

The Comprehensive Instructional Program Review Report

1. College: Laney College

Discipline, Department or Program: Theater Arts

Date:

Members of the Comprehensive Instructional Program Review Team: Michael Torres

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

The Theatre Arts Department provides students the opportunity to broaden their liberal arts education, gain practical experience for professional theatre work, and prepare for continued higher education. One major production is offered each year utilizing Laney's outstanding theatre training program. The Associate in Arts Degree in Theatre for transfer is designed to prepare students for a seamless transfer with junior status and priority admission to their local CSU campus to a program or major in Theatre or similar major for completion of a baccalaureate degree. Students are required to complete a minimum of 27 semester units in the major with a grade of C or better while maintaining a minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. 60 semester CSU-transferable units using the California State University-General Education-Breadth pattern (CSU-GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) Pattern. No more than 60 semester units are required. The Associate in Arts Degree in Theatre for Transfer will also assist Theatre Major students to transfer to a U.C. or other baccalaureate institutions. Students are advised to consult with a counselor to verify requirements.

Fusion is a theatre project of the Laney College Theatre Arts Department, created and directed by professor Michael Torres. Fusion is the voice of our local community-telling Oakland's story through the stage. Michael has revitalized the Laney Theater Arts program since he came to the school in 2004. He was a co-founder of the innovative theatre company, campo santo, in San Francisco, and an award winning actor over his 29-acting career.

In 2011, Fusion was invited to perform at the prestigious International Fringe Festival in Edinburgh, Scotland, one of only eight colleges in the country to be invited. Fusion raised \$71,000 to send fourteen students to perform. It was a beautiful near-miracle in these troubled economic times-and it was accomplished through hundreds of small donations from faculty, students, staff, friends, family, and fundraisers over the last year. It was a community rising up to support their own, the arts, and these young people’s dreams. As a result, the students-some of who never left Oakland, let alone the country before-had the opportunity to perform on an international stage with the best in the world.

Fusion Theater is the voice of the community. “The Community Voices Theatre Project” began with grants from the Carnegie Foundation and the Bari Lipp Foundation. The first CVTP project, “The Miseducation of Oakland,” staged interviews about education with students, teachers, and parents in moving monologues.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here. **Curriculum Review Planning Checklist - Laney College**

2015-2016

Theatre Arts
8/12/15
Michael Torres
<p>Please complete this evaluation before your presentation date with the curriculum committee. We ask that to let us know where you are in your curriculum updating and your departmental methods for analyzing and course and degree/certificate offerings. Let us know what methods you use to maintain the integrity of academic consistency within the instructional program?</p> <p>Also, please use CurricuNet to review all courses taught in your department and any certificates or degrees the Active courses (red) to check the date of last up date.</p> <p>CTE courses should be updated every two years, and courses in other disciplines every three years.</p> <p>(please use additional pages as necessary)</p>

Current Courses

Course

	Course Name	Date of most recent update	In current catalog?	In State inventory?	In PROMT?	Are course SLOs and evaluation methods in C-net?	Are the course SLO evaluation tools included in the COR assignment section?	Is this course part of a program?	NOTE done when a
	Introduction to the Theatre Arts	2/8/13	yes	yes	yes	yes	yes	yes	ok
11	Principles and Theory of Improvisation	2/8/13	yes	yes	yes	yes	yes	yes	ok
20	Script Analysis	2/8/13	yes	yes	yes	yes	yes	yes	ok
21	Acting I	2/8/13	yes	yes	yes	yes	yes	yes	ok
22	Acting II	2/8/13	yes	yes	yes	yes	yes	yes	ok
31	Rehearsal and Production	2/8/13	yes	yes	yes	yes	yes	yes	ok
32	Rehearsal and Production II	3/7/14	yes	yes	yes	yes	yes	yes	ok
33	Rehearsal and Production III	3/7/14	yes	yes	yes	yes	yes	yes	ok
34	Rehearsal and Production IV	3/7/14	yes	yes	yes	yes	yes	yes	ok
40	Stagecraft	12/5/14	yes	yes	yes	yes	yes	yes	ok

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Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

Yes the Theater Arts Department is current in its curriculum.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?
n/a
- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

AA-T

Local degree

No certificates

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

The last ten minutes of every class are dedicated to the outcomes. Students are asked what they learned, discovered or observed that day in class. Students are encouraged to walk away from the class with new information to think about. The outcomes are written on the syllabi and also in the curriculum.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1. Script Analysis (Thart 20): a stronger focus on analytical vocabulary. Using the vocabulary asap in a hands on atmosphere while deconstructing a plays structure and how it all impacts the psychology of the characters and the overall story to audience experience.

