

Comprehensive Program Review Report



Program Review - Drama

Program Summary

2022-2023

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

What are the strengths of your area?: 1. Resource efficiency is very high in the Drama Program - an FTEF, which increased above 10.0 in 20/21 an increase of over half a point from the previous year, with the same number of faculty for the past three years. In addition, our "seats filled at census" increased by 7%. Our FTES/FTEF ratio decreased by .95 but we are already seeing an increase in student enrollment this academic year, so this is not too much of a concern.

2. The Program has two AA – (acting and technical theatre) and one AA – T. While there has been a small decrease in the number of students seeking the two AAs, there has been an increase in the students for the AA-T. We are hoping to have an increase in all declared majors since we are fully back with face-to-face classes which have no restrictions and we actively recruiting, holding f2f workshops, and mentoring sessions which have always contributed to increased student involvement in the past.

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 private institutions such as Marymount Manhattan.

4. Success rates for the department remain higher (73.1%) than for the overall district (69.4%), but the department rate has dropped 7% from the previous year. This is concerning. The three largest classes for the department are: CINA 031, 032, and DRAM 001. Each of these three classes experienced a loss in success rates equal to or higher to the overall loss of 7% for the department. In delving deeper, the loss in success rates are consistent in face-to-face and online, and the decrease goes across the race/ethnicity, gender, age subsets. Although it must be noted that the success rates of African-American students doubled from the previous year (CINA 031, online sections).

What is being done about this decrease in our success rates for our most popular and highest enrolled GE classes? In discussion, the instructors identified a lack of face-to-face attendance for students enrolled in f2f classes. That impacted the success for those f2f sections. Increased accountability for students to attend f2f if they are enrolled in a f2f section. To assist students who might still be facing the reality of Covid, one of the instructors has started live-Zooming lectures in the face-to-face section to help students attend the lectures if they have issues that prevent them from attending live that day. The instructors are continuing to offer Zoom sessions for online students and the number of Zoom sessions has increased to support students in those classes – increase in the days/times of those sessions including non-traditional days/times on the weekend and in evenings.

The other classes in the department have increased or remained the same with very high success rates. An example of a success in increasing success rates for a class was DRAM 002. This is the most populated majors' class and the success rate increased by 6% and the increase was seen in the classes largest enrolled group, Hispanic students.

The only class in majors' section to see a drop in success is DRAM 012. The instructor identified the decrease in success rates being due to non-participating students past the drop date. As a measure to positively impact the success rates for this class, the instructor will identify low participating students and work to support them through to completion.

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 classes back to face-to-face last academic year and this year the enrollment in those f2f classes is higher than '20/'21 and moving back to where f2f enrollment was pre-pandemic. While there are still online sections of our most popular/highly enrolled sections, the increase in enrollment in f2f sections seems to indicate that those students want the in-

person college class interaction and experience, so the instructors are increasing their efforts to expect and encourage those students enrolled in a f2f class to attend in that manner. Now, to support students who may still be affected by Covid, the instructors are utilizing CANVAS in addition as well as using Hyflex equipment to live-Zoom lectures to allow for some still needed accommodation for students. Hopefully, this makes a difference to the success and retention rates for students.

The department also moved some of its classes to hybrid in the Spring '22 semester and the immediate results are mixed – higher quality in student work and submissions (fewer missed assignments/late assignments), however, there were a few more students than previously who remained enrolled who stopped working which caused the overall success rates to drop. The instructor will work to connect more with those students who are struggling before the final drop date in case that might help bring the students back into the positive, or help them decide to drop the class for a future semester.

5. The productivity of the department continues to grow each year without any new additions to the staff – full time, or part-time. Our FTEF increased but the FTES decreased slightly last year than the previous year, but this current semester is more robust than it was in the Fall '21 semester, so there is hope that we will see an upward swing to FTES. A lot of momentum and positive impact was lost during the immediate switch to remote learning and it shows in our numbers. Last year was 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. During the “remote learning” year of '20/'21, the loss of live-productions 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. So, last year, the department produced 3 of its productions live (two outdoors and one indoors) and one streaming to meet the needs of our program and community while remaining sensitive to ever present threat of Covid.

There was an increase in student enrollment in the productions from the previous year and a dramatic increase in audience/community participation over the fully online presentation of productions. The department has seen this result in a further increase in student enrollment this semester and hopefully it will keep community interest levels high as well, especially considering that we need to revert to having our productions fully funded by ticket sales.

What improvements are needed?: 1. Equipment that allows increases in classroom and production productivity while increasing safety.

2. Funding to provide for adequate footwear for performances especially needed for outdoor performances .

3. Industry standard intelligent lighting for increased student training.

4. Increase student enrollment in our technical theatre classes and specialty acting classes and/or a revamp of how we offer some of these class. Example: move to offering intermediate acting once per two years instead of once per year. This way we are still meeting the needs of students but not saturating the market.

