

Comprehensive Program Review Report



Program Review - Drama

Program Summary

2021-2022

Prepared by: James McDonnell, Chris Mangels, Nick Terry, Kourtne Boeve

What are the strengths of your area?: 1. Resource efficiency is very high in the Drama Program - an FTEF, which is consistently above 8 and increased over half a point last year, still with only 2 full-time faculty and 1 class per semester taught by 1 adjunct.

2. The Program has two AA – (acting and technical theatre) and one AA – T. The department has had a steady increase in declared majors over the past 3 years and the amount of majors seeking the Drama Transfer Degree (AA-T) was slightly down last year from the previous year, but it was still much higher than in previous years. The program graduates dropped significantly, but last academic year was very difficult for students and we lost a lot of students during the fully remote period. We are working hard to rebuild but it is a little bleak - we are reimagining the modalities for class offerings (changes to hybrid wherever it is feasible and possible), and working to meet students "where they are" and get them back into performance/production which is at the very heart of what we do in theatre.

3. Transfer/Graduation of students from our Drama Program to BFA/BA training programs. This past year our students went to public and private colleges/universities throughout CA - most notably to UCSB, CSU Fresno, and USC.

4. Success rates for the department remain high (81%) which is a 1% drop from the year prior, but not too bad considering the enormous hurdles that we had to overcome. The success rates remained consistent with 1% increases in some classes and 1% decreases in other classes. The big drop was in DRAM 2 which went from a success rate of 93% to 79% in '20/'21. DRAM 2 is beginning acting and even though we work hard to engage the students, there were a few that just stopped showing up and did not drop. These students held out as long as they could, but in the end, they suffered from zoom fatigue and completely stopped attending after the drop date had already passed. We moved that class back to f2f for the current semester, so hopefully the success rates will go back to a consistent 90%+.

Similarly, we saw a couple of percentage points loss in success in our largest enrolled classes - CINA 31, CINA 32, DRAM 1. The loss of success was consistent across the largest ethnic/race groups in these classes (African-American, Hispanic, and White). Each lost 4-6% success rates. Drops (EWs) were quite high for these classes, too. This is discussed in greater depth in the CINA Unit Program Review.

All in all, while the success rates and retention rates are consistent or higher than the District, there was significant ground lost during the fully remote year of '20/'21. The department transitioned some classes back to f2f and began offering synchronous online sessions for our asynchronous online classes. Hopefully, this makes a difference to the success and retention rates for students.

Now, while this has been good for some classes, the department feels that expanding into hybrid offerings of some key classes which have had lower enrollment due to the switch back to face-to-face, might increase enrollment. This is an opportunity that the department is enacting this Spring' 22 semester and will report back on its merits.

Additionally, will continue peer mentoring and providing increased support from the two full-time instructors towards the two adjunct instructors at the Center sites. The increased success rates for last year went from 78% to 80% in Tulare and 75% for online (so there is room for improvement there). The same instructors all teach the same classes that they did the previous year, but it looks like the increased interaction between the full-timers and the adjunct are resulting in success rates climbing at the sites. The only exception is the declining rates at the Hanford Center where the success rates went down to 79%, which is

still above the district average of 75%. We are, however, bringing a full-timer to the Hanford Center to teach there in the Spring '22 semester. We will report back on any changes to success rates.

5. The productivity of the department continues to grow each year without any new additions to the staff – full time, or part-time. The FTES decreased slightly last year than the previous year, but it is still much higher than it was three years ago. A lot of momentum and positive impact was lost during the immediate switch to remote learning and it shows in our numbers. This is a huge year of rebuilding and in some cases, starting all over again. Hopefully, there is enrollment in some areas and the ability to produce shows which is an important recruitment tool and PLO and SLO assessment of learning.

6. The loss of productions has had a detrimental effect on our capstone projects as assessment for our PLO's - even though last year we still rehearsed and created 3 streaming productions, it was difficult and a mere "shadow" of what it had been. To meet the still present mandates and restrictions, the department sought funding for streaming equipment (generously supported by the Administration), and funding for an outdoor performance set up so that in-person performances could take place. The momentum of having students in class and working on productions in meaningful ways, not in their living rooms or imagining how things will play out, but actually building and going through the actions firsthand might translate into beginning to regain what we lost in terms of enrollment, student investment, and student success.

What improvements are needed?: 1. Funding to provide outdoor performance spaces including equipment that is portable and energy-efficient.

