Theatre Arts
Instructional Program Review 2011-2012

Spring 2012

Prepared by

Name	Title
Cherie Brown	Faculty
Dan Volonte	Faculty

PROGRAM REVIEW – Theatre

The final summary of the program review process for Theatre is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

Robert Slack, Dean of Fine & Performing Arts	date
Michelle Plug, Articulation Officer	date
Dave Kary, Chair of Curriculum Committee	date
Irene Malmgren, Vice President of Academic Affairs	date
Jim Woolum, Academic Senate President	date
Geraldine M. Perri, Superintendent/President	date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

Table of Contents

1. Executive Summary

A. Program History/Description

The discipline of Theatre Arts includes theoretical and practical courses in all aspects of theatre, providing preparation in acting, directing, and technical theatre through productions. Students take courses to prepare for transfer and/or for professional training.   Performance and technical theatre opportunities are available to both majors and non-majors. Courses satisfy general education requirements for the associate degree in theatre arts, theatre arts with an acting emphasis, and pending Chancellor's Office approval, theatre arts with a technical and design emphasis, and an associate degree in liberal arts with an emphasis in arts and humanities, and lower division transfer.

Students may earn a certificate of achievement in Emerging Theatre Technologies, a one-year program that offers both a broad survey of recent advances in multiple areas of technical theatre specialty as well as in-depth, hands-on training in the use of up-to-date digital lighting and sound control equipment.

B. Strengths/Effective Practices

The Theatre Arts department helps students explore theatrical literature and learn how said literature is realized from the printed page to a fully developed theatrical production. Theatre Arts courses provide both theoretical background and the practical applications necessary to gain expertise in the areas of acting, directing, script writing, script analysis and technical theatre and design.

Currently, the department has an AA degree in Theatre Arts: Acting Emphasis and an AA degree in Theatre Arts: General Theatre. An AA degree for Transfer in Theatre Arts was approved by the Chancellor's office in August 2012.

Students have available a variety of choices that can be combined in order to provide a strong foundation as they move forward. Some may focus on acting, directing and script writing in order to promote and showcase original works. Others may focus on technical theatre and design in order to create original visions of classic plays. Others may wish to tackle courses in all areas while discovering their specific area(s) of interest. Having a variety of choices enables the students to make wise decisions.

Along with class offerings a theatrical season is produced in The Little Theatre. This includes a fall and spring main stage production, a holiday show, and in-house and/or touring production geared towards young audiences, a classical production, usually Shakespeare, geared towards high school students, a student directed, acted and designed production, a summer production through Citrus Theatre Academy, and a summer high school theatre intensive.

Other performance opportunities also include an acting showcase highlighting both our more advanced acting students as well as our beginning lighting students and an acting/directing showcase highlighting the talents of beginning directors.

The Theatre Arts department participates in the American College Theatre Festival (ACTF) and has been recognized for the quality of its performances and productions. The Emerging Theatre Technology (ETT) program is connected to several professional companies that have awarded our students internships and employment. Students are also provided training by working professionals in all performance areas. A comprehensive list is provided in the "Quality" area under commendations.

Students involved in the Theatre Arts department also excel socially and emotionally. Classes combine training in the skills necessary to achieve theatrical success with life skills such as responsibility, dedication and commitment. Therefore, no matter what a students' area of interest, classes in theatre arts will help the student prepare for careers in a variety of fields ranging from the arts to the sciences.

The Fine and Performing Arts Division worked together to address facility issues for the Theatre Arts summer program. The program was conducted in VT 117 (the black box) which allowed the Haugh to remain dark for cost savings while the Little Theatre is undergoing revisions.

The Fine and Performing Arts Division has also worked closely to modify curriculum due to changes in course repeatability at the state level. Faculty has initiated an informal regional group of Theatre Arts instructors to address this issue.

C. **Weaknesses/Lessons Learned**
For several years, the Theatre Arts department added classes and productions in response to the demand for continual growth in FTES. However, due to the current economic crisis, both classes and productions have been cut with an emphasis placed on maintaining core classes that fulfill transfer and GE requirements. As the economy brightens, classes and productions will be reinstated. Currently, the focus is on maintaining quality education with fewer offerings.

The lack of staff specific to theatre arts creates unwarranted demands on both theatre arts and the Haugh Performing Arts Center. A Production Calendar is attached outlining the demands in both areas.

Every program review has stated the need for more facilities. Details are expanded upon under Feasibility.

The Little Theatre is used as a classroom space as well as a performance space. Classes need to be moved as we get closer to the opening of a production. Alternative spaces for instruction are sought when this occurs.

Currently there are issues involving the Little Theatre space detailed in a later section of this review. However, the college has recognized the problems and these issues have been addressed.

D. Recommendations/Next Steps

A consequence to the current economic situation has been the elimination of several courses. An overview provided by Robert Slack, Dean of Fine & Performing Arts, indicates that twenty-seven sections in Theatre Arts have been cut since 2008. As we move forward and into a more positive economy, these courses should be reinstated in a way that reflects economic growth and educational need.

Emerging Theatre Technologies hopes to add classes in live video production and concert touring.

Faculty would like to investigate procedures that allow students to receive credit for participating in theater activities in multiple areas.

An expansion in facilities is crucial. The needs are as follows:

1. a mid-sized theatre arts performance facility of approximately 300 – 500 seats.

2. additional teaching spaces

3. additional rehearsal spaces

4. a design lab for technical technical/design courses

5. a dedicated design laboratory for scenic designers, lighting designers, costume designers and the like. This area will also include a computer lab.

6. a stage lighting lab area so that students may experiment with a variety of static lighting instruments, computerized lighting instruments, light boards, patterns colors, etc.

7. a costume shop

To date – there has been no action on the above issue(s). With our current economy, no action is expected. However, as the economy recovers, they are issues that will hopefully be addressed.

2. Faculty

Full-Time Faculty	Adjunct Faculty
	Demita, John
Brown, Cherie	
	Weiss, Neil
Volonte, Daniel	Larsen, Robin
	Scarpino, Matt
	Woolery, Laurie
	Slay, Kevin
	Vilter, Dan
	Keast, Brent

3. Program description

The discipline of Theatre Arts includes theoretical and practical courses in all aspects of theatre, providing preparation in acting, directing, and technical theatre through productions. Students take courses to prepare for transfer and/or for professional training. Performance and technical theatre opportunities are available to both majors and non-majors. Courses satisfy general educations requirements for the associate degree, in theatre arts, theatre arts with an acting emphasis, theatre arts with a technical and design, associate degree in liberal arts with an emphasis in arts and humanities, and lower division transfer. As of January 2012, the theatre arts, theatre arts with an acting emphasis, and theatre arts with a technical and design emphasis, and an associate degree in liberal arts with an emphasis in arts and humanities have been approved.

4. Program Goals and Objectives

The primary goal for Theatre Arts is to continue a program that trains students to become proficient in the areas of acting, directing, technical theatre and design. It is the department's goal to further enhance existing vocational programs that help the student further advance skills in order to be competitive in the entertainment industry. It is also the department's goal to continue its rigorous academic program to help ensure student success as they transfer to four-year institutions. It is the department's goal to assist its top students by setting up internships with professional companies. Goals also include emphasizing the importance of problem solving, responsibility, dedication, and commitment.

5. List and Review of Degrees, Certificates, and Awards

Theatre Arts AA Transfer Degree (approved 8/17/12)
Theatre Arts A.A.Degree
Theatre Arts A.A.Degree - Acting Emphasis
Emerging Theatre Technologies Certificate

Theatre Arts A.A.Degree is a fundamental exploration in the area of Theatre Arts, highlighting Acting, Technical Theatre / Design, Theatre History and Play Analysis. Some of the courses are no longer offered due to budget restrictions limiting students' ability to complete the degree in a timely manner. Based on current data as reflected in this program review students are achieving course and program outcomes. Courses are meeting both the arts requirements as well as electives to four year institutions.

Theatre Arts A.A.Degree - Acting Emphasis is a fundamental exploration in the area of Theatre Arts focusing on Performance Styles and Acting Techniques. Some of the courses are no longer offered due to budget restrictions limiting students' ability to complete degree in a timely manner. Based on current data as reflected in this program review students are achieving course and program outcomes. This degree is meeting both the arts requirements as well as electives to four year institutions.

Emerging Theatre Technologies Certificate: The Theatre Program offers a certificate in Emerging Theatre Technologies. This certificate prepares students to work in the field of Technical Theatre (Concert touring and production, Broadway-style shows, theme parks, cruise ships, etc.). The program has awarded seven certificates in the last four years. Some of the courses are no longer offered due to budget restrictions limiting students ability to complete degree in a timely manner. Based on current data as reflected in this program review students are achieving sourse and program outcomes. This certificate is meeting industry requirements as well as electives to four year institutions.

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date degree SLOs written	Date degree SLOs Assessed	Date last reviewed by Advisory Council
AA-T Theatre Arts	2012	n/a	2012	n/a	2012
AA Theatre Arts	2011	0	Spr. 2011	Spr. 2012	N/A
AA Theatre Arts Acting Emphasis	2011	0	Spr. 2011	Spr. 2012	N/A
Emerging Theatre Technologies Certificate	2007	2	Spr. 2007	Spr. 2012	Spr. 2011

Emerging Theatre Technologies (certificate) -- 34 units

Course	Title	Units
THEA 101	Introduction to Theatre Arts	3
THEA 130	Introduction to Theatrical Scenery	3
THEA 140	Introduction to Lighting for Theatre, Television and Film	3
THEA 150	Introduction to Intelligent Lighting Systems for Theatre	3
THEA 160	Computer Aided Design for Theatre	4
THEA 245	Stage and Project Management for Theatre, TV and Film	3
THEA 260	Introduction to Show Production Systems	3
THEA 698C	Cooperative Education	3
THEA 699A	Cooperative Education	1
REC 135	Live Sound Reinforcement	4
REC 255	Advanced Live Sound Reinforcement	4

6. List of Industry-Based Standard Certificates and Licenses

--none--

7. Advisory Committee or Council

Meeting minutes from 6/25/08, 1/23/09, 6/26/09, 1/22/10, 6/25/10, 1/21/11, and 6/24/11 are on file with the Office of Academic Affairs.

Name	Position / Company
David E. Miller	Chair
	Dept Manager Technical Direction,
	The Walt Disney Company
Matt Nelson	Owner/Nelson Sound
Janelle Fredericksen	Director of HR/Brite Ideas Lighting
Craig Aaronson	Project Manager/Creative Technologies
Philip Eally	Owner/ West Coast Lighting
Tom Sorce	Vice President/PRG
Mike Gonzales	Schubert Systems
Bob Mumm	Sales/Cal Stage and Lighting
Diane Medina	Director of Public Relations/ABC Television
Michael Montenegro	Technical Director/ Alliant Event Services

8. Program Student Learning Outcomes

The Theatre Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.
Students completing courses in the Theatre Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)
Convey artistic intentions through acting, directing, technical theatre and design with the successful completion of various applications of stylistic techniques.

2) Computation

3) Creative, Critical, and Analytical Thinking, and Information Competency
Display creative awareness of theatre through individual performance techniques.

4) Community/Global Consciousness and Responsibility
Exhibit perspective on historical and stylistic components of theatre through

successful completion of Introduction to Theatre SLOs as well as historic components of theatre technique courses.

5) Technology
Demonstrate a functional knowledge of theatrical technology from the beginning through the intermediate level by successful completion of technical theatre SLOs and collaborative discourse by the faculty.

6) Discipline / (Subject Area Specific Content Material)
a) Demonstrate a functional knowledge of theatrical techniques from the beginning through the intermediate level by successful completion of theatre SLOs and collaborative discourse by the faculty.

b) Demonstrate competency in theatre performance skills and ability through successful completion of theatre performance SLOs and faculty evaluation of performance standards.

9. Curriculum Review and Student Learning Outcomes Assessment

CC 1: Communication	CC 4: Community/global consciousness and responsibility
CC 2: Computation	CC 5: Technology
CC 3: Creative, Critical, and analytical thinking, information competency	CC 6: Discipline/Subject Area Specific Content Material

	CC 1 Convey artistic intentions	CC 3 Display creative awareness.	CC 4 Historical and stylistic perspective of theatre	CC 5 Knowledge of theatrical technology	CC 6 (a) Knowledge of theatrical techniques	CC 6 (b) Competency in theatre performance skills	Date of SLO Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)

THEA 101–Introduction to Theatre Arts (3 Units),
Applicability-D/C   Last Offered-S12, Last Curriculum Date: S 06 , Curriculum Revision Date: S12
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						S12
SLO 2	I						
SLO 3	I						
SLO 4	I						
SLO 5			I				
SLO 6			I				
SLO 7		I					
SLO 8				I			

<div align="center">SLO Key: I= Introduced, D=Developed, M=Mastered</div>

THEA 104–Voice and Movement for the Actor (3 Units),
Applicability-D   Last Offered-S09, Last Curriculum Date:S08 , Curriculum Revision Date: S14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						when offered
SLO 2					I		
SLO 3					I		
SLO 4			I				
SLO 5	ID						
SLO 6						I	

<div align="center">SLO Key: I= Introduced, D=Developed, M=Mastered</div>

	CC 1 Convey artistic intentions	CC 3 Display creative awareness.	CC 4 Historical and stylistic perspective of theatre	CC 5 Knowledge of theatrical technology	CC 6 (a) Knowledge of theatrical techniques	CC 6 (b) Competency in theatre performance skills	Date of SLO Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)

THEA 120–Introduction to Tech for Theatre(3 Units),
Applicability-D   Last Offered-F11, Last Curriculum Date:F09 , Curriculum Revision Date: F15
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		I					when offered
SLO 2		I					
SLO 3		I					
SLO 4				I			
SLO54					I		
SLO 6					I		
SLO 7		I					
SLO 8					I		

SLO Key: I= Introduced, D=Developed, M=Mastered

THEA 125–Technical Theatre Production (2 Units),
Applicability-D   Last Offered-S12, Last Curriculum Date:S10 , Curriculum Revision Date: S16
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1					I		
SLO 2				I			
SLO 3						I	
SLO 4					I		
SLO 5	I						S12

SLO Key: I= Introduced, D=Developed, M=Mastered

THEA 130–Introduction to Theatre Scenery (3 Units),
Applicability-D/C   Last Offered-S10, Last Curriculum Date:S08 , Curriculum Revision Date: S14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						S14
SLO 2	I						
SLO 3				I			
SLO 4		I					
SLO 5		I					
SLO 6				I			
SLO 7					I		

SLO Key: I= Introduced, D=Developed, M=Mastered

	CC 1 Convey artistic intentions	CC 3 Display creative awareness.	CC 4 Historical and stylistic perspective of theatre	CC 5 Knowledge of theatrical technology	CC 6 (a) Knowledge of theatrical techniques	CC 6 (b) Competency in theatre performance skills	Date of SLO Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)