As for ways to increase enrollment in our stagecraft and lighting class, this is a more difficult conversation than costume and makeup tech classes. The latter two classes are taught by the same instructor and can be offered in online modality and by stacking both classes and the online with the f2f hybrid, enrollment for those tech classes have reached.

The department will continue to market the stagecraft and lighting class to students and work to find additional, viable solutions for enrollment and offering.

5. Increase student opportunity for training, assessment and scholarships - KCACTF participation

Describe any external opportunities or challenges.: None at this time. We are now post-Covid and we are going back to fully realized and attended indoor productions for the students and patrons of our community.

Overall SLO Achievement: We began offering our most popular classes in the Summer '20 session. We have now been offering them in this modality for the past 2 years. Last year was the first year that we were able to offer both face-to-face and online sections and we looked at SLO achievement for our classes and separated the data for the different modalities. We found student success in both modalities, but it was slightly higher in the online sections. This is similar to the success rates for the classes, too, where overall success rates are higher for the online sections. Although, in measuring SLO achievement, the success rates are higher for both than the course success rates. SLO achievement success rates only measure student abilities for a few assignments whereas overall course success rates measure a student's ability to stay involved for the entirety of the course. We need to translate a student's ability on individual assignments to an overall increase in success for our GE Humanities course offerings.

Changes Based on SLO Achievement: Diversity and inclusion are urgent and important issues that need to be a part of the SLO conversation. The department had a plan to include diversity and inclusion into SLOs for our courses and we fell short of doing

this for more than half of our classes. This was due to the difficult reality of going back to face-to-face with a student population that still needed a lot of support and in some cases were in online classes and should have been in f2f or hybrid classes instead. The department will continue to write or rewrite SLOs for its classes so that diversity and inclusion are being paid attention to and measured for all classes.

Overall PLO Achievement: Last year's ability to offer our productions in face-to-face formats as well as virtual meant that we were able to receive some more "usual" feedback for assessment. The department uses the productions as a capstone project measurement for majors/completers and the previous year we only had online productions with which to measure PLOs.

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 assessment conversations/dialogues to meet the new reality that our department has online and hybrid class offerings. In the past we only offered our classes in the face-to-face format. We are now having more frequent conversations about our class achievements based on modality because it is very new and we are seeing some trends/needs arising that are new/different than in the past.

Action: 2022 - 2023 Increased safety in theatre classroom

Implement safety stanchions on posts and safety wall mounted barriers for proscenium, alcoves, and 4 doors to the stage to ensure safety when the stage pit is in any position other than stage level.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Program Learning Outcome (PLO) AA-T Drama, AA – Technical Theatre

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.

Student Learning Outcome (SLO) connected to set construction

DRAMA 13 - #3 - Construction - Given a production, students will be able to practice and participate in the technical production process of a theatrical performance functioning either on a build or running crew on an introductory level.

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.

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.

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

Rationale (With supporting data): There are other times when drapes/curtains, walls, or heavy set pieces are being moved on and around the stage by students, and they cannot always see where they are going. To facilitate the absolute need for safety, we rely on students or staff delegated to be "safety eyes." This is a lot of pressure on students and added stress to staff while still facilitating the jobs that must be done. This also slows down progress being made by taking up to 4 people out of the workforce to watch doors and entryways, adding additional stress to the project timeline.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: When the pit is in any position other than stage level there is a drop of at least four feet up to twenty-five feet and without barriers there is potential for harm.

Resources Description

Equipment - Non-Instructional - Purchase:

- Tensabarrier Belt wall clips
- Wall mounted belts that say "do not enter" in caution yellow and black
- 13' posted belts that say "danger to not cross" in caution yellow and black
- 7'6" posted belts that say "danger to not cross" in caution yellow and black
- additional safety items (Active)

Why is this resource required for this action?: Currently, there are no safety barriers other than "safety eyes" and blockades of chairs when the stage pit is not at floor height and professional barriers would provide immediate, distance, and uncompromised safety when the pit is down at any level

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Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 4000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: 2022-2023 Increase safety in scene shop and scenic construction

Install safety upgrades to existing equipment and replace older equipment with new models that utilize features that ensure safe use for all.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: SLOs

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.

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.

PLOs

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

Rationale (With supporting data): Students in our production classes and tech classes must use saws and power tools to meet the SLOs and PLOs for our classes/degrees and safety must be at the forefront of all of our work. The shop equipment is more than 20 years old and in that time there have been technological advancements that allow for upgrades to our existing equipment, plus new models for saws, etc. which have advanced safety features that account for many of the variables that in the past could lead to injury.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: There have been advancements in safety to the scene shop equipment that will keep students and staff safe from moving parts, blades, etc.

