

Annual Program Review Template 2023

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1. Number of full-time faculty in the program.

1.9 (spread between 3 faculty teaching partial loads)

2. Number of part-time faculty in the program.

5

3. Number of staff in the program.

0.5

4. Do the above numbers reflect any staffing changes?

Theatre Arts full-time faculty has been reduced over the last 5 years. In 2019, at the time of our most recent Comprehensive Program Review, full-time faculty supported a full-time workload of 3.3, with an overload of 0.7.

Since then, two full-time faculty retired (Bergmann 2019 and McLeod 2022). Bergmann was not replaced. McLeod's replacement (Henderson) is teaching a 0.7 load so as to be able to manage the Lohman Theatre and department shows. Another full-time faculty (Gough) is now on Article 18 teaching a reduced load.

Thus, in 2023, we could only support a 1.9 full-time workload with 0.3 overload and relied on adjuncts to teach a 1.1 load.

In short, reductions in full-time faculty have left us unable to teach our full slate of classes, even with an undesirable over-reliance on part-time faculty.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

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

Between COVID and our reduced full-time faculty, goals to improve productivity and increase completions have been impossible to achieve. Like all theater organizations, we are attempting to rebuild our community after COVID decimated campus enrollment and live events. With our current limited capacity, it has been all we can do to produce a viable calendar of performances to attract students and offer the bare minimum of classes for our students to complete degrees.]

Thus, our primary current strategic goal is simply to maintain program viability. We have also remained firmly committed to our equity goal, where we have made progress, in spite of all of our challenges.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

Actions to increase equity:

- Students surveys to help support student needs and course completion.
- Updates to content in classes including THTR1, THTR21, THTR42, THTR45, THTR43A, THTR48G.
- Faculty training in anti-racist and culturally responsive pedagogy.

- Outreach to increase diversity in casts of department productions.
- Free tickets for Puente and Umoja students for fall performance.
- Ticket offers to culturally specific local performing arts organizations.

Actions to increase productivity:

- Attempts to establish dual enrollment with additional high schools (not completed due to lack of staff in college engagement office).
- Stacking many classes, in some cases to an unreasonable and unsustainable degree, such as McLeod stacking THTR45A-F with THTR49A-D.
- Two additional stacked Performance Production classes: 49E (approved) & 49F (in process).
- Reducing class offerings to concentrate students in remaining courses, although this works against equity goals. For instance, reduced sections of THTR8 Multicultural Theatre to concentrate students in THTR1 Introduction to Theatre.

7. Explain your implementation timeline and if there have been any changes or updates.

In order to be able to implement a meaningful timeline for program improvement, we need to replace our lost full-time faculty capacity. Only after that is done will we be in a position to develop an achievable plan and restart progress towards our goals for productivity, equity, and degree completion.

The good news is, thus far in 2023-24, enrollment is up relative to fall of 2022-23. This may suggest a positive trajectory that could gain momentum if we can hire the necessary full-time faculty.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

Based on Program Review Data sheet, equity efforts are improving racial disparities in student success. Theatre Arts non-success rates over the last 5 years for Black, Latinx, and Filipinx students are as follows:

- 2018-19: 17%
- 2019-20: 20%
- 2020-21: 20%
- 2021-22: 13%
- 2022-23: 13%

Increase in non-success in 2019-20 can be attributed to COVID. The decrease in non-success in 2021-22, maintained in 2022-23, we believe can be attributed to our efforts.

Productivity and degrees awarded over the same period are less positive. From productivity of 453 in 2018-19, we fell to 301 in 2022-23. From awarding 11 degrees or certificates in 2018-19, we fell to 8 in 2022-23.

As detailed above, we are making our best efforts, but we need more full-time faculty and more support from administration. Under the current circumstances and without additional assistance, it is significantly challenging to increase productivity or degree completion.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

[https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222\\_fhda\\_edu/EctjgGNEurtMIb1n6ZQ5k3kBNTEjE9G\\_kGSHMhfM1tsrA?e=yDcC7c](https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/EctjgGNEurtMIb1n6ZQ5k3kBNTEjE9G_kGSHMhfM1tsrA?e=yDcC7c)

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

Groups experiencing disproportionate impact:

- Black: 44 enrollment, 66% group success rate, 86% comparison success rate, -20 percentage point gap
- Latinx: 105 enrollment, 74% group success rate, 87% comparison success rate, -12 percentage point gap
- Low income: 148 enrollment, 72% group success rate, 89% comparison success rate, -18 percentage point gap

These data demonstrate how important it is that we continue work on our equity goal. We have made progress on improving success rates for our Black, Latinx, and Filipinx students as noted above, but there is still work to do. With our department needing to rebuild, insufficient full-time faculty, and limited 1320 budget restricting our ability to hire part-time faculty of color, equity work is extremely difficult. We are hopeful that an investment from a visionary, supportive administration will stabilize the Theatre Arts department so we can continue to close success rate gaps.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

We are concerned right now about the future of our department. With our reduced full-time faculty and restrictions on using part-time faculty, we are in a difficult position. We hear and respect the need to increase enrollment in our classes and increase audiences at our performances, but we do not have the capacity to achieve this. Foothill Theatre Arts has long been a jewel in our community and a draw to our campus, but we are afraid that is on the verge of being lost.

**Click on the link below to view the Annual Program Review Rubric.**

[https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222\\_fhda\\_edu/Ec2dqPH1B2RHinzFtnIz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CIfFMU](https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnIz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CIfFMU)

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This form is completed and ready for acceptance.

## Rubric Annual Program Review

### Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

### Feedback

The Theatre Arts & Tech Department has played a vital role on our campus and community. They continuously put on amazing productions that require an enormous amount of work.

COVID and a reduction in full-time faculty have created obstacles for this department to achieve some of the goals that they previously set for themselves. Their focus has been on building community, supporting students with course completion, curriculum updates, faculty training in anti-racist and culturally responsive pedagogy, and outreach efforts. Their efforts in these areas need to be applauded.

The department has made efforts to improve racial disparities in student success which have been successful. However, additional work is needed to close the achievement gap for Black, Latinx, and Filipinx students. Although the department has been strategic in scheduling and stacking classes, the numbers for productivity and degrees and certificates awarded have dropped over the last 5 years. Further work is needed by the existing number of faculty to correct for the downturn.

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This form is completed and ready for acceptance.