THEA 140–Introduction to Lighting for Theatre, Television, and Film (3 Units),
Applicability-D/C   Last Offered-F11, Last Curriculum Date:S10 , Curriculum Revision Date: S16
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						when offered
SLO 2		I					
SLO 3		I					
SLO 4		I					
SLO 5		I					
SLO 6					I		

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THEA 150–Introduction to Intelligent Lighting Systems for Theatre (3 Units),
Applicability-C   Last Offered-S12, Last Curriculum Date:F06 , Curriculum Revision Date: F12
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						
SLO 2	ID						
SLO 3				I			
SLO 4		ID					S12
SLO 5		ID					
SLO 6		ID					
SLO 7		ID					
SLO 8					ID		

SLO Key: I= Introduced, D=Developed, M=Mastered

THEA 160–Computer Aided Design for Theatre (4 Units),
Applicability-C   Last Offered-SU12, Last Curriculum Date:S06 , Curriculum Revision Date: S12
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						SU12
SLO 2	I						
SLO 3				I			
SLO 4					I		
SLO 5					I		
SLO 6					I		
SLO 7					I		

SLO Key: I= Introduced, D=Developed, M=Mastered

	CC 1 Convey artistic intentions	CC 3 Display creative awareness.	CC 4 Historical and stylistic perspective of theatre	CC 5 Knowledge of theatrical technology	CC 6 (a) Knowledge of theatrical techniques	CC 6 (b) Competency in theatre performance skills	Date of SLO Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)

THEA 200–The Art of the Theatre (3 Units),
Applicability-D   Last Offered-S12, Last Curriculum Date:F08 , Curriculum Revision Date: F14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		I					S12
SLO 2		I					
SLO 3		I					
SLO 4		I					
SLO 5			I				
SLO 6		ID					
SLO 7		ID					

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THEA 201–Acting Fundamentals (3 Units),
Applicability-D   Last Offered-S12, Last Curriculum Date:F08 , Curriculum Revision Date: F14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		I					S12
SLO 2		I					
SLO 3		I					
SLO 4		I					
SLO 5			I				
SLO 6					I		
SLO 7						I	
SLO 8						I	

SLO Key: I= Introduced, D=Developed, M=Mastered

THEA 202–Acting Fundamentals II (3 Units),
Applicability-D   Last Offered-S12, Last Curriculum Date:F08 , Curriculum Revision Date: F14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1						ID	
SLO 2		ID					S12
SLO 3		ID					
SLO 4		ID					
SLO 5			ID				
SLO 6						ID	
SLO 7		ID					
SLO 8	ID						

SLO Key: I= Introduced, D=Developed, M=Mastered

	CC 1 Convey artistic intentions	CC 3 Display creative awareness.	CC 4 Historical and stylistic perspective of theatre	CC 5 Knowledge of theatrical technology	CC 6 (a) Knowledge of theatrical techniques	CC 6 (b) Competency in theatre performance skills	Date of SLO Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)

THEA 204–Stage and Screenwriting (3 Units),
Applicability-D   Last Offered-S12, Last Curriculum Date:F08 , Curriculum Revision Date: F14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		I					
SLO 2		I					S12
SLO 3		ID					
SLO 4			ID				
SLO 5					I		
SLO 6					ID		
SLO 7					I		
SLO 8					I		
SLO 9					I		

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THEA 210–Rehearsal and Performance (3 Units),
Applicability-D   Last Offered-S12, Last Curriculum Date:S09 , Curriculum Revision Date: S15
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1							S12
SLO 2		I					
SLO 3		I					
SLO 4		I					
SLO 5		I				I	
SLO 6						I	
SLO 7						I	

SLO Key: I= Introduced, D=Developed, M=Mastered

THEA 211–Acting for the Camera (3 Units),
Applicability-D   Last Offered-S12, Last Curriculum Date:S08 , Curriculum Revision Date: S14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						S12
SLO 2		I					
SLO 3		I					
SLO 4		ID					
SLO 5						ID	
SLO 6						ID	
SLO 7						ID	

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	CC 1 Convey artistic intentions	CC 3 Display creative awareness.	CC 4 Historical and stylistic perspective of theatre	CC 5 Knowledge of theatrical technology	CC 6 (a) Knowledge of theatrical techniques	CC 6 (b) Competency in theatre performance skills	Date of SLO Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)

THEA 220–Rehearsal and Performance II (3 Units),
Applicability-D   Last Offered-S12, Last Curriculum Date:S09 , Curriculum Revision Date: S15
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		D					S12
SLO 2		ID					
SLO 3		D					
SLO 4		D					
SLO 5						ID	
SLO 6						ID	
SLO 7						ID	

SLO Key: I= Introduced, D=Developed, M=Mastered

THEA 241–Fundamentals of Stage Direction (3 Units),
Applicability-D   Last Offered-S12, Last Curriculum Date:S08 , Curriculum Revision Date: S14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		I					
SLO 2		ID					
SLO 3					I		
SLO 4					ID		S12
SLO 5	I						
SLO 6			I				
SLO 7		ID					
SLO 8					I		

SLO Key: I= Introduced, D=Developed, M=Mastered

THEA 245–Stage and Project Management for Theatre, TV, and Film (3 Units),
Applicability-D/C   Last Offered-S12, Last Curriculum Date:S10 , Curriculum Revision Date: S16
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						S12
SLO 2	I						
SLO 3	I						
SLO 4				ID			
SLO 5					I		

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	CC 1 Convey artistic intentions	CC 3 Display creative awareness.	CC 4 Historical and stylistic perspective of theatre	CC 5 Knowledge of theatrical technology	CC 6 (a) Knowledge of theatrical techniques	CC 6 (b) Competency in theatre performance skills	Date of SLO Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)

THEA 250–Theatre Appreciation (3 Units),
Applicability-D   Last Offered-F08, Last Curriculum Date:F09 , Curriculum Revision Date: F15
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		ID					when offered
SLO 2		ID					
SLO 3		ID					
SLO 4			ID				
SLO 5					ID		

SLO Key: I= Introduced, D=Developed, M=Mastered

THEA 260–Introduction to Show Production (3 Units),
Applicability-C   Last Offered-S12, Last Curriculum Date:F06 , Curriculum Revision Date: F12
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						S12
SLO 2					I		
SLO 3				I			
SLO 4				I			
SLO 5					I		

SLO Key: I= Introduced, D=Developed, M=Mastered

THEA 284–Acting Shakespeare (3 Units),
Applicability-D   Last Offered-F07, Last Curriculum Date:S08 , Curriculum Revision Date: S14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1	I						when offered
SLO 2	I						
SLO 3		I					
SLO 4		I					
SLO 5			I				
SLO 6						I	
SLO 7						I	

SLO Key: I= Introduced, D=Developed, M=Mastered

	CC 1 Convey artistic intentions	CC 3 Display creative awareness.	CC 4 Historical and stylistic perspective of theatre	CC 5 Knowledge of theatrical technology	CC 6 (a) Knowledge of theatrical techniques	CC 6 (b) Competency in theatre performance skills	Date of SLO Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)

THEA 290–Citrus Theatre Academy (3 Units),
Applicability-D   Last Offered-SU12, Last Curriculum Date:S10 , Curriculum Revision Date: S16
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		I					SU12
SLO 2		I					
SLO 3		I					
SLO 4						I	

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THEA 292–Special Techniques in Acting (3 Units),
Applicability-D   Last Offered-F07, Last Curriculum Date:F09 , Curriculum Revision Date: F15
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		ID					when offered
SLO 2		I					
SLO 3			I				
SLO 4					I		

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THEA 293–Theatre for Young Audiences (3 Units),
Applicability-D   Last Offered-F11, Last Curriculum Date:F08 , Curriculum Revision Date: F14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	Date
SLO 1		I					when offered
SLO 2		I					
SLO 3		I					
SLO 4	ID						
SLO 5					I		
SLO 6					I		
SLO 7					I		