Improvement 2. Improvisation (Thart 11): a stronger focus on community and college organizations and their functions and how they serve the community or college. The purpose is to explore the different choices one can make in the possible given circumstances and how to get what one wants.

Improvement 3. Acting 1 and 2 (Tharts 21 & 22): a stronger focus on auditioning. The demand for more Laney students in the professional world has increased and a need for auction skills has occurred.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1. To integrate more of the component classes into Theatre Arts Productions. Presently, we are working with the Business Department utilizing selling methods and practices to promote our show. We are also beginning to work with MLAT as we believe our show MAS (Mexican American Studies) and the department have common interest. Our business/theatre student is connecting us with Chair of Languages Arturo Davila as he too has common interest as well may the department. We plan to have post-show talkbacks led by MLAT and perhaps professor Davila in addition to guest speakers from the Latino community. Goals are to become more involved with the Latino community and to increase enrollment college wide. Also, some conversation has occurred with Michael Jay about involving the Graphic Arts Dept regarding our promoting the play. Eventually, we would like to develop overlaps from many of the component classes that would integrate though a Theatre lens. Many students say why do we need to learn this (subject). Theater could be the context in which they could directly apply the skills being taught.

Plan 2. To invite major university’s to give theater workshops on the Laney Stage giving our students the chance to feel what it might feel like at the given university. We are currently talking with UCSB about bringing their esteemed BFA team to workshop and promote.

Plan 3. To go to the next level with our professional relationships: presently, The nationally renowned, San Francisco based theatre company, The Magic Theatre has upgraded Laney Theatre Arts and The Fusion Theatre Project from guests to partners. Our students are being employed as actors, staff, ushers and bartenders (legally of course). Oakland’s The Ubuntu Theatre Project is hiring our actors and garnering Bay Area recognition and awards. Next level is to develop a pipeline with Ubuntu, SF State (Undergrad) and UCSD and Yale (Grads).

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.
Theatre Arts has no Distance Ed courses.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

Theatre Arts does not have multiple sections.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).
-
- Communication: Theatre arts students learn to express and exchange ideas through language, thought and movement.
- they key on: What they want/ goals /desires/ aspirations/ needs/ dreams
- they identify: obstacles/ roadblocks/ speed bumps / labyrinths / mazes / beliefs
- they express a plan: I want to _____ so and so to gain _____

Critical Thinking and Problem Solving

Students analyze text

Identifying the given circumstances

Uncovering through analysis what the objective of the play is

How this objective is supported by the plays Acts

How the scenes support the Acts which support the play

How the beats or interruptions that occur in the play support the main objective

How their character behaves and makes choices on that characters particular journey

they do this by making choices

based on

what the character wants

the given circumstances

and

complications

crisis that arise in world of the play

When working on the script they do this on paper

then discover finer choices when they leave the script

and enter the world of the play

training in improv aids them in thinking on their feet

Script Analysis aids them intellectually

Career Technical Education

We are currently discussing how to build a stronger production department within theatre arts

presently we are working with The Magic Theatre of San Francisco in developing workshops

in production for the Laney Theatre Arts student. The Theatre Department wants to develop small “running crews” made up of Laney Students who can work for the various professional theaters throughout the Bay. The money they would earn would theoretically pay for their semesters education.

Global Awareness, Ethics and Civic Responsibility

Theater students are presently preparing to practice community engagement on both the collegiate and community levels. Our new MainStage show MAS (Mexican American Studies) tackles the subject of the banning of

Ethnic Studies classes in Arizona and the banning of books on the subject. The students are to go into the community searching out organizations of this ilk to chat with and to bring to Laney for post-show-discussions on the subject. They are exploring on the cognitive, visceral levels the social injustice and cultural diversity of Arizona. They will synthesize their findings for what might be social justice on this subject.

Personal and Professional Development

Students are developing their knowledge, skills and abilities for personal and/or professional growth, health and well being by:

Analyzation of their work

Rehearsing their work via probing and repetitive practices

having their work checked with feedback provided by professionals in the field that teach

interacting with professional companies on a regular basis

seeing professional plays regularly

with immediate talkbacks with the professional team they just witnessed

employed by several professional companies while still students

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

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The Theatre Arts Department aligns as well as you can with the ILO’s

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

Intro to Theatre: Pairing lecture with practice. After explanation of a concept or a question implicit to theatre making is given the students are guided through exercises that allow them to create work focused on the issue at hand.