2. Equipment that allows increases in classroom and production productivity while increasing safety.

3. Industry standard intelligent lighting for increased student training.

4. Technology upgrades that provide our students a lab so that they can work on industry standard programs that will make them competitive for scholarships and enrollment into highly sought after 4-year institutions.

5. Increase student enrollment in our technical theatre classes. This current year there has been a severe decline in student enrollment in all of our tech classes (stagecraft, costume, lighting, makeup). The department faculty believe that it is connected to the move that brought all four tech classes back face-to-face. Some students in the district are still facing challenges due to the pandemic which might have prevented some students from enrolling in theatre tech classes - one of the twin pillars of our productions (the other being acting/performance classes). A decision was made to offer the costume class and the makeup class in both face-to-face and online modalities to capture the full potential of enrollment. Since those classes were taught entirely online in the '20/'21 Academic Year, the instructor learned a lot about how to teach these courses in a remote modality. Having an in-person option available for the online section allows for maximum student flexibility to connect with the instructor and the coursework.

Describe any external opportunities or challenges.: COVID is still a very prevalent challenge. It continues to impact our program efforts.

Overall SLO Achievement: Since last year was the first year that we had several highly enrolled GE classes offered online, we have decided to concentrate our efforts on the SLO assessments for those courses.

We are working this year to write a diversity/inclusion SLO for our courses that will hold us accountable to measure how well we are meeting this important need.

Changes Based on SLO Achievement: We have made changes to class assignments and connected several films to specific teaching lessons (example: one film/lesson to focus on artistic achievement, one film/lesson to focus on technological achievement, etc.) to aid in the collection of targeted assessment data. We believe that we are meeting the SLOs for these courses, but we wanted to have very specific assignments geared to measure the SLOs.

We have also changed the lessons to include a film/play/module/assignment to address diversity and inclusion in the art form of theatre/film.

Overall PLO Achievement: This has been difficult because the measurement tool that we use for PLO achievement are our productions which have been very very very different over the past 18 months. We use professional feedback from visiting professors through the academic exchange known as KCACTF which sends a colleague from a visiting college/university to give feedback directly to our students on their work. In addition, we use informal feedback from our audiences to give us a measure of achievement for our students' work in a production which is our equivalent to a capstone project.

We have some very basic assessment data based on the 3 digital/streaming productions that we produced last year, but it is very lightweight. Data such as: number of views (attendance) for the streams, audience comments in the "chat" section of the streams. etc. This is very simple information and not the same robust feedback that we use to make serious changes.

This year, we are working hard to ensure that we can have live, audience attended productions with a colleague from another college/university in attendance to give more meaningful feedback on student achievement.

Changes Based on PLO Achievement: We have made no changes to our PLOs this cycle.

Outcome cycle evaluation: The cycle works, but we have moved some assessments to be done this year based on the change in instructional modality to online for some courses (we never taught an online course before in theatre/cinema).

Action: 2021-2022 Create a student design lab

Purchase 4 Apple MacBook pros for student use in design

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Course Level SLOs

DRAM 12 #3 Given a play, students will be able to communicate the ideas of the costume designer through the creation of character costume sketches and finished renderings.

DRAMA 13 - #2 - Construction Documents Given construction documents, students will be able to locate and prepare materials to be used in constructing various scenic and property elements for theatrical production

DRAMA 14 - #3 - The Set in Production Given a performance, students will be able to prepare and organize the shifting of scenic elements from one scene to another as directed by the set designer in a manner that is consistent with the production and the theatrical industry standards.

DRAMA 16 - #2 - Design Given a performance piece (i.e. play, music, dance etc.), students will be able to apply the methods of creating images with stage lighting.

Person(s) Responsible (Name and Position): James McDonnell

Rationale (With supporting data): There is a lack of depth to the students' exploration of design and the producing of production documents to meet the SLOs for the tech classes. There are many computer design software programs that can give students a more in-depth exploration of this crucial technical ability.

The department's continued involvement in KCACTF (the Kennedy Center American College Theatre Festival) also offers students the opportunity to submit finished design work for scholarship, internship, and admission to conservatories and four-year universities.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Technology - • As the COS Theater program has seen an increase in technical theatre majors who have expressed an interest in working as student designers on department programs, we are requesting four (4x) 16" MacBook Pro Laptops (and accessories) to facilitate the development of a student design station in the Sawtooth Building.

