensus among the faculty is that the 3-year Outcomes assessment cycle plan was well-developed and addresses assessment timelines and needs. The Program is currently assessing its Program Level Learning Outcomes. Data has been collected both internally from student capstone projects and externally through professional adjudication and response to student production work. The Program is excited to consider data collected from these two sources as they feel that this will create a more accurate and thoroughly considered profile of Program achievement.

**Action: Request more in-depth data metrics for Program decision making**

Since data is the driving force of decision making at COS, the Drama Program faculty needs to meaningful data to inform its decisions (and the generic FTES and student success data that is provided to all is too broad for specific decision making to be based upon). Therefore, the Drama Program faculty will meet with the Office of Institutional Planning and Research to discuss data needs and a "data request form" will be developed and submitted by the March 30th deadline which the Program will utilize in its dialogues and decision making.

**Implementation Timeline:** 2014 - 2015  
**Start Date:** 02/01/2015  
**Status:** Proposed

**Identify related courses**
This action request is related to all Course Level Learning Outcomes and Program Level Learning Outcomes in the Drama Program since data is needed for all course/program outcomes: decision making.

**Person(s) Responsible (Name and Position):** James McDonnell, Theatre Department Faculty

**Rationale (With supporting data):** The Program has good percentages in terms of student success (see attached data metric), but there are several instances of major fluctuations higher to lower and alternatively lower to higher without any identifiable reasons. The faculty need to dialogue with Office of Institutional Planning and Research to identify more useful data metrics so that there can be more insight to the meaning of the percentages.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Action: Theatre equipment repair budget**

Establish a budget that addresses the need for maintenance of district equipment.

**Implementation Timeline:** 2014 - 2015  
**Start Date:** 07/01/2015  
**Status:** Proposed

**Identify related course/program outcomes:** DRAM 12 Costuming uses sewing machines which need to be serviced frequently to meet the Course Level Learning Outcomes #4 - Given various closures and seams, students will be able to demonstrate construction skills in hand and machine sewing by producing a sewing samples collection.

DRAM 13 Course Level Learning Outcome #1 - Given raw materials (wood, steel, etc.), students will be able to construct a piece of scenery (flat, wagon, platform, etc.) for a theatrical production at a level that is consistent with the theatrical industry standards - requires the use of equipment such as a table saw, bandsaw, drill, etc.

Program Learning Outcome #3 - The student will synthesize implementation of physical, visual, and/or aural elements within a production in front of an audience - also requires that the student is building physical products (set/furniture/props/costumes, etc.)

**Person(s) Responsible (Name and Position):** James McDonnell, Theatre Department Faculty

**Rationale (With supporting data):** A major strength of the Drama Program are its publicly produced shows. Publicly produced shows need sets, costumes, lights, etc. These productions are used to assess student learning at the Course and Program Level. In addition, the productions are an invaluable component of the Program and the District's student and community outreach (most students attending COS Drama Program classes were patrons of COS shows before becoming a student at the college/department). Finally, the most major opportunity for the Program to participate in external professional assessment is to have our productions/shows adjudicated by visiting professors from the KCACDF organization.
Action: Remodel of the COS Theatre (Sawtooth) stage floor

Remove and replace the approximately 140 plywood sheets that comprise the stage floor.

**Implementation Timeline:** 2014 - 2015

- **Start Date:** 05/15/2015
- **Status:** Proposed

**Identify related course/program outcomes:**
Four of the six Program Level Learning Outcomes for the Drama Program involve actors/technicians to create work onstage, in performance, in front of an audience and the COS Theatre is the only facility of its kind in the entire district and the floor's state of disrepair negatively impacts the successful accomplishment of these Outcomes. Actors must create physical realities for their characters and they must have the freedom to move about the floor without having to avoid softspots and deteriorating plywood. Technicians need to build sets on an even floor surface and not constantly create designs that accommodate the bad floor spots and ruin aesthetics by shimming set pieces rather than build sets to industry standards.

**Person(s) Responsible (Name and Position):**
James McDonnell, Theatre Department Faculty

**Rationale (With supporting data):**
13 of the 20 courses offered in the Drama Program use the COS Theatre stage and have Course Level Outcomes which are directly related to work performed or produced in that space. These are lab classes with direct application exercises and projects that demand the use of the stage. High percentage student success rates as reported in the attached date metric support the achievement of Course Level Learning Outcomes and assessments. A floor remodel is needed for this unique and one of a kind space for continued growth to be achieved in these courses. Example - DRAM 30 Course Level Learning Outcome #1: Given a piece of music or scenario, students will be able to design and create a choreographed scene of combat incorporating both armed and unarmed combat. In order to successfully reach this outcome the student must work on the stage floor and the unspoken assumption is that the floor surface will be even and unbroken to allow for the choreography.

**Add Resource Request for Action**

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
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<tbody>
<tr>
<td>Remove all 140 sheets of 1/4 inch plywood from the COS Theatre (Sawtooth) stage floor and replace them with new 1/4 inch MDF. All sheets will be screwed down with the same screw pattern (every 6 inches on edge and every 12 inches in the field). The new surface will be painted with a flat black primer/paint.</td>
<td>To ensure the safe and effective use of the COS Theatre space as a learning environment for students in class and in performance.</td>
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<td>Yes</td>
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**Resource Type:** Facilities

Action: KCACTF participation

Secure funding for Program involvement in KCACTF to provide production participation in collegiate

**Implementation Timeline:** 2015 - 2016

- **Start Date:** 08/10/2015
- **Status:** Proposed

**Identify related course/program outcomes:**
Four Drama Program Level Learning Outcomes and several courses' Course Level Learning Outcomes necessitate evaluation in a public performance. Fundamental course/program outcomes: to the assessment of these outcomes involves feedback and influence from the audience. These audience members, however, need to be shrewd and evaluate from a set of established criteria. The KCACTF organization sends such shrewd audience members (professors from college's throughout CA) to attend public performances of shows to provide informed responses to student work (and only student work). This level of external feedback is integral to our Program Level Learning Outcomes assessments and many of our Course Level Learning Outcomes too.

**Person(s) Responsible (Name and Position):**
Chris Mangels, Theatre Department faculty

**Rationale (With supporting data):**
1. Four out of six Program Level Learning Outcomes are dependent on assessments connected to student work in public performance.
2. Six of the Program's most important courses have Learning Outcomes directly tied to student work in public performance.
3. Eleven additional Program courses have Learning Outcomes based on criticism of work in public performance and the KCACTF respondents deliver an oral criticism after a public performance of a Drama Program show and it is attended by all students involved in the production. Attendance by students in this response can positively support student understanding of criticism and evaluation of public performance.

- **Priority:** High
- **Safety Issue:** No
- **External Mandate:** No