Improvisation: Improvs involve using circumstances that the students truly interact with. Teaches them how to think on their feet and that they do have choices and how to make those choices.

Script Analysis: same as Intro

Acting 1: same as Intro

Acting 2: same as Intro

Rehearsal and Production: utilizing methods involving repetitive practices, probing techniques and improvisation.

Stagecraft: Students are learning to tie values of independent conceptual thinking with the collaborative practice of theatre making. The students go through creative exercises, paired with lessons of analytical skills to construct design concepts for a production in each field: set, costume, lighting and sound. After the production has been conceived the students learn to make and build aspects of their concept on the Laney stage in a short piece to be shared at the end of the semester with colleagues and classmates.

- How has new technology been used by the discipline, department or program to improve student learning?
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- We are presently venturing into training on the new technology in the Fab Lab
- Once we have the new Stage Production Supervisor in place we will begin this new phase.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?
-
- Conversations with immediate feedback, tests, quizzes papers and performances. Daily assessments in the final 10 minutes of class.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?
-
- Theatre Arts has no Distance Ed classes

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
- Enrollment trends are directly reflective of the overall school’s enrollment trends. However, in the fall of 2014 there was a drop in enrollment due to changes in the curriculum. The loss of repeatability hurt the dept. especially in Improv and Rehearsal/Production. Presently, Rehearsal and Production has levels allowing students advancement in their studies for this discipline.
 - o Overall enrollment trends in the past three years.

THART Enrollment

Head-count	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	N/A	128	125	N/A	117	125	N/A	125	149

- o An explanation of student demand (or lack thereof) for specific courses.

I am hearing a demand for:

Theatre Movement; aids in the quality of movement. Some theatre students are more visceral and instinctive than the intellectually based theater student and this class may help them grasp a story more effectively.

Voice and Diction for the Theatre

To aid with clarification between artist and audience. Actors can be interpreting a story brilliantly and yet not include the audience due to “mumble mouth.” Some actors are sonic based and can interpret text much quicker by accessing the words sonically.

Costumes: The dept has talented artists in this discipline and yet no outlet.

Sound: The Dept has talented artists in this discipline and yet not outlet.

- o Productivity for the discipline, department, or program compared to the college productivity rate.

THART Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	N/A	19.3	18.47	N/A	17.93	16.38	N/A	13.59	17.73

Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

- o Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Fall of 2014 was effected by the loss of repeatability:

Improv

Rehearsal and Production. Presently, Rehearsal and Production has levels allowing for higher enrollments.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?
-

Yes. Students enroll and in the first week of classes this question is asked with zero complaints.

- Recommendations and priorities.
- Priority: Stage lighting adjunct instructor
- Recommended: Movement for Actors
- Voice and Diction for Actors
- Costuming
- Sound
- A degree for Theatre Production

Priorities

Movement for Actors

6. Student Success:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

Thart 2: Intro to Theatre: is aligned to the college standard

Thart 11: Improvisation: has a higher completion rate than the college standard

Thart 20: Script Analysis is aligned to the college standard

Thart 21: Acting 1: Has a higher completion rate than the college standard

Thart 22: Acting 2: Has a higher completion rate than the college standard

Thart 31-34: Has a higher completion rate than the college standard

Thart 40: Stagecraft is aligned with the college standard

THART Student Success

	Term								
	2012 Sum- mer	2012 Fall	2013 Spring	2013 Sum- mer	2013 Fall	2014 Spring	2014 Sum- mer	2014 Fall	2015 Spring
Suc- cess%	N/A	65.41 %	65.27 %	N/A	72.44 %	76.58 %	N/A	75.32 %	64.29 %

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Department/discipline course completion rates

