

Theatre Arts-FH Bruce McLeod - Theater Arts/Tech

21-22 Annual Progress Report

Recommended actions for improvement identified in the 5-Year Self-Study.

In our previous self-study (2019), we primarily targeted areas of improvement in productivity (+10% over five years), equity (reduce achievement gaps especially in African American student population), and increase completions (degree/certificate awards).

In improving and promoting student success with the goal of closing the Department's Equity gap in five years, the department identified these areas: 1) Implement survey to identify student needs and circumstances in online instruction. 2) Data analysis of late start and late add students to identify the cohort needing targeted measures for success. 3) Work with the Equity office to better engage learning communities. 4) Actively coordinate with Athletics to support their students in online classes primarily through F2F meetings with athletes enrolled in online courses.

For increasing degree and certificate awards, recent inclusion of transcript-able certificates in 2020-21 would allow us to better quantify completions and measure improvements.

Actions taken and progress made in accomplishing the improvement.

Equity efforts:

- Implementation of the student survey in Introduction to Theatre (THTR 01) has led to instructor ability to reach out individually, offering some individualized, flexible grading standards where appropriate or available. The sample size has not yielded specific trends but has gotten positive feedback from those students who have been targeted.
- Late start online classes have had success rates similar to 12-week courses. We have curtailed any adds after the first week of large online classes following repeated lack of success for most of these students. Theatre majors who add late generally integrate quickly into the smaller major courses and are successful.
- Learning community engagement has been minimal and needs further action.
- Athletes have returned to campus but online course faculty are not on campus and able to engage F2F. We hope to implement some help sessions beginning in Spring quarter when on campus enrollment increases.
- As productions are the public face of the department's mission, measures taken to promote Equity during the shelter in place orders include choosing virtual distance performances that, where possible, aligned with campus heritage month celebrations including Jewish Heritage, African-American Heritage and Women's History months. We will be remounting the FMT production of *The Mystery of Edwin Drood*, (which closed early due to the pandemic in 2020), and have recast two of the roles with BIPOC actors.

Productivity:

- Productivity efforts included creating hybrid or online offerings for all Theatre Technology courses except the production participation class (THTR 45A-F). This allows greater flexibility for student schedules. Dual enrollment courses at PAUSD high schools (Gunn and Palo Alto) were implemented and an additional 69 students were enrolled in THTR 45 in 2019-20 although the number dropped by 40% the following year during virtual instruction. We expect these numbers of return now that the high schools have returned to in-person instruction. The success of this District will be used to recruit other schools.

Completions:

- Our two-year schedule offers regular degree-based schedules that enhanced pathways for timely degree and certificate completions. This schedule has been incorporated into the Guided Pathways initiative and has led to fewer class cancellations although this has been disrupted by the shutdown.
- New pathways in General Theatre Studies, Acting and Music Performance were implemented in 2020 to increase completions. Theatre Technology certificates are undergoing a review this year. Again, lack of enrollment during the pandemic has also reduced completions.

Evidence used to evaluate progress.

(ex: What data are you using to make your progress judgment?)

Data drawn from our five-year overview indicated our pre-2020 enrollment numbers remained strong as our program revision

plans from the previous review cycle targeting increased productivity were put into practice. The COVID-19 disruption has since undermined those efforts causing the department's enrollment (-40%) and productivity (-15%) to drop in 2021. The data shows the breakdown of underserved populations percentages is essentially unchanged. Course success rates over the past year have remained relatively consistent with the exception of African American students whose completions rose from a drastic dip in 2019 (39%) to a more normal level (69%) and Latinx (-7% to 65%) students.

New trends, policies, or state initiatives that have impacted your actions for improvement.

Theatre enrollment is heavily dependent on face-to-face classes in the performance and technical areas. The shutdown and virtual environment erased enrollment.

stabilization and productivity gains made from 2016-2018 and stalled the implementation of the strategies from the 2019 Self Study.

Course offerings were decimated, impacting all completion pathways and making most of the department improvement plans difficult to instigate. Additionally, remote learning mandates forced other campuses into the virtual space that had been a strong component of our enrollment and productivity.

Three of our Equity goals were based upon engagement of ideas under live circumstances. Those cannot be fully implemented until in-person instruction returns in a consistent fashion. We will, however, continue to explore ways to reduce the achievement gaps, especially in our online offerings.

We do not expect any enrollment clarity until at least a year after full on-campus instruction returns.

Actions needed/designed to address the area of work/improvement for new trends, policies, or state initiatives.

The most urgent need for the department is to replace retiring faculty. At the time of the last comprehensive plan, the data and statistics were based on Theatre Arts supporting 3.33 full-time faculty. One has since fully retired (Bergmann, Spring 2019), and the two remaining full-time faculty are now on Article 18 with retirements scheduled in June 2022 (McLeod), and mid-year 24 (Gough). All of the ideas and targets proposed in that plan require full-time faculty to implement. Ideally, these position(s) will be replaced in a manner that maintains the strengths of the program while promoting new educational initiatives in all areas.

This form is completed and ready for acceptance.

Administrator's Name:

Date:

Comments: