

Comprehensive Program Review Report



Program Review - Drama

Program Summary

2020-2021

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 only 2 full-time faculty and 3 classes per semester taught by 3 different adjuncts.

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) has doubled from 30 to 61. The program graduates has more than doubled from 5 (2017) to 14 (2019).

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 (3 students to UCSB, 3 students to CSU-Fresno, CSU-Fullerton, , and the nation (Circle in the Square Theatre School, Long Island University, etc.) and professional training programs (American Conservatory Theatre in the Bay Area).

4. Success rates for the department remain high (82%) with several courses dramatically improving success rates - DRAM 006 in 3 years from 62% to 83% to 93%. The DRAM 006 success rate increase is most likely associated with adjustments made to changes made to student access to better grading rubrics, stronger efforts to include more lower-stakes assessments such as quizzes and writing prompts which lead to the larger, higher-end presentations, tests, and essays. The success rates in the other "core" GE transferable classes vary over the past 3 years but remain high (83% at the lowest and 93% at the highest). As for success rates by race, there is a steady increase among the largest groups (African-American/Black 61% to 69%, Asian 63% to 84%, with steady success rates for Hispanic 81% to 81.7% and White 86.% to 86.4%) and a lowering attrition rate from a high of 5.4% to last years rate of 4.3% - it was higher than the previous year's low of 3.7%, but the immediate shift to remote learning in the Spring semester increased what would have most likely been a lower percentage. The department saw a dramatically lower excused withdrawal rate of 7.7% vs. the college's 12.4%.

The department offers its GE classes at all three sites and the significantly lower success rates in the 60%'s at Hanford and Tulare vs. 82+% at the Visalia campus was a concern for the department. Through peer mentoring and increased support from the two full-time instructors towards the two adjunct instructors at those sites, the increased success rates for last year went from 69% to 93% in Hanford and 61% to 79% in Tulare. 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.

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 generated increased from 231 to 291 - with most of the increase coming from the CINA courses which have more than doubled in FTES generated over the past three years - from 34 FTES to 78 FTES last year. This year looks to continue that climb with the enrollment in the CINA classes at 850 students for Fall '20 vs. 761 students in the Fall '19 semester. This is also the first time in the history of the department that these high generating FTES classes are being offered in an online format. This will continue into the Spring semester out of necessity, however, the department is putting a lot of effort into assessing the classes because there is a strong desire to keep some online sections of these popular and successful classes in addition to having face-to-face sections when permitted.

Our tech classes remain high FTES earners: costume, makeup, and stagecraft each earning about 10 FTEFs.

6. Created and mounted five publicly performed productions – three mainstage, 1 faculty lead fundraiser performance, and a student showcase. The three shows, student showcase, and one specialty performance reached audiences of approximately

2,900 patrons which provided not only positive community outreach for the District but are an essential component part of the Course and Program Level Outcomes assessment. This number was drastically lower than the anticipated season audiences of 4,400 patrons, but our third show of the season was cut in half, and our fourth production and second student showcase were entirely cancelled due to COVID.

The loss of productions has had a detrimental effect on our capstone projects as assessment for our PLO's - even though we are still rehearsing and working towards filming our Fall productions on zoom, they are very small in scope compared to our full production work in the past. The faculty/staff are using what we learn this semester to hopefully create a grander virtual performance in the Spring.

7. Received regional recognition of meritorious achievement from the Kennedy Center American College Theatre Festival (KCACTF) for our mainstage productions and traveled with one faculty and twenty+ students to attend the regional conference in Fullerton, CA. At the festival/conference the faculty and students attended dozens of workshops, productions, lectures, and scholarship competitions over a 4-day period. One of our students was honored as the regional winner for the leadership in arts category and was going to go to D.C. to compete nationally, but the program was put on pause due to COVID and then cancelled completely.

What improvements are needed?: 1. Funds are needed to allow the Drama Program to continue to participate in KCACTF (the only nationally recognized organization for collegiate theatre programs) which provides external evaluation/assessment of Course and Program Outcomes and achievement.

2. Safety upgrades are needed to the facility. The district is more active with regards to safety walks from our insurers and a lot of deficiencies are coming to light as our facility is entering its 42 year of operation. There is no eyewash station in the scene shop nor a ventilation system. A hydration station would also make the facility more user-friendly for students (currently over 1000 students per semester take classes in that facility), and the more than 8,000 patrons and community members attend events in that building yearly, but that plan has been put on hiatus to focus on other more pressing issues.

3. Upgrades to storage are needed as the department's collection of property increases each year with the building of show/period specific props, costumes, furniture, and accessories.

Describe any external opportunities or challenges.: COVID has disrupted the usual activity of the department and while alternatives have been employed and the effectiveness in teaching performance based classes is increasing every day, it is a shadow compared to the depth and rigor achieved with untold hours of one-on-one interaction between the teacher, the student, and the craft of theatre.