SLO Key: I= Introduced, D=Developed, M=Mastered

	CC 1 **Convey artistic intentions**	CC 3 Display creative awareness.	CC 4 **Historical and stylistic perspective of theatre**	CC 5 **Knowledge of theatrical technology**	CC 6 (a) **Knowledge of theatrical techniques**	CC 6 (b) **Competency in theatre performance skills**	**Date of SLO Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)**

THEA 294–Shakespeare in Production (3 Units),
Applicability-D   Last Offered-S11, Last Curriculum Date:S08 , Curriculum Revision Date: S14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

	CC 1	CC 3	CC 4	CC 5	CC 6 (a)	CC 6 (b)	
SLO 1	I						when offered
SLO 2	I						
SLO 3		I					
SLO 4		ID					
SLO 5		ID					
SLO 6						I	
SLO 7						I	
SLO Key: I= Introduced, D=Developed, M=Mastered							

THEA 698C–Cooperative Education (3 Units),
Applicability-C   Last Offered-, Last Curriculum Date: , Curriculum Revision Date:
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1							when offered
SLO Key: I= Introduced, D=Developed, M=Mastered							

THEA 699A–Cooperative Education (1 Units),
Applicability-C   Last Offered-, Last Curriculum Date: , Curriculum Revision Date:
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1							when offered
SLO Key: I= Introduced, D=Developed, M=Mastered							

10. Review of previous recommendations

Mission:
a. Reflect a forward thinking approach within its course offerings – revising and adding courses that are in step with current trends.
--Response: Ongoing and current.
b. Pursue training in film and television – both technically as well as in performance.
--Response: Ongoing and current.
c. Ensure academic and artistic freedom in play selection, casting and interpretation.
--Response: Ongoing and current.

Need:
a. a mid-sized theatre arts performance facility of approximately 300 – 500 seats
b. additional teaching spaces
c. additional rehearsal spaces

d. a Design Lab for technical theatre courses
--Response: All above items relate to need for space and have been identified in previous annual program reviews and discussed during development of the educational master plan.

e. hire a full-time staff member in addition to our existing student aide to help with Marketing, graphic design, Theatre for Young Audiences tour, Experimental Theatre, Summer Dinner Theatre, and Outreach.
f. hire a full-time stage technician to repair equipment, manage student technicians, supervise all load-ins, techs, dresses and labs.
g. create a dedicated design laboratory for scenic designers, lighting designers, costume designers and a like. This area will also include a computer lab.
h. create a stage lighting lab area so that students may experiment with a variety of static lighting instruments, computerized lighting instruments, light boards, patterns, colors etc.
--Response: Budget constraints have limited funding for the four items above.

Quality:
a. a course in "Stage Combat"
--Response: This technique has been integrated into show production and acting classes when applicable.
b. a performance and technical program focused on film and television
--Response: Ongoing and current.
c. a course in "Costume Design" and "Sound Design"
--Response: A sound design class has been created as of Fall 2008.
d. create a sequential 2-year acting track that leads to more advanced acting classes for the serious student
--Response: This process has been integrated into the current format.
e. create a 3-year vocational Performance Conservatory that connects with both Dance and Music
--Response: Collaboration between dance, music and theatre departments is ongoing.
f. present 2 main stage productions per semester –one being a student driven production
--Response: Has been implemented with a student production in the spring.
g. create classes that allow students to receive credit for participating in classroom assignments. (Independent study) E.g. – student actors are always needed for the Fundamentals of Directing class. Receiving college credit will help elevate class success
--Response: Ongoing and current.
h. write 10 new courses that train the student in the areas of: - Computer Aided Design - Period Styles for Entertainment Design - Project Development in Entertainment Design - Advanced Scenic Design - Commercial Entertainment Design - Scenic Design and Art Direction for TV and Film - Advanced Lighting Design - Introduction to Intelligent Lighting Systems - Programming for Intelligent Lighting Systems - Design with Intelligent Lighting Systems
--Response: Ongoing and current.
i. create a group of student designers to assist professional designers in the Theatre Department's fall, spring and summer season
--Response: Implemented

j. create a group of student designers to design the Theatre Department's fall and spring season
--Response: Implemented.
k. set up a dialogue with a variety of film and television studios, stage equipment distribution companies and theatre companies to open doors for our top students. This will also allow for training both in front and behind the camera
--Response: Several companies utilize theatre arts students in internship programs and equity waiver houses in the Southern California area.

Feasibility:
a. a mid-size theatre arts performance facility of approximately 300 – 500 seats
--Response: The need for space has been identified in previous annual program reviews and discussed during development of the educational master plan.
b. additional teaching spaces
--Response: The need for space has been identified in previous annual program reviews and during development of the educational master plan. Budget constraints have limited funding.
c. additional rehearsal spaces
--Response: The need for space has been identified in previous annual program reviews and during development of the educational master plan. Budget constraints have limited funding.
d. a Design Lab for technical theatre courses
--Response: The need for space has been identified in previous annual program reviews and during development of the educational master plan. Budget constraints have limited funding.

Compliance:
   There are no previous recommendations.

11. Evaluation Criteria – Mission

Current status
a. The Theatre program is in conformity with the mission of Citrus College which is to provide transfer and associate degree courses and matches all course and program SLO's to the intitutional core competencies.

b. The Theatre program affords the student an opportunity to train in the areas of acting, directing, technical theatre and design in order to prepare them for employment in the professional entertainment industry. The theatre program is proud to note a continual growth in Course Retention (94.1 percent in 2010) and as well as Course Success (79.1 percent in 2010).

c. The theatre program offers experiences that help to build self esteem and improve inter-personal communications. Instruction in theatre courses provides an environment in which the student can enhance their general life skills. The demographics of the theatre

department reflect the age and diversity of the college at large. For example 51.2 percent of the theatre students are female and 47.4 percent of the theatre students are male, reflecting the college at large. 26.3 percent are Hispanic, also reflecting the growing Hispanic student population of the larger campus. 37.2% of Theatre Arts students indicated that transfer is their educational goal.

Commendations

    a. The Theatre Arts Department has seen a steady growth of enrollment throughout the past several years with the introduction in 2007 and growth of the Emerging Theatre Technologies certificate program and a continued interest in performance classes and performance opportunities. Currently, the two full-time instructors neatly divide the program with one focusing on technical theatre and design and the other focusing on acting, directing and performance. The result has been an increase in FTES from 76.77 in 2003-04 to 154.77 in 2008-09. Even with the substantial cutbacks to sections offered in the 2009-10 academic year, FTES held at 133.31, an increase of 21% from the FTES data from 2008-09. The program has a Full-Time Equivalent Faculty (FTEF) number average of 5.4 for Fall Semester and 3.6 for Spring Semester between 2008-09 and 2009-10 academic years. The decrease in FTEF has resulted in an increased work load while maintaining the increase in FTES. The potential for future growth in the area of Film and Television is considerable. It is the obvious 'third arm' for a Theatre Arts department – especially in Southern California. Institutional research cannot provide transfer data by department. Per Lan Hao, transfer numbers are only available for the whole college. However, in the past four years approximately 60 students have either transferred or joined the professional work force. Academic institutions include California State University Fullerton, California State University Long Beach, University of La Verne, University of California Irvine, University of California Los Angeles, Carnegie Mellon, Royal Welsh College of Music and Drama, American Academy of Dramatic Arts, Cornish College of the Arts to name a few. Professional companies include, Production Resource Group, ABC Television, Alliant Event Services, Disneyland Resorts, Royal Caribbean Cruise Line, Knott's Berry Farm, Phinix Productions, California Stage and Lighting, Schubert Systems, Stage Tech, Theatre of NOTE, Cornerstone Theatre Company and Stages Theatre Company. Without an additional instructor, the program can only function at a minimal level and cannot support ongoing growth.

    b. The theatre program offers complete curriculum including: beginning, intermediate, and intermediate/advanced theatre classes, together with vast production opportunities, all of which are available to both the day and evening student.