Success	Course	Term					
		2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
	THART 1 - INTRO THEATRE ARTS	37.93%	50.00%	NA	NA	NA	NA
	THART 10 - PRIN/THEORY ACTING	65.79%	64.10%	NA	NA	NA	NA
	THART 11 - PRIN/THEORY IMPROV	73.17%	68.42%	82.93%	92.11%	66.67%	66.67%
	THART 2 - INTRO TO THE THEATRE ARTS	NA	NA	NA	51.43%	76.32%	37.50%
	THART 20 - SCRIPT ANALYSIS	NA	NA	62.07%	NA	64.71%	40.00%
	THART 21 - ACTING I	NA	NA	65.52%	75.00%	76.00%	83.33%
	THART 22 - ACTING II	NA	NA	75.00%	66.67%	93.33%	63.64%
	THART 30 - REHEARSAL/PRODUCTION	88.46%	86.36%	NA	NA	NA	NA
	THART 31 - REHEARSAL AND PRODUCTION	NA	NA	79.31%	94.12%	100.00%	NA
	THART 31 - REHEARSAL AND PRODUCTION I	NA	NA	NA	NA	NA	76.92%
	THART 32 - Rehearsal and Production II	NA	NA	NA	NA	NA	100.00%
	THART 40 - STAGECRAFT	60.00%	58.06%	63.16%	NA	61.54%	64.29%
	THART 41 - INTRODUCTION TO STAGE LIGHTING	NA	NA	NA	75.00%	NA	NA
	THART 49 - I/S - THEATRE ARTS	NA	100.00%	100.00%	100.00%	NA	100.00%
	Grand Total	65.41%	65.27%	72.44%	76.58%	75.32%	64.29%

Discussion:

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

No THART DE courses from Summer 2012 to Spring 2015

Laney College DE Student Success

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%	51.44%	

Discussion:

- Describe course completion rates in the department for **Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

No THART Hybrid courses from Summer 2012 to Spring 2015

Laney College Hybrid Student Success

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%	

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

- Theatre Arts is exclusively face to face.
- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?
- Thart 2: Intro to Theatre: is aligned to the college standard. Exception with Spring 2015 with a new instructor/ tough on the students which resulted in a drop of students attending.
- Thart 11: Improvisation: is aligned with the college standard
- Thart 20: Script Analysis: lower than the college standard. Tough class / standard in critical thinking skills is high.
- Thart 21: Acting 1: is higher than the college standard
- Thart 22: Acting 2: is higher than the college standard
- Thart 31-34: Rehearsal and Production is higher than college standard: Exception: Spr 2015 / new curriculum confusion.
- Thart 40: Stagecraft: is aligned with the college standard

THART Retention

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	N/A	74.84%	82.04%	N/A	80.77%	88.61%	N/A	83.12%	69.23%

Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

Discussion: I am working out methods that are conducive to a one-room school house for the Laney Student that will bring everyone in the class to college level thinking regarding Script Analysis. I am designing the class to work like a martial arts dojo: black belts helping the white belts (similar to one-room schoolhouse).

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
- see more professional theatre
- more discussions with working professionals
- taking what we learn from the discussions with the current pros and adding these elements into our present curriculum or showing where they already exist.
- intern students in the production field of theater and develop curriculum that supports production.
- develop “running crews” of three students to work on professional shows as well as support shows at our college. Students earn money from the pro work to pay for their Laney education. (Presently, we have two students who are earning \$800 each for working on a Theatrefirst gig. This is enough money to pay for a semesters worth of classes + books.)
- Presently and under development: Publicity teams; we are teaching students how to publicize their work by reading the play we are working on several times: know what you are selling
- finding leads within the colleges and community etc. We have joined with the business department on this venture.
- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

Degrees Awarded	2012-	2013-	2014-	Total
	2013	2014	2015	

Theater Arts (AA) 4 3 2 9

Theatre Arts (AA-T) Just awarded

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount ____ One _____

Part-time faculty headcount ____ Two _____

Total FTEF faculty for the discipline, department, or program ____ 3 _____

Full-time/part-time faculty ratio ____1/2_____

Classified staff headcount ____One_____

- Describe your current utilization of facilities and equipment.

We put to use the Laney stage for all of our classes and productions with the exception of our Intro to Theatre class that utilizes room A-

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors. We need a classified staff person who will work as the department historian providing all the data needed for these reports; I have enough time to keep the department moving forward. We need a Stage Lighting adjunct instructor: we offer the class but not instructor.
- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

1. Lighting Instrumentation:

All the current lighting instrumentation and cable are over 45 years old and need to be replaced. All instrumentation needs to be replaced with energy efficient units. This has been requested in our planning processes (program reviews and APU's) for the past 10 years. Old instrumentation and cable pose a health and safety risk. Student success in the field of technical theatre is greatly hampered by out-dated lighting instrumentation and accessory equipment. The professional use of the venue, as well as college, departmental and student use, is handicapped by such out-dated equipment.