Overall SLO Achievement: Course Level Learning Outcomes (SLOs) dialogues take place each semester and have resulted in several refinements and changes to class assignments with the goal of leading to greater student success.

Changes Based on SLO Achievement: New rubrics were created for use in DRAM 001, and CINA 031 and 032 courses in addition to new assignments based on the fact that these classes are now being taught online AND the department is paying close attention to the SLO achievement because there is a desire to keep the online format for these classes moving forward. In addition, there has been a very real change to assignments which are directly related to the course SLOs. New assignments have been given to these classes to include viewing, discussing, and writing about productions and films which include a wider scope of world art created by diverse groups and artists. These changes have been a direct response to the Chancellor's Office "Call to Action", the District's increased plans for equity and inclusion, and the Department's goal of having students more widely experience and explore the full possibility of art as it exists and relates to many diverse populations.

Overall PLO Achievement: PLOs were the discussion of our "Dialogue Days" last year and there was a lot of discussion about how the productions are capstone projects for the graduating majors and how the selection of a season of shows was connected to meeting our PLOs. The department feels that the PLOs are appropriate and that meaningful data is collected from returning/graduating students' work on productions.

Changes Based on PLO Achievement: The department decided that our productions are capstone projects for our majors and that we would select a season that would challenge a new class of completers. It was also decided that our department needed to offer a different perspective to our students in these productions and it was decided that one of the four productions would be taught by a female director (Ruth Griffin, full-time instructor at Fresno State). We wanted to give our students and program an outside perspective in production but COVID dictated that this would NOT be the year to waste this valuable opportunity. A plan is being discussed by the department about the what future semester this should take place.

Outcome cycle evaluation: We are changing our evaluation cycle a little so that we can evaluate our appreciation courses this year as opposed to our production courses. The switch to a fully remote teaching format has resulted in significant changes and we are adjusting our assessment schedule to look at the appreciation courses which we WILL teaching in an online format moving forward, so we want to discuss these classes now. The production and acting classes are being taught online right now, but it will never be the preferred method so any assessment will not yield long lasting changes to these courses.

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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 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.

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

Program Review - Drama

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

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: 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.

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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

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the work responsibilities of the faculty member.

Update on Action

Updates

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 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.

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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

Safety/Mandate Explanation:

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 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 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

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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

Action: Cordless Drill Drivers

Increase student access to classroom equipment

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank:

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Leave Blank:

Identify related course/program outcomes: 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 - #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. 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.

Person(s) Responsible (Name and Position): Nick Terry, Chris Mangels, James McDonnell

Rationale (With supporting data): The students in a stagecraft class need to build sets. Sets are constructed of either wood or metal and both require the use of drills to be put together. The class size is 15-22 students and there are only 6 working drill drivers. There is a huge waste of time as students wait for a drill. This also puts a strain on the output of work that the class can accomplish during its time period.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/05/2020

Status: Action Completed

These items were funded through the above-base resource allocation last year. They have yet to be used since the course has gone remote and the projects which the class usually build have been modified to meet the new instructional modality.

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

Resources Description

Equipment - Instructional - Purchase 14 cordless drill drivers and batteries/accessories (Active)

Why is this resource required for this action?: The students need this equipment to accomplish the goals and objectives of the classes and the program. At current, valuable teaching time is being lost to student waiting for their turn with the equipment.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 2400

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: Hydration Stations

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Reduce plastics waste and support a more environmentally conscious campus.

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Program Level Learning Outcomes and Course Level Learning Outcomes for several classes require public performances. Water is essential and the COS Theatre can have up to 500 individuals in it at any given time and 1 aging water fountain is not enough to sustain the water needs of the patrons and performers - and the water fountain is only in the patron area, there is no water fountain in the backstage space for the performers. Additionally, the many students who take classes in the theatre (or on the north side of campus for that matter) do not have access to fill up their reusable water bottles.

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

Rationale (With supporting data): Disposable water bottles in this country has lead to an enormous environmental hazard. As a college, we should be on the leading the call to smart change and empowering students to evolve and mature and make a positive impact on our society. This results in aiding students in making positive choices while meeting the needs of our students and community patrons.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/05/2020

Status: Action Discontinued

This action is being discontinued for the time being and will be revisited again in a future year.

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

Resources Description

Equipment - Non-Instructional - Replace lobby fountains with hydration stations (Active)

Why is this resource required for this action?: Disposable water bottles in this country has lead to an enormous environmental hazard. As a college, we should be on the leading the call to smart change and empowering students to evolve and mature and make a positive impact on our society. This results in aiding students in making positive choices while meeting the needs of our students and community patrons.

Notes (optional):

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

Link Actions to District Objectives

District Objectives: 2018-2021

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