       Updated Labor Market projections from EDD show a 16.5% increase in Motion Picture and Sound Recording Industries industry jobs from 2006 to 2016.

       The video infotainment industry is projected to grow from $76 million this year to $1.6 billion in 2010. Infotainment is "information-based media content or

programming that also includes entertainment content in an effort to enhance popularity with audience and consumers." (Demers, David, "Dictionary of Mass Ciommunication and Media Research: a guide for students, scholars and professionals", Marquette, 2005, p. 143). The changeover to High Definition Television is creating a tremendous demand for new programming, which leads directly to new employment opportunities. This program addresses specific areas within the industry sector to be incorporated into initial instructional activities. These are live sound reinforcement, automated lighting programming, and live video production with emphasis on emerging digital control technology. The program currently uses the existing regional theatre (Haugh Performing Arts Center and support shops) technical equipment and facilities with emerging industry standard high-tech digital lighting, and sound control to meet contemporary entertainment industry standard and student instructional needs. It further lacks support due to budget constraints in the areas of live video production and the design and manufacturing of staging systems. In order to stay at the forefront of the entertainment industry, this must be addressed in the near future.

Recommendations
a. Theatre Arts classes and/or productions need to be reinstated as the economy improves.
b. Emerging Theatre Technologies faculty should prepare curriculum in the areas of live video production and concert touring.
c. Faculty should prepare curriculum in the areas of independent study to allow flexibility for students in the program.

12. Evaluation Criteria – Need

Current status
Emerging Theatre Technologies Certificate Program. This program addresses the multimedia / entertainment strategic priority area identified by the California Community Colleges Economic and Workforce Development Program Mission (Education Code section 88500(e)). Within the industry sector, the specific areas of specialty to be incorporated into initial instructional activities are live sound reinforcement, automated lighting programming and live video production with emphasis on emerging digital control technology.

The Program is highly beneficial to the college with high enrollment and success rates. Over the next five years, digital technologies will become increasingly widespread across all segments of entertainment & media (E&M) as the digital migration continues to expand according to the Price Waterhouse Cooper's Global Entertainment & Media Outlook 2009-2013. Though the current economic downturn has, without doubt, impacted virtually every sector of the E&M marketplace it has also accelerated and intensified the digital migration among both providers and consumers of content.

The global entertainment & media market as a whole, including both consumer and advertising spending will grow by 2.7 per cent compounded annually for the entire forecast period to $1.6 trillion in 2013.

(Source: 'Global Entertainment and Media Outlook: 2009-2013 Forecast' August 12, 2009; Price Waterhouse Cooper)

Updated Labor Market projections from EDD show a 16.5% increase in Motion Picture and Sound Recording Industries industry jobs from 2006 to 2016. (See Core Indicators - Attachment A)

Employment in Acting, Producing, Directing, Motion Pictures, Television and Theater:

Employment is expected to grow an average of 11 percent during the 2008–18 decade, about as fast as the average for all occupations. Expanding cable and satellite television operations and increasing box-office receipts of major studio and independent films will increase the need for workers. Additionally, a rising demand for U.S. films in other countries should create more employment opportunities for actors, producers, and directors. Also fueling job growth is the continued development of interactive media, online movies, and mobile content produced for cell phones or other portable electronic devices. Attendance at live theater performances should continue to be steady, and drive employment of stage actors, producers and directors. However, station consolidation may restrict employment opportunities in the broadcasting industry for producers and directors.

Earnings

Median hourly wages of actors were $16.59 in May 2008. The middle 50 percent earned between $9.81 and $29.57. Median hourly wages were $14.48 in performing arts companies and $28.72 in the motion picture and video industry. Annual wage data for actors were not available because of the wide variation in the number of hours worked by actors and the short-term nature of many jobs, which may last for 1 day or 1 week; it is extremely rare for actors to have guaranteed employment that exceeds 3 to 6 months. Median annual wages of producers and directors were $64,430 in 2008. The middle 50 percent earned between $41,890 and $105,070. Median annual wages were $85,940 in the motion picture and video industry and $55,380 in radio and television broadcasting. Minimum salaries, hours of work, and other conditions of employment are often covered in collective bargaining agreements between the producers and the unions representing workers. While these unions generally determine minimum salaries, any actor or director may negotiate for a salary higher than the minimum.

Commendations
a. In the past four years approximately 60 students have either transferred or joined the professional work force. Academic institutions include California State University Fullerton, California State University Long Beach, University of La Verne, University of California Irvine, University of California Los Angeles, Carnegie Mellon, Royal Welsh College of Music and Drama, American Academy

of Dramatic Arts, Cornish College of the Arts to name a few. Professional companies include, Production Resource Group, ABC Television, Alliant Event Services, Disneyland Resorts, Royal Caribbean Cruise Line, Knott's Berry Farm, Phinix Productions, California Stage and Lighting, Schubert Systems, Stage Tech, Theatre of NOTE, Cornerstone Theatre Company and Stages Theatre Company. Without an additional instructor, the program can only function at a minimal level and cannot support the ongoing growth of students.

Recommendations
   a. The ETT program will need to address the scheduling needs of students to ensure the timely progression through coursework so students will be able to complete certificates and graduation requirements.
   b. The program will need to seek opportunities to hire new faculty as the program expands into live video production.
   c. The program will need to stay at the of forefront emerging industry standard high-tech digital lighting , sound control, live video production and the design and manufacturing of staging systems to meet contemporary entertainment industry standard and student instructional needs.
   d. The program will need to expand its equipment offerings to ensure student success in the professional industry.

13. Evaluation Criteria – Quality

Current status
Upon review, lecture/lab units are appropriate.

Upon review disciplines are appropriate.

Upon review course pre-requisites and co-requisites are validated.

Course outlines of record have been reviewed and updated on a regular basis and all include student learning outcomes.

See matrix for course outlines of record and assessment cycle.

Every course in the theatre arts program is rigorous and emphasizes critical thinking, problem solving and written expression through analysis and hands on application of technique.

Emerging Theatre Technologies certificate program: This program addresses the multimedia / entertainment strategic priority area identified by the California Community Colleges Economic and Workforce Development Program Mission (Education Code section 88500(e)). Within the industry sector, the specific areas of specialty to be incorporated into initial instructional activities are live sound reinforcement, automated lighting programming and live video production with emphasis on emerging digital control technology. The Program is highly beneficial to the college with high enrollment

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The global entertainment & media market as a whole, including both consumer and advertising spending will grow by 2.7 per cent compounded annually for the entire forecast period to $1.6 trillion in 2013.
(source: 'Global Entertainment and Media Outlook: 2009-2013 Forecast'
•August 12, 2009; Pricewaterhouse Cooper)

Commendations
  a. American College Theatre Festival the week of Feb. 6 - 11, 2012.
       Our region includes California, Arizona, Utah, Nevada and Hawaii. The festival includes invited productions - the Irene Ryan acting competition - theatre workshops and the Next Step auditions. It also includes original play festivals and theatrical design awards. The following is how Citrus students fared....
       -- Citrus College main stage production of "Dog Sees God" was invited to perform at the regional festival in Ogden Utah. Over 30 students were involved in this production.
       -- Ten students participated in the Irene Ryan acting competition with 2 students moving to the final round.
       -- Five students participated in the design competition.
       -- Several students auditioned for professional companies in the Next Step auditions.
       -- All students participated in a variety of theatre workshops and attended various productions. They networked - made contacts with a variety of people throughout the region and in general expanded their horizons in the theatre community.

  b. Citrus College actors have worked at:
       --Theatre of NOTE in Los Angeles
       --Cornerstone Theatre Company
       --Eleven/Eleven Productions in the films 'Leah' and 'The Hanged Man'
       --SF Studios
       --Stages Theatre
       --Disneyland
       --"Second City" in Chicago, IL
       --Centre Stage Dance Academy
       --Various commercials - ABC, NBC, and CBS
       --Many students have created their own production companies in the areas of children's theatre and mainstream theatre.

  c. Employment of ETT students within industry recognizes the cutting edge training provided by the program. Employers include:

-- Production Resource Group: The biggest contributor to our program through curriculum and placement opportunities for students and alumni on shows such as Lopez Tonight, Bones, Glee, Black Eyed Peas Tour, American Idol, Aerosmith tour, Academy Awards, Country Music Awards, Grammy Awards, The Emmys etc.

-- Royal Caribbean International Cruise Lines

-- KABC television-1-2 ETT students intern for the programming department per semester.

-- Knott's Berry Farm- ETT alumnus are hired on annual basis to lead the tech areas for the annual Knott's Scary Farm event

-- Alliant Event Services- Provides full-service design, staging and production for meetings, special events and live performances. Current ETT alumni and student interns are show and shop support staff for a variety of concert and corporate events.

-- California Stage and Lighting provides stage and concert lighting support for the entertainment industry. Current ETT alumni are shop support staff for a variety of concert and corporate events.

-- Schubert Systems- Live Performance and Sound Systems. ETT student interns have been shop support for the past 2 years.

-- Stage-Tech Production services provides stage and concert lighting truss and audio support for the entertainment industry. Current ETT alumni are shop support staff for a variety of concert and corporate events

Recommendations

a. A staff member is needed to perform the duties of a master electrician for a variety of production needs.

14. Evaluation Criteria – Feasibility

Current status

Approval of the new AA-T degrees provides opportunity for increased collaboration between COunseling and Theatre Arts faculty.

Plans are in place for the remodeling of the Little Theatre and lobby to bring it into fire code and ADA compliance.

As of spring 2012 both of the AA degrees are set up to be completed in two years by a fulltime prepared student.

Full-time theatre faculty provides quality classroom experiences, course guidance, and recommendations as well as inter-disciplinary involvement. Part-time theatre faculty contribute their professional skills, work ethics, and academic experiences in an exemplary manner; thus enhancing both the students' education and the departments' functioning.

The department has been reduced to only fourteen sections offered for Spring 2012; the sections are primarily taught by full-time faculty. As of spring 2012 five more sections have been eliminated from the 2012-2013 school year. Courses in Theatre Arts are offered mornings, afternoons and evenings throughout each semester.

Commendations
   a. Despite the limitations of the facility, productions regularly played to a full house.
   b. The positive relationship with the Haugh Performing Arts Center allowed for the Fall 2011 main stage production to expand student and audience experience. "Emerging American Voices" was born. Screenwriting classes provided new scripts for a collection of original material that was performed in an experimental format over a three-night period. Due to its success, the program is considering a similar experience in the future.

Recommendations
   a. Little Theatre needs to be reviewed for sound levels.
   b. The current Little Theatre air handling system is too loud and needs to be adjusted for audience satisfaction.
   c. The Little Theatre, as of fall 2011, was out of compliance to current fire codes for public performances. Currently, the college is addressing this issue and upgrading the theatre to be completed by fall 2012.
   d. The college is acting on the plans for the refurbishment of the lobby in order to augment its esthetic value.
   e. Collaboration with counseling is needed to promote clarity in the areas of transferability, degree completion, and certificate.
   f. Hire a staff member to help with marketing, touring, outreach, and various production needs.

15. Evaluation Criteria – Compliance

Current status
All courses are in compliance with State, District and agency regulations.
Courses that are designed for transfer have never been challenged by universities with regard to acceptance. Our curriculum is consistent with accepted methods of instruction while implementing the highest innovative professional standards.

Emerging Theatre Technologies currently holds two advisory meetings per year.
All Theatre department facilities meet ADA, industry and OSHA requirements.

Commendations
   a. The Little Theatre has been renovated and remodeled to improve seating and access.
   b. Administration and the college foundation have responded to the refurbishment of the Little Theatre lobby.

Recommendations
   a. Build upon the current communication with faculty and staff regarding fire code, ADA, and other outside mandates affecting the Theater program.

16. Recommendations

Rank	Description of recommendation (actions or behaviors to be completed)	Responsible person(s)	Target Date	Personnel	Facilities	Equip. / Software	Supplies
1	Theatre Arts classes andd/or productions need to be reinstated as the economy improves.	Brown, Volonte	annually	☒	☐	☐	☐
2	Emerging Theatre Technologies faculty should prepare curriculum in the areas of live video production and concert touring..	Brown, Volonte	ongoing	☒	☐	☐	☐
3	Faculty should prepare curriculum in the areas of independent study to allow flexibility for students in the program.	Brown Volonte	ongoing	☒	☐	☐	☐
4	The ETT program will need to address the scheduling needs of students to ensure the timely progression through coursework so students will be able to complete certificates and graduation requirements.	Brown, Volonte	anually	☒	☐	☐	☐
5	The Program will need to seek opportunities to hire new faculty as the program expands into live video production.	Brown, Volonte	anually	☒	☐	☐	☐
6	The program will need to stay at the forefront emerging industry standard high-tech digital lighting , sound control, live video production and the design and manufacturing of staging systems to meet contemporary entertainment industry standard and student instructional needs.	Volonte	Fall 2013	☐	☐	☒	☐
7	The Program will need to expand its equipment offerings to ensure student success in the professional industry	Volonte	annually	☐	☐	☒	☐
8	A staff member is needed to perform the duties of a master electrician for a variety of production needs	Human Resources	Fall 2013	☒	☐	☐	☐
9	Little Theatre needs to be reviewed for sound levels.	Facilities	Fall 2012	☐	☒	☐	☐
10	The current Little Theatre air handling system is too loud and needs to be adjusted for audience satisfaction.	Facilities	Fall 2012	☐	☒	☐	☐
11	The college is acting on the plans for the refurbishment of the lobby in order to augment its esthetic value	Dean / Facilities / Foundation	Fall 2012	☐	☒	☒	☒

12	Collaboration with counseling is needed to clarify ambiguity in the areas of transfer and degree completion.	Brown / Counselors	annually	☒	☐	☐	☐
13	Hire a staff member to help with marketing, touring, outreach, and various production needs.	Human Resources	Fall 2013	☒	☐	☐	☐
14	Build upon the current communication with faculty and staff regarding fire code, ADA, and other outside mandates affecting the Theatre program.	Dean / Theatre Arts faculty / facilities	annually	☐	☒	☐	☒

Comments
Additional full time and adjunct faculty will only help to augment an already strong program.

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◊	Priority ‡
Film and Television Faculty	Necessary for depth/breath of program crucial to growth and to remain competitive in the entertainment industry. Would further elevate Citrus College as the target school for current cutting edge training.	MNQ	3
Costume Design Faculty	Necessary for depth/breath of program crucial to growth and to remain competitive in the entertainment industry. Would further elevate and expand FTE in the area of design instruction.	MNQ	4

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◊	Priority ‡
Master Carpenter Production Manager	Necessary for the expansion of both Emerging Theatre technologies and Theatre productions due to student demand and success. Currently there is one carpenter to handle all Theatre productions for the Music and Theatre departments. (Necessary to run the business of the Theatre department in order to better unify the various needs of each production.)	MNQ	6
Sound and Lighting Technician	Necessary for the expansion of both Emerging Theatre Technologies and Theatre productions due to student demand and success. Currently there is no technician to repair equipment or implement show productions.	MNQ	2

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◊	Priority ‡
Upgrade of lobby area	By August 2012 an upgrade of the PA181 lobby will include and not be limited to, carpeting, painting, LCD monitor, seating area, pull shade for lobby windows, awning, exterior signage, ceiling upgrade and lobby illumination.	PA181 Lobby Area	QF	1
Upgrade of interior of PA181				

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
MAC Pro 12 core Two 2.93GHz 6-Core Intel Xeon "Westmere" (12 cores)	Necessary to expand Emerging Theatre Technologies into Live Video Production in order to meet market, student and industry needs.	$13,224.00	QF	12

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Coolux Pandoras Box Media Server System	Necessary to expand Emerging Theatre Technologies into Live Video Production in order to meet market, student and industry needs.	$80,000.00	QF	10
Christie Roadie HD+35K	Necessary to expand Emerging Theatre Technologies into Live Video Production in order to meet market, student and industry needs.	$70,000.00	QF	11

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Various play scripts	For classroom use	variable	MN	13

Additional information:

◊ **Impact:**
M = Mission: Does program meet the District's mission and established core competencies? Does program reflect the District's diversity?
N = Need: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Are lecture/lab unit values appropriate? Have the course outlines been reviewed / updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?
F = Feasibility: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?
C = Compliance: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?

‡ **Priority: (Note: When discussing priority, consider the following and address in Column 2)**
A. Is this goal mandated by law, rule, or district policy?
B. Is this goal essential to program success?
C. Is this goal necessary to maintain / improve program student learning outcomes?

Attachment A: Key Performance Indicator data pages

THEA Program Review

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	13.0	14.0	14.0	15.0	13.0	10.0
4	Sections Offered	17.0	17.0	17.0	18.0	16.0	13.0
5	Morning Sections	3.0	3.0	4.0	5.0	5.0	3.0
6	Afternoon Sections	6.0	6.0	6.0	5.0	4.0	4.0
7	Evening Sections	6.0	5.0	5.0	5.0	5.0	4.0
8	Arranged Sections				1.0		
9	Weekend Sections	2.0	3.0	2.0	2.0	2.0	2.0
10	Short Term Sections	1.0	0.0	0.0	0.0	0.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections	0.0					
13	Enrollment	381	313	340	376	379	350
14	Weekly Student Contact hours (WSCH)	1519.3	1491.0	1605.0	1405.8	2153.1	2033.2
15	Full-Time Equivalent Students (FTES)	52.1	51.1	55.0	43.4	66.4	62.7
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	4.6	4.6	4.6	3.9	5.4	4.4
17	Credit Reimbursement Rate	$2,922.30	$3,259.71	$3,476.34	$3,668.28	$3,834.46	$3,834.46
	Program Operation						
18	WSCH/FTEF	333.2	322.7	347.4	361.4	398.7	457.9
19	FTES/FTEF	11.4	11.1	11.9	11.2	12.3	14.1
20	Fill Rate at Census	86.1	76.1	86.9	83.1	99.3	120.5
	Program Success						
21	Course Retention	88.5	94.9	95.3	96.3	97.6	97.4
22	Course Success	63.5	79.9	76.8	68.6	77.8	77.7

Key Performance Indicators				Winter08	Winter09	Winter10
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered				1.0		
Sections Offered				1.0		
Morning Sections						
Afternoon Sections						
Evening Sections						
Arranged Sections						
Weekend Sections						
Short Term Sections				0.0		
DistanceEd Full-Term Sections						
DistanceEd Short-Term Sections				1.0		
Enrollment				12		
Weekly Student Contact hours (WSCH)				36.0	0.0	0.0
Full-Time Equivalent Students (FTES)				1.1		
Program Resources						
Full-Time Equivalent Faculty (FTEF)				0.2		
Credit Reimbursement Rate				**$3,668.28**	**$3,834.46**	**$3,834.46**
Program Operation						
WSCH/FTEF				179.9		
FTES/FTEF				5.6		
Fill Rate at Census				24.4		
Program Success						
Course Retention				91.7		
Course Success				58.3		

THEA Program Review

Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered	15.0	15.0	15.0	16.0	14.0	10.0
Sections Offered	18.0	17.0	23.0	21.0	17.0	12.0
Morning Sections	3.0	3.0	4.0	6.0	6.0	4.0
Afternoon Sections	6.0	7.0	7.0	5.0	5.0	5.0
Evening Sections	7.0	5.0	5.0	5.0	3.0	3.0
Arranged Sections						
Weekend Sections	2.0	2.0	6.0	4.0	3.0	
Short Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
DistanceEd Full-Term Sections	0.0	0.0	1.0	1.0	0.0	0.0
DistanceEd Short-Term Sections						
Enrollment	338	300	357	420	419	363
Weekly Student Contact hours (WSCH)	1463.3	1363.8	1688.5	1485.2	2393.3	2074.1
Full-Time Equivalent Students (FTES)	50.2	46.8	57.9	45.8	73.9	64.0
Program Resources						
Full-Time Equivalent Faculty (FTEF)	4.8	4.5	5.5	4.0	5.5	3.6
Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
Program Operation						
WSCH/FTEF	304.2	303.7	304.8	371.3	436.7	584.2
FTES/FTEF	10.4	10.4	10.4	11.5	13.5	18.0
Fill Rate at Census	66.5	64.9	66.1	80.2	100.7	107.3
Program Success						
Course Retention	87.6	96.7	94.1	95.2	97.1	96.4
Course Success	66.6	76.0	70.0	72.6	73.5	79.1

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	2.0	2.0	3.0	4.0	5.0	3.0
4	Sections Offered	2.0	2.0	3.0	4.0	5.0	3.0
5	Morning Sections					2.0	
6	Afternoon Sections			1.0	1.0	1.0	1.0
7	Evening Sections	1.0	1.0	1.0	1.0	1.0	1.0
8	Arranged Sections	1.0	1.0	1.0	1.0		1.0
9	Weekend Sections				1.0		
10	Short Term Sections	1.0	1.0	2.0	3.0	4.0	2.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	1.0	0.0
13	Enrollment	31	32	42	62	78	53
14	Weekly Student Contact hours (WSCH)	189.6	363.1	285.0	343.9	463.8	348.1
15	Full-Time Equivalent Students (FTES)	6.5	12.5	9.8	11.8	14.3	10.7
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	0.3	0.3	0.5	0.8	0.9	0.6
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	574.5	1100.4	537.7	429.8	533.0	580.1
19	FTES/FTEF	19.7	37.7	18.4	14.7	16.4	17.9
20	Fill Rate at Census	46.3	71.7	65.0	71.3	102.9	100.0
	Program Success						
21	Course Retention	83.9	87.5	100.0	88.7	100.0	98.1
22	Course Success	80.6	71.9	100.0	72.6	79.5	77.4

			04-05		05-06		06-07		07-08		08-09		09-10	
			Year1		Year2		Year3		Year4		Year5		Year6	
Gender														
	THEA	Female	247	54.0%	189	52.2%	198	52.1%	219	50.1%	239	52.9%	216	51.2%
	THEA	Male	210	46.0%	173	47.8%	182	47.9%	213	48.7%	206	45.6%	200	47.4%
	THEA	Missing							5	1.1%	7	1.5%	6	1.4%
	THEA	Total	457	100.0%	362	100.0%	380	100.0%	437	100.0%	452	100.0%	422	100.0%
Age														
	THEA	19 or younger	181	39.6%	144	39.8%	146	38.4%	187	42.8%	188	41.6%	183	43.4%
	THEA	20-24	182	39.8%	153	42.3%	160	42.1%	174	39.8%	189	41.8%	183	43.4%
	THEA	25-29	47	10.3%	34	9.4%	40	10.5%	36	8.2%	41	9.1%	26	6.2%
	THEA	30-34	13	2.8%	8	2.2%	11	2.9%	10	2.3%	10	2.2%	10	2.4%
	THEA	35-39	8	1.8%	8	2.2%	8	2.1%	5	1.1%	9	2.0%	7	1.7%
	THEA	40-49	14	3.1%	11	3.0%	8	2.1%	11	2.5%	12	2.7%	9	2.1%
	THEA	50 and above	12	2.6%	4	1.1%	7	1.8%	14	3.2%	3	0.7%	4	0.9%
	THEA	Total	457	100.0%	362	100.0%	380	100.0%	437	100.0%	452	100.0%	422	100.0%
Ethnicity														
	THEA	Asian	30	6.6%	33	9.1%	35	9.2%	31	7.1%	27	6.0%	11	2.6%
	THEA	Black or African American	32	7.0%	28	7.7%	36	9.5%	24	5.5%	35	7.7%	23	5.5%
	THEA	Hispanic/Latino	174	38.1%	131	36.2%	127	33.4%	165	37.8%	165	36.5%	111	26.3%
	THEA	American Indian or Alaska Native	4	0.9%	4	1.1%	4	1.1%	4	0.9%	5	1.1%	4	0.9%
	THEA	Native Hawaiian or Other Pacific Islander							4	0.9%	8	1.8%	2	0.5%
	THEA	White	180	39.4%	128	35.4%	147	38.7%	163	37.3%	145	32.1%	101	23.9%
	THEA	Two or More Races											4	0.9%
	THEA	Unknown/Non-Respondent	37	8.1%	38	10.5%	31	8.2%	46	10.5%	67	14.8%	166	39.3%
	THEA	Total	457	100.0%	362	100.0%	380	100.0%	437	100.0%	452	100.0%	422	100.0%
Educational Goal														
	THEA	Degree & Transfer	197	43.1%	156	43.1%	170	44.7%	61	14.0%	115	25.4%	157	37.2%
	THEA	Transfer	144	31.5%	108	29.8%	116	30.5%	31	7.1%	39	8.6%	45	10.7%
	THEA	AA/AS	12	2.6%	15	4.1%	18	4.7%	52	11.9%	82	18.1%	46	10.9%
	THEA	License	13	2.8%	6	1.7%	17	4.5%	3	0.7%	3	0.7%	4	0.9%
	THEA	Certificate	20	4.4%	11	3.0%	11	2.9%	5	1.1%	8	1.8%	6	1.4%
	THEA	Job Skills	11	2.4%	10	2.8%	9	2.4%	21	4.8%	29	6.4%	31	7.3%
	THEA	Basic Skills							12	2.7%	17	3.8%	9	2.1%
	THEA	Personal											5	1.2%
	THEA	Undecided							21	4.8%	42	9.3%	62	14.7%
	THEA	Not Reported	60	13.1%	56	15.5%	39	10.3%	231	52.9%	117	25.9%	57	13.5%
	THEA	Total	457	100.0%	362	100.0%	380	100.0%	437	100.0%	452	100.0%	422	100.0%

	Key Performance Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
	Program Resources						
23	Revenue: FTES*Reimbursement Rate	$290,394.63	$370,140.07	$439,061.74	$388,947.73	$586,749.07	$511,171.86
24	Total District Adopted Program Budget	301,146	331,788	350,552	392,445	406,182	377,557
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	16,989	20,795	22,990	22,600	0	N/A
26	Supplies (4300 in budget)	1,471	2,665	2,601	4,343	3,099	2,950
27	Cost	314,610	332,373	366,847	392,427	419,558	
28	Total FTES for the year	99.44	113.55	126.3	106.03	153.02	133.31
29	Cost per FTES	3,163.82	2,927.11	2,904.57	3,701.09	2,741.85	
	Degrees and Certificates						
30	Degree: Fine Arts	65	72	68	76	77	87
	Degree: Liberal Arts: Arts and Hum.	0	0	0	0	0	8
31	Certificates: Emerging Theater Tech.	0	0	0	0	5	0
32	Skill Awards						
33	Licenses (reported by department)						
	Career Technical Education Programs						
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2011-2012 Fiscal Year Planning

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
⊟006	TECHNICAL THEATER	82.35	73.33	91.18	66.67		

Indicators for 2010-2011 Fiscal Year Planning

⊞006	TECHNICAL THEATER	96.97	84.62	93.94	100	100	0

Indicators for 2009-2010 Fiscal Year Planning

1006	TECHNICAL THEATER	100	100	94.74	100		

Performance Rate Less Than Goal is Shaded	**Total Count is 10 or Greater**	*Total Count is Less Than 10*

Attachment B: Theatre Department Productions 2005-2012

June-July 2005 (Summer)	Little Foxes
July 2005 (Summer)	Barefoot in the Park
October 2005 (TYA)	Charlotte's Web
November 2005	Loose Ends
December 2005	The Case of Santa's Missing List!
March-April 2006	The Cave Dwellers
April 2006	As You Like It
June-July 2006 (summer)	The Matchmaker
July 2006 (Summer)	Come Blow Your Horn
October 2006 (TYA)	The Hundred Dresses
November 2006	Dark of the Moon
December 2006	Tommy Humbug and the Christmas Gypsies
March 2007	Rhinoceros
April 2007	SubUrbia
April 2007	Romeo and Juliet
June-July 2007 (Summer)	Narcissé
July 2007 (Summer)	Cole
October 2007	Joined at the Head
November 2007 (TYA)	Charlotte's Web
December 2007	The Christmas Box
April 2009	Love, Sex, and the I.R.S.
May 2008	The Merry Wives of Windsor
May 2008	Anon(ymous)
June-July 2008 (Summer)	Who's Afraid of Virginia Woolf
July 2008 (Summer)	Rumors
October 2008 (TYA)	Orphan Train: The Lost Children
November 2008	When You Comin' Back, Red Ryder?
December 2008	Candy Cane Corners
April 2009	California Suite
April-May 2009	Julius Caesar
May 2009	The Grapes of Wrath
July 2009 (Summer)	Love Letters
July 2009 (Summer)	You Can't Take it with You
October 2009 (TYA)	Alice
November 2009	Lysistrata
December 2009	Maggie and the Christmas Shindig
April 2010	Cartoon
May 2010	In Love with Shakespeare
May 2010	Noises Off
July 2010 (Summer)	Splendor in the Grass
October 2010 (TYA)	Charlotte's Web
November 2010	12 Angry Jurors

December 2010	Tommy Humbug and the Christmas Gypsies
April 2011	Dog Sees God
April-May 2011	In Love with Shakespeare
May 2011	Durang Durang
July 2011 (Summer)	Plaza Suite
November 2011 (TYA)	The Hundred Dresses
November 2011	Emerging American Voices: Stories for the 21st Century
December 2011	Candy Cane Corners and the Almost Un-Christmas
April 2012	Pippin
June 2012	Kill Me Deadly