- Four separate laptops would facilitate the work of a student designer in all four design disciplines of the theatre (scenic, costume, lighting, and sound).
- Laptops (rather than desktop computers) would facilitate the need for designers to move their work stations from an office to the auditorium, scene shop, costume shop, and control booth) during pre-production.
- The 16" MacBook Pro (2.6GHz 6-core 9th-generation Intel Core i7 processor / AMD Radeon Pro 5300M with 4GB of GDDR6 memory / 16GB of 2666MHz DDR4 memory / 512GB of SSD storage) features the appropriate specs to run VectorWorks, the theatre/film industry standard software for Theatrical Design. VectorWorks offers a completely free educational license so the cost of the computers and accessories would fully cover student access to training and functionality on this design platform, as well as other industry-related software.
- A student design station would create an equitable solution for students who have only been able access to computer technology through the COS Library.
- The department's continued involvement in KCACTF (the Kennedy Center American College Theatre Festival) also offers students the opportunity to submit finished design work for scholarship, internship, and admission to conservatories and four-year universities.

Program Review - Drama

The prices below do not reflect the COS Educational Institution Discount available through Apple.

- o Apple MacBook Pro
- o 4 Laptops - \$12,000 TOTAL
- o Apple Care License - for a 3-years of Support
- o 4 Licenses - \$1500 TOTAL
- o Bluetooth Mouse (with full scroll/button functionality to support VectorWorks)
- o 4 Mice- \$400 TOTAL

TOTAL REQUEST - \$13,900 (Active)

Why is this resource required for this action?:

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 13900

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2020/2021 Increase student opportunity for training, assessment and scholarships - KCACTF participation

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

Leave Blank: Continued Action

Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank:

Leave Blank:

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 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

Program Review - Drama

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

10/12/2021

Status: Continue Action Next Year

This is an on-going need and the COS Foundation has met this need, but it needs to become a line budget line item for the district since it is the most effective way for the program to measure its PLO's.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Adjustment to Base Budget - Funds to provide the transport of Program student actors, technicians, crew-members, sets, costumes, and lighting/sound equipment to participate in Regional competition. (Active)

Why is this resource required for this action?: Productions require sets, costumes, and lighting to support the acting. Productions need to be viewed by a wide variety of audience members from a variety of backgrounds and expectations. Thereby, taking our college production and presenting it to an audience outside of the Central Valley provides the Department the opportunity to assess the effectiveness of the Program to a wider audience base.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 10000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2015-2018

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

Action: 2020-2021 Increase usability of theatre space for instruction by providing creative solutions to storage

Build shelving and storage in each of the three dressing rooms to allow for better use of the limited theatre space so that students can work on projects and class assignments.

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: This PLO and all of these SLOs necessitate the planning, patterning, cutting, construction, fitting, and alteration of costumes and costume pieces/accessories. Once created for a unique production they become the property of the district and must be stored in a safe and sanitary manner.

PLO – AA DRAMA Technical Theatre

The student will synthesize implementation of physical, visual, and/or aural elements within a production in front of an

Program Review - Drama

audience.

SLOs for DRAM 012 – Costuming

1. Given a movement in fashion history, students will be able to identify a specific period garment and explain its evolution throughout a century.
2. Given a pattern for a costume garment/accessory, students will be able to differentiate between the various markings by correctly affixing the pattern to the fabric in order to cut it.
3. Given various closures and seams, students will be able to demonstrate construction skills in hand and machine sewing by producing a sewing samples collection and/or a costume garment/piece/accessory.

Person(s) Responsible (Name and Position): James McDonnell (Theatre Faculty), Nick Terry (Lead Theatre Technician/Facility lead)

Rationale (With supporting data): Productions are necessary for the program to achieve its Course Level (SLOs), and Program Level Outcomes (PLOs), and are vital in the assessment of student course and program involvement/participation. In addition, the productions provide positive outreach to the community. We have identified this as a safety issue because improper storage of costumes, and accessories could lead to fire safety concerns as well as accumulation of mold in addition to damage to District property/assets.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Without a more organized system for the department's growing stock of costumes and accessories, pieces are stored down-low where traffic patterns exist rather than up-high and out of the way.

Update on Action

Updates

Update Year: 2021-2022

09/15/2021

Status: Action Completed

This facility request was funded and completed two days before the semester began. The impact of the funding request will be discussed in next year's PR.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Facilities - Build shelving and storage in the dressing rooms for the safe storing of district property and department necessary costume garments/pieces/accessories. In addition, to building the storage infrastructure, there is the need to purchase clear storage containers and mothballs, etc. for the sanitary storing of these items on the new shelving/storage space. (Active)

Why is this resource required for this action?: In order to maximize our theatre space for student labs, rehearsals, and class/production activities, we need to creatively use the space that we have and there is a lot of unused space above counters where students sit (makeup mirrors) which can provide a safe and effective space to store department and student items.

Notes (optional): The total may also include some painting and wall work/repair.

Cost of Request (Nothing will be funded over the amount listed.): 14000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Program Review - Drama

Action: 2020/2021 Eye wash stations

Increase safety for students and staff

Leave Blank:

Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: The below PLO/SLO's require the students to build and in building there are airborne particles and chemicals used all of which create the potential for an injury requiring an eyewash station

PLO

Context: The student will apply historical context to a technical aspect of a production.

Capstone Assignment/Project: The identified students will construct a prop/set piece, or a costume/accessory piece, or lighting hang/focus/cue for a period play.

Sample of SLO's

DRAMA 13 - #4 - Application and Installation Given finished scenery pieces, students will be able to assemble and arrange completed scenic elements for installation of a designed set for theatrical use on an introductory level. The student will be assessed based upon established evaluation criteria receiving a grade of "C" or better.

DRAMA 14 - #1- Construction 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. Each student will be assessed based upon established criteria receiving a grade of "C" or better.

DRAMA 14 - #2 - Properties Given a play, students will be able to collect and/or construct props that fulfill the needs of the production at a level that is consistent with the theatrical industry standards as directed by the set designer/technical director. Each student will be assessed based upon established standards receiving a grade of "C" or better.

Person(s) Responsible (Name and Position): Nick Terry

Rationale (With supporting data): Student and staff need to work in an environment which will provide them with emergency support should accidents occur. An accident which necessitates immediate access to an eyewash station is increased in an environment that uses chemicals and creates airborne irritants such as a scene shop.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Students and staff use a variety of chemicals and while safety gear including safety glasses/goggles are in standard use there should be immediate access to stations for emergencies.

Update on Action

Updates

Update Year: 2021-2022

09/15/2021

Status: Action Completed

This action was accomplished through the purchasing of eye wash kits

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

10/05/2020

Status: Continue Action Next Year

This is still a need for the department and the action will be continued.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Non-Instructional - Purchase and install eyewash station(s) in the COS Theatre scene shop (Active)

Why is this resource required for this action?: Students and staff have the right to work in an environment that is prepared for emergency situations. Since cutting wood and metal and using chemicals is necessary to complete the work required in a scene shop and a stagecraft class, immediate access to eyewash stations in case of accidents is needed.

Program Review - Drama

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 7000

Action: 2020-2021 Increase student access to learning support

Hire a costume technician.

Leave Blank:

Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: DRAM SLOs

DRAM 12 #2 Given a pattern for a costume garment/accessory, students will be able to differentiate between the various markings by correctly affixing the pattern to the fabric in order to cut it.

DRAM 12 #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 19 - #2 - Character Analysis & Performance Given a character from a classical play, students will be able to create and develop specific physical and vocal action to truthfully and imaginatively convey a character in performance before a live audience.

DRAMA 22 - #1 - Central Image Given a production, students will be able to appraise and assess the concept and implementation of a visual design metaphor and its elements at an introductory level. Each student will be assessed based upon established criteria receiving a grade of "C" or better.

DRAMA 22 - #2 - Production Design Given a production, students will be able to collect and/or construct scenic elements, costumes, and/or props that fulfill the needs of the production, as directed by the director and/or producer, at an introductory level. Each student will be assessed based upon established standards receiving a grade of "C" or better

DRAM PLOs

DRAM AA – Technical Theatre

PLO, Synthesis The student will synthesize implementation of physical, visual, and/or aural elements within a production in front of an audience.

Person(s) Responsible (Name and Position): James McDonnell

Rationale (With supporting data): The Theatre Department produces 5-6 fully mounted productions each year and over 300 costumes are needed for these productions. This has resulted in the accumulation of tens of thousands of costume pieces. These items need to be cleaned and organized in order for the department to use them in the future. In addition, these items could be rented both locally and nationally if the was a staff position to oversee this endeavor. A sample of past rentals include: COS production of Disney's "Beauty and the Beast"

\$12,000 rental fees, \$18,000 purchase

rented to: Maine State Music Theatre, Heartwood Theatre, Weston Playhouse, Surflight Theatre, Carousel Music Theatre

COS production of "The Phantom of the Opera"

\$5000 - rental fees

rented to: University of Southern Mississippi, Millikin University

Tech students also need work for their portfolios for interview and transfer. Portfolio reviews are a capstone project for assessment of PLOs for the AA-Technical Theatre. A portfolio is also required for transfer for technical theatre majors to most CSU, UC, and other 4-year institutions. Having a costume technician would increase a student's access to lab space and to learning support.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Students need supervision when working in a lab and at current that is a very limited time due to

Program Review - Drama

the work responsibilities of the faculty member.