2. Monitoring Systems:

All the theatrical monitoring systems need to be replaced. Current systems do not work. This includes audio monitors in the dressing rooms and other crucial areas in the theatre. This also includes an intercom system for communication between stage management and the stage. (i. e. Clear Com system). This has been requested in our planning processes (program reviews and APU's) for the past 10 years. Replacement of these systems is vital to the efficient management of any theatre. Student success in the field of technical theatre is greatly hampered by out-dated communication equipment. The professional use of the venue (college, departmental, student and community use) is handicapped without communication devices in place.

3. Audio-Visual:

All audio visual equipment needs to be up-graded. This includes the PA system (speakers and mixing board), accessory equipment (microphones, mic stands, EQ, CD players, etc.) and projection equipment (LCD projectors). This has been requested in our planning processes (program reviews and APU's) for the past 10 years. Replacement of these systems is vital to the efficient management of any theatre. Student success in the field of technical theatre is greatly hampered by out-dated equipment. The professional use of the venue (college, departmental, student and community use) is handicapped without up-graded audio visual equipment.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

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1. Electrical Systems:

All electrical systems are over 45 years old and no longer meet professional standards for a college theatre. There are numerous health and safety concerns. These issues have appeared on all our program reviews and APUs for the past 10 years, with no action being taken. Using outdated equipment greatly restricts student success in the areas of theatrical design and implementation. It further limits use by renters and other clients using the space.

2. Elevator:

The Theatre Bldg. elevator is over 45 years old and needs to be replaced. It poses a health and safety issue for anyone that uses it. Alarm and communication devices do not work properly. Students and faculty consistently get stuck in the elevator, requiring sheriff and/or fire department assistance.

3. Theatre renovation:

The Laney College Theatre building needs to be totally renovated. This issue has appeared on all our program reviews and APUs for the past 10 years, with no action being taken. The bldg. is over 45 years old, it houses the Laney College Theatre (Odell Johnson Performing Arts Center), as well as Media Communications and various classrooms and faculty offices, storage spaces, etc. It is used by the college, the ASLC, the theatre, dance and music departments, the media communication department and the PCCD District. The major aspect of the renovation is to create a classroom/black box theatre on the fourth floor, so classes can be moved off the stage. This would allow for greater usage of the theatre by the college and community. The infrastructure of the theatre itself: sound, lights, electrical, AV equipment, etc. all need immediate attention (infrastructure issues have been identified per project on APU's)

•Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.
- Full time faculty have participated in

- Curriculum Committee
- The Faculty Senate
- The Performing Arts Committee
- Hiring committee (Geography, Philosophy and Culinary Arts)
- Presently participating in
- Hiring committee (Stage Production Supervisor)
- TRC (Alicia Christenson (MLET), Andrea Lee (Dance)

Scores of Professional Presentations on the Laney stage over the last 11 years.

Scores of mainstage plays produced by the Laney Theatre Arts Department over the last 11 years.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
 - Children’s Theatre productions: Laney Theatre Arts has performed at many of Oaklands elementary schools.
 - Laney Theatre Arts is partnered with the nationally renowned San Francisco based theatre company, The Magic Theatre
 - Laney Theatre Arts has a relationship with the heavily lauded Shotgun Players of Berkeley
 - Laney Arts is partnered and is presently co-producing with the brand new scrappy up and coming award winning Oakland based theatre company, The Ubuntu Theatre Project.
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- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
 - We text and email each other regarding departmental issues at least twice a week and face to face at least once a week. Currently, the department has a new Stage Production Supervisor coming on board and has decided to slow down and acclimate regarding our new player. We will decide at the end of the Spring semester how we will continue growing after some bonding time occurs.

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

I pow wow often with other theatre arts instructors from other colleges and universities and my professional life is still active as a theatre artist; keeping me in the now and allowing me to teach the latest methods of acting technique.

Theatre Arts shows are an example of cultural sensitivity

Acting training does not require technological training

Production however does; our new Stage Production Supervisor is at expert level regarding carpentry, lights and sound and has experience using vacuum formers, laser cutters and 3d printers. However, I think it would be good for our supervisor to be made familiar with the specific equipment in the Fab Lab which includes their vacuum former, laser cutter and 3d printers.