Resources Description

Equipment - Instructional - Purchase the following upgrades to outfit existing equipment to increase safety:

- Powermatic Bandsaw Replacement Motor
- Rolling Miter Saw Stand
- Rolling Workbench with Saw Mounts
- Replacement Tire for Rockwell Bandsaw (x2)
- Router with Base and Table
- Router Bit Sets

In addition, other accessories and features to replace and refit scene shop power tools (Active)

Why is this resource required for this action?: The DRAM 013 and 014 class, in addition to DRAM 019, 020, 021, and 022 classes all require work on productions and power tools are a necessary feature of the SLOs and PLOs for these classes and the degrees. Safety is a must and while good practices and "safety eyes" will always be taught and expected, there are upgrades and advancements to technology that increase safe use for power tools.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 23000

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Link Actions to District Objectives

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: 2022-2023 Increase student safety in performance

Use industry standard footwear in productions to minimize injury.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: All performance SLOs and PLOs require the students to physically move live, in front of the audience and on a variety of surfaces plus up and down stairs and moving swiftly, many times to music.

DRAMA 19 - #3 - Classical Performance Style Given a character in a play, students will be able to demonstrate acting performance skills on stage before a live audience.

DRAM 20 - #3 Performance Dramatize a specific role before an audience that reflects clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.

DRAM 21 - #1 - Evolution & Performance A successful student will demonstrate an understanding of the evolution of a character in production from script to performance.

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

Rationale (With supporting data): We learned a lot about the needing better footwear, the kind that is specifically built for outdoor use for safety and longevity, especially considering that we plan to have outdoor performances in the upcoming semesters, too.

When performing on the quad/outdoors - a concrete floor has a shock absorption of 0% leaving the full 100% shock of impact to the person landing. Dance creates impact energy. If the energy generated by dance is returned to the body it can result in shin splints, stress fractures, and an array of knee problems, tendonitis, and ankle sprains.

Additionally, if we do not rubberize the bottoms (and brace the heel for women's shoes) we run the risk of slipping/falling which is dangerous.

Priority: Medium

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Heels break and performers slip causing immediate and possible permanent injury and damage.

Resources Description

Equipment - Instructional - Purchase industry standard footwear for performances. (Active)

Why is this resource required for this action?: Last years, two outdoor performances lead to a need for better footwear, the kind that is specifically built for outdoor use for safety and longevity, especially considering that we plan to have outdoor performances in the upcoming semesters, too.

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We are performing on the quad. A concrete floor has a shock absorption of 0% leaving the full 100% shock of impact to the person landing. Dance creates impact energy. If the energy generated by dance is returned to the body it can result in shin

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splints, stress fractures, and an array of knee problems, tendonitis, and ankle sprains.

Additionally, if we do not rubberize the bottoms (and brace the heel for women's shoes) we run the risk of slipping/falling which is dangerous.

Dance boots

\$380 each, 35.15 sales tax = \$415.15

\$80 per pair to be rubberized and have the heel braced = \$2000

Total for 25 pair women = \$12378.75

Males

\$475 each + \$43.94 sales tax = \$518.94

\$70 per pair to be rubberized = \$588.94

Total for 20 pair men = \$11,778.80

Total cost for shoes = \$24,157.55

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 25000

Link Actions to District Objectives

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: 2022-20223 Continue to provide opportunities for students in production

Provide funding that is needed to provide the raw materials needed for the construction of sets, costumes, props for 4+ productions per year. A budget augmentation is needed due to the drastic increase in the cost of materials for building sets, costumes, and props.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: DRAMA AA – Technical Theatre PLOs

Analysis

The student will critically analyze the technical component(s) of a publicly produced production.

Synthesis

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

DRAM 014 - SLOs

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.

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.

DRAM 012 -SLO

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.

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

Rationale (With supporting data): Increased funding is needed to the instructional and non-instructional supply budgets to be able to purchase necessary raw materials used in the building of sets, costumes, and props for 4 fully staged productions publicly produced each year.

The cost of lumber, fabrics, fasteners, metal, and notions have more than doubled in the past two years bringing the cost of simple items such as sheets of lumber and yards of poly blend to increase from \$27 per sheet to \$54 and \$12.99 per yard to over \$25 per yard.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Increased funding is needed to the instructional and non-instructional supply budgets to be able to purchase necessary raw materials used in the building of sets, costumes, and props for 4 fully staged productions publicly produced each year. (Active)

Why is this resource required for this action?: The cost of lumber, fabrics, fasteners, metal, and notions have more than doubled in the past two years bringing the cost of simple items such as sheets of lumber and yards of poly blend to increase from \$27 per sheet to \$54 and \$12.99 per yard to over \$25 per yard.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 5000

Link Actions to District Objectives

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, 2022 - 2023

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

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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

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

10/03/2022

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.

The department will request a budget augmentation this year in addition to a COS Foundation funding request.

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

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.

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

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institutions by 10% from 2021-2025.

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:

Update on Action

Updates

Update Year: 2022 - 2023

09/16/2022

Status: Action Completed

The computers were received and the department is working with students on design projects that will use the new laptops and programs.

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

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

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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.

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.