Update on Action

Updates

Update Year: 2021-2022

09/15/2021

Status: Action Discontinued

This action has been asked for for many many many years and there has been no movement on it whatsoever. This faculty are tired of fighting for this and are giving up. It has not been resolved, but the department has received the message that this is not a priority for the institution.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

09/30/2020

Status: Continue Action Next Year

There has been no change and the needs are not getting less; the department will also request an increase to a department budget as a possible aid until a position is funded

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Classified/Confidential - Hire a part-time classified position for a costume technician whose duties would include supervision and maintenance of the department's stock of hand-made costumes and accessories. (Active)

Why is this resource required for this action?: With the large number of hours that the costume students are required to put in for lab, an additional supervisor would help the department to better maintain a safe working environment as well as oversee the proper use and maintenance of the lab equipment. Additionally, as a wardrobe manager they would be able to supervise the rental and preservation of the department's significant costume stock. Currently there are several parties in the Central Valley (from K-12 Drama Instructors to Community Theatre Directors) and throughout the US (Mississippi, Massachusetts, Maine, Illinois, etc.) who have expressed interest in renting from our stock but because of the significant amount of time and energy that would be required to facilitate the rentals and then track the orders, this potential source of income for both the department and the college (to potentially supplement the cost of the position).

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 22000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: 2020/2021 Scene-shop Ventilation System

Increase safety to the working and learning environment for student and district personnel.

Leave Blank:

Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: DRAMA 14 - #1- Construction 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

Program Review - Drama

the theatrical industry standards. Each student will be assessed based upon established criteria receiving a grade of "C" or better.

DRAMA 22 - #2 - Production Design Given a production, students will be able to collect and/or construct scenic elements, costumes, and/or props that fulfill the needs of the production, as directed by the director and/or producer, at an introductory level. Each student will be assessed based upon established standards receiving a grade of "C" or better

DRAMA 13 - #4 - Application and Installation Given finished scenery pieces, students will be able to assemble and arrange completed scenic elements for installation of a designed set for theatrical use on an introductory level. The student will be assessed based upon established evaluation criteria receiving a grade of "C" or better.

Person(s) Responsible (Name and Position): Nick Terry

Rationale (With supporting data): An important aspect of theatre training revolves around training the well-rounded theatre student who is prepared to transfer or graduate and have the capacity to create or participate in a theatre company that will produce work. Produced work needs production elements and one of those elements is sets. Also, there are technical theatre students who follow that degree path and work specifically with building sets. Students will also take the stagecraft class as part of electives needed for either their AA or ADT. There are regularly 40-70 students per year who work in the scene shop who need a ventilation system to keep airborne dust from harming them. There are also, 3 full-time employees of the district who spend a dozen or more hours per week in this environment and will do so throughout a 25-30 year career. To minimize damage to students and personnel it is requested that we purchase and install a ventilation system in the COS Theatre scene shop to reduce the risk of exposing students and employees from harmful endured exposure to airborne dust and particles.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Sawdust is known in the state of CA to cause cancer and other maladies. Link to OSHA warnings and safety standards in a workplace which deals with wood:

<https://www.osha.gov/SLTC/etools/sawmills/dust.html>

Update on Action

Updates

Update Year: 2020 - 2021

09/30/2020

Status: Action Discontinued

This is a still a need for this BUT the department will discuss this in greater depth and bring this plan back in a future year.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Non-Instructional - Purchase and install a ventilation system in the COS Theatre scene shop to reduce the risk of exposing students and employees from harmful endured exposure to airborne dust and particles. (Active)

Why is this resource required for this action?: Productions in a theatre program are the real proof that learning took place in classes. The work in productions is the internal (departmental) and external (visiting adjudicators through the professional collegiate organization KCACTF) means by which course-level and program-level outcomes are assessed. Productions need visual/aural designs and sets are a major design component. Students and staff need to build sets for productions and have the right to work in a harm-free environment.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 18000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

