

## 2020 Annual Program Review

**Program Name: Theatre Arts**

**Program Review Author: Perviz Sawoski**

**I. PROGRAM DESCRIPTION:** In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

The Theatre Arts Department offers courses in Instructional as well as Career Technical Education (CTE) categories.

We offer the following Degrees and Certificates:

- AA Theatre
- AA-T Theatre Arts
- AS- Technical Theatre
- Certificate of Achievement- Technical Theatre
- Department Certificate: Scenic Design and Construction
- Department Certificate: Stage Lighting, Sound and Projection

Our Instructional areas include courses in Acting Techniques- Theory and Practice, Theatre Production, Introduction to Theatre and Theatre History. They lead to the completion of an Associate of Arts degree and also prepare students for transfer to four-year institutions. We have created a transfer degree (AA-T Theatre Arts) for students planning to transfer into CSUs.

We have a CE Program in Technical Theatre. Areas of study include Introduction to Theatre, Theatre History, Stagecraft, Stage Lighting, Stage Costuming, Stage Sound, Stage Make-Up, Projection and Advanced Lighting, Stage Management, Scenic Design, Scenic Painting Techniques and Technical Theatre Production. The CE program offers a 19-unit Certificate of Achievement, leads to an Associate of Science degree, transfer to four-year institutions and/or employment in various areas in Technical Theatre.

Our Acting courses consist of scene study in Modern Realism and Historical Styles ranging from Greek to Post-Modern. We also offer multiple levels of courses in Voice Development for the Stage, Stage Movement, and an Advanced Audition Workshop. New courses being introduced include Introduction to Acting Shakespeare and Introduction to Stage Combat.

Annually we produce 4 Main Stage productions, 2 Studio Stage productions, a Summer production as part of Theatre for the Younger Audience, 2 Musical Theatre Workshop Presentations, 2 Historical Styles Showcase Presentations, an annual Presentation of 10-minute plays from the Directing class, and during the winter intersession, an Audition Workshop Showcase. Several of our productions are original plays and musicals.

The Theatre Arts Department participates in the annual Kennedy Center/ American College Theater Festival by entering its productions to compete regionally and nation-wide against productions from other colleges and universities. Several students are nominated and participate in the Irene Ryan Acting Scholarship Competition each year. Our Technical Theatre students compete in different Technical categories like Stage Management, Set Design, Make-Up Design, Lighting Design and Costume Design. We have had great success with our productions being selected for the Festival multiple times and performed at the Festival. In recent years, our productions *of Quartet- Four short plays by Samuel Beckett* (2017) and *Flamenco Macbeth!* (2020) were selected to perform at the Regional festival, with Quartet also receiving a National commendation. Our Acting and Technical Theatre students continue to win or advance in various categories.

The Theatre Arts Department includes 4 full time faculty members, approximately 15 adjunct faculty, 4 Technical

Theatre Staff members and 1 Administrative Assistant. Despite our small numbers, department members are involved in various college committees and organizations, and the CTE advisory committee. Department members continue to develop contacts with the industry and build expertise in their field. Faculty members engage in forging relations with 4-year colleges to help facilitate transfer of our students into those institutions.

Until last year, we were actively working on projects and partnerships that enhance community engagement. Due to COVID-19, many of those activities have halted. In the future, we will work to renew these activities.

We are committed to supporting the mission of Santa Monica College. Faculty and staff members strive to provide a safe and inclusive learning environment and encourage intellectual and creative exploration to support student goals. Our students are exposed to a rich diversity of cultures through the course materials presented as well as through group interactions in class and in our productions. They understand their place in a global and diverse society and gain empathy for different cultures by performing character roles in acting scenes and productions, building the sets, lights, costumes, props, designing make-up or working as crew for a production. They learn teamwork, responsibility and understand their critical contribution to society.

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## II. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
<b>To strengthen the CE program in Technical Theatre by creating new courses and advanced levels in some of the courses. This would create a pathway for students interested in specialization.</b>	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	We created Department Certificates in: Scenic Design and Construction and Stage Lighting, Sound and Projection. We will also be introducing a department certificate in Stage Make-Up and Costuming. We are working on a new CE program in Audio and Visual Technician. Additional new courses will be introduced when appropriate.
<b>To engage with high school communities to create awareness of our program and grow enrollment into our program.</b>	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	We started teaching Dual Enrollment courses in Technical Theatre and Performance courses at Culver City High School. We have been in talks with Santa Monica High School to teach Dual Enrollment courses there.
<b>To explore ways to improve the way we assign and train crews for our productions.</b>	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	This process has started. Due to COVID-19, the process is on hold. We are developing a different protocol for productions and crews that adhere to social distancing and other regulations.
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.

## III. ACHIEVEMENTS

List any notable achievements your program accomplished in the last year.

### AWARDS AT THE KENNEDY CENTER/ AMERICAN COLLEGE THEATRE FESTIVAL

The Theatre Arts Department participates in the annual Kennedy Center/ American College Theater Festival by entering its productions to compete regionally and nationwide against productions from other colleges and universities. In February 2020, our production, *Flamenco Macