

ANNUAL PROGRAM REPORT

I. SELF-STUDY (suggested length of 3 pages)

A. Five-Year Review Planning Goals

The goals can be summarized as follows:

LEGEND: ~~Done or abandoned.~~
Still in progress.
Continuing effort

1. ~~Reconsider low-enrolled options~~
- 2.

Progress Toward FiveYear Review Planning Goals

1. ~~Low enrolled concentrations~~

In the semester conversion we eliminated low enrolled options and consider this goal complete.

2. Revise Technology and Design Concentration:

In the semester conversion we revised the Technology and Design option. However, we continue to make small revisions to the curriculum in the 2018-2019 academic year.

3. ~~Develop cooperative degree with SAM~~

4. Continue participation with GE and Service courses:

We continued to participate in four Learning Communities

Offered special GE sections for international students

Offered courses for the GANAS, TAPASS, PACE and APIA programs

Offered service courses for Liberal Studies, Kinesiology, and at the Concord campus.

5. Online Teaching:

Rhoda Kaufman continued to teach 3 online courses.

Darryl V. Jones continued to teach 1 online course.

Marc Jacobs and Laura Ellis received QM training and faculty grants to convert two on ground courses to online and hybrid. Professor Jacob's received QM certification.

They will both be in the Fall 2018 schedule.

6. ~~Review Summer Theatre Programs:~~

Due to the lack of summer teaching allocation, we have abandoned the summer theatre program. This had been a curricular program.

7. Create recruiting committee and program:

We continued to invite high schools and community colleges to attend our productions

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As part to the semester conversion planning, we revised our performance calendar to accommodate 3 main stage production, dance workshop, PCN and 2 workshop productions annually. The workshop productions will come out of courses as a ~~rating~~ activity.

11. ~~Review opportunities for increasing international student enrollment.~~

12. Formalize career advising and reporting

Much of our career advising was done in the THEA 4155 Career Issues a culminating Core

19. Continue developing theatre facilities and equipment:

We received funding to make the following improvements in the theatre and PE 140.

- a. New video monitors for the theatre lobby, green room and control booth
- b. New prop storage shelving
- c. A handicap accessible door for PE 140
- d. A new dye vat for the costume shop
- e. Light and sound board repair

B. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: The quarter to semester conversion work continued to consume a large portion of faculty service time to the department. More focus was put on advising, catalog input, DAR information, roadmaps, scheduling, and identifying courses and workload classification. Meeting all 0.9 (c)9.2 (onn-4 (,5 Tf (

Jossue Garza (Berkeley Rep. Internship)
April Ballesteros (Cal Shakes Internship)
Sandra Young Gellilo (ACT Internship)
Eleanor Grace Ortega (ACT Internship)
Gabriel Upshur (Gateway Playhouse, Belfort, NY)
Darryl V. Jones invited Sarah Katsuleres to do props for *The Royale* at the Aurora Theatre
Ulises Alcala invited Sandy Young Gellilo to assist him in designing costumes for *Quixote*
Nuevo at Cal Shakes.

Student Goals:

Improve the advising process to ensure students are on track with the semester conversion and complete required courses on time.
Make the effort to better partner with community colleges to enhance enrollment.
Document a recruitment plan.
The department website has been updated for the semester curriculum

Faculty:

Conducted a successful Tenure Track search for the Assistant Professor of Stage Design/Theatre Management position.
We presently have 4 TT Theatre Faculty, 2 TT Dance Faculty, and 1 Theatre FERPing Faculty. We anticipate that over the next 2 years 3 more TT Faculty will FERP.
While we are not putting forward a request for additional faculty this year, we will have a future need to replace retiring theatre faculty and to add a dance technique position.
Several years ago the TT Costume Design faculty member retired and this position has remained unfilled

Replace house lighting and backstage work lights with energy efficient LED fixtures: The current fixtu

Distinguished Production of a Devised or Computer-Generated Work Award, Distinguished Performance and Production Ensemble, The Company Special Achievement in Diversity, Equity and Inclusion Award and the Region 7 Finalist Award (the invitation).

C. SUMMARY OF ASSESSMENT PROCESS

juniors had few Theatre and Dance courses left to take and focused on GE.
The appointment of a new Chair changed the workload distribution.

We have already taken steps to assure that we maintain higher FTES going forward. For the fall 2018 schedule we added a new hybrid course DANC 233 Hip Hop Dance History and a new online course THEA 242 From Stage to Screen with a capacity of 65 students. In addition, no other online courses were offered. All of the online courses are enrolled to capacity. While the Theatre and Dance faculty deeply question the quality of online learning, we are taking steps to make room for smaller enrollment in the technique courses by increasing our FTES through online learning, GE courses offered in the evenings and service commitments with PACE, Kinesiology, GANAS and the Concord campus. The estimated Fall 2018 FTES is 173.

The Theatre and Dance Department FTEF in the fall of 2016 was 8.3 with 6.2 (75%) TT Faculty and 2.1 (25%) lecturers. Due to the appointment of a new Chair, in the fall of 2017 the TT FTEF dropped slightly from to 7.8 with 4.8 (61%) TT Faculty and 3.0 (39%) lecturers. In addition, a guest lecturer was brought in from Chabot College to launch a transfer pathway for Chabot students into our program. Our new Tenure Track position replaced the position previously held by a full-time lecturer. Moving forward we will have one full-time lecturer and 2 to 3 parttime.

C. Request for Resources (suggested length of 1 page)

1. Request for Tenure Track Hires

2. Request for Other Resources

The Theatre and Dance Department is given the responsibility to maintain the University Theatre and keep the equipment up to date and well functioning. However, the entire university uses the facility and there are major improvements that need to be made. The Theatre and Dance Department has identified and submitted funding requests many times to address the improvements that need to be made. Some smaller improvements have been funded, but larger items such as maintenance on the orchestra pit lift, auditorium lighting, accessibility to the control booth, and the counterweight rigging system remain unfunded. Professionalism and safety in the theatre are always primary considerations. The Theatre and Dance Department needs to be supported with funding to maintain the safety and state of the art status of the University Theatre. This is a high priority that needs to be addressed.

Then too, the Theatre and Dance Department is staffed with one part-time scenery shop carpenter. In order to provide students with the opportunity to apprentice in our shops as part of their necessary training we hire student workers as part-time production assistants and they often move on to become student shop leaders. As students perfect their skills they become eligible for paid work as the Theatre and Dance Department provides staffing for university and rental events in the theatre. In the spring of 2018 our initial A2E2 allocation dramatically cut funding for the hiring of students to work in the theatre. The allocation memo stated, "the committee recommended against the funding of intermittent staff. Without adequate funding to hire our students to apprentice in the shop, we will not be able to sustain providing staff for all university and rental events and the quality of the education and training we are giving our students will be compromised. We advocate for a system that does not annually put our programs at risk.