I will keep my eye out for seminars and the like regarding theatre education: there are some institutions that are discovering how theatre can be used in other classes enhancing the learning experience greatly.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?
- Theater Arts does not practice DE.

10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Build a Production dept: offer a degree or certificate in Theatre Production.

- Develop a full on relationships with the Business, Graphics Arts, Photography, and Music departments.
- Deepen our professional relationships with our professional contacts, The Magic Theater, Mix'd Ingredients and The Ubuntu Theatre Project.
- Develop a deeper connection with the Oakland community via art and organizational events.
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.
- **Goal 1. Curriculum:**
- **our curriculum goal is to build a production dept: immediately we need a stage lighting instructor**

Activities and Rationale:

- **Goal 2. Assessment:**
- **Theatre Arts classes assess on a daily basis (last ten minutes of class)**
- **our assessment plans and strategies are in our curriculum**
- **A goal is to assess students that are currently freshman and sophomores and are working in various professional theatre companies in the Bay via the training they are receiving here at Laney.**

Activities and Rationale:

- **Goal 3. Instruction:**
- **Hire an adjunct stage lighting design instructor**
- **Hire an adjunct movement for the actor instructor**
- **Hire an adjunct voice and diction instructor**
- **Hire an adjunct costume instructor**
- **Hire an adjunct sound design instructor**

Activities and Rationale:

We want to build a production dept
We want to enhance our acting program

- **Goal 4. Student Success:**
- **Laney Theatre Arts students transfer to major universities and some work professionally while freshman and sophomores!!!**
- **Bring universities to Laney to dog and pony their departments**
- **Develop scholarship funds for transferring students**

Activities and Rationale:

Many more of the Laney Theatre Arts students would transfer if money was not an issue. Theatre Arts would like to alleviate the money problem.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**
- **The goal is to go deeper into all the categories since the Theatre already does Goal 5**

Activities and Rationale:

•Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney College

Discipline, Department or Program: Theatre Arts Department

Contact Person: Michael Torres

Date: Oct. 14, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty				
Human Resources: Classified	Assistant Stage and Production Supervisor	First priority	unknown	

Human Resources: Student Workers				
Technology				
Equipment	<ol style="list-style-type: none"> 1. Replace all theatrical lighting instrumentation and cable. 2. Replace all monitoring systems. 3. Upgrade all audio-visual equipment 	<p>First priority</p> <p>Second priority</p> <p>Third priority</p>	<p>\$65,000</p> <p>\$25,000</p> <p>\$35,000</p>	
Supplies				
Facilities	<ol style="list-style-type: none"> 1. Renovate all electrical systems in the theatre. This includes all AC power outlets, power supplies to all electrical pipes in the counter-weight system, replace old dimmers, raceways and theatrical circuitry. 2. Replacement of Theatre Bldg. elevator. 3. Theatre Bldg. renovation 	<p>First priority</p> <p>Second priority</p> <p>Third priority</p>	<p>\$200,000</p> <p>unknown</p> <p>unknown</p>	
Professional Development				
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: Laney

Discipline, Department or Program: Theater

Contact Person: Michael Torres

Date: 11 6 15

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
<ul style="list-style-type: none"> Build a Production dept: offer a degree or certificate in Theatre Production. 		
<ul style="list-style-type: none"> Develop a full on relationships with the Business, Graphics Arts, Photography, and Music departments. 		
<ul style="list-style-type: none"> Deepen our professional relationships with our professional contacts, The Magic Theater, Mix'd Ingrdnts and The Ubuntu Theatre Project. 		
<ul style="list-style-type: none"> Develop a deeper connection with the Oakland community via art and organizational events. 		

<ul style="list-style-type: none"> Develop a deeper connection with the Oakland community via art and organizational events. 		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
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1. The narrative information is complete and all elements of the program review are addressed.

2. The analysis of data is thorough.

3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.

4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.

5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
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<p>1. Accepted.</p> <p>2. Conditionally Accepted.</p> <p>3. Not Accepted.</p>	<p>1. Complete the signatures below and submit to the Vice President of Instruction.</p> <p>2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.</p> <p>3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.</p>
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Part III. Signatures

Validation Team Chair

_____ Signature _____ Date _____

Discipline, Department or Program Chair

Michael Torres _____

_____ Signature _____ Date _____

Received by Vice President of Instruction

_____ Signature _____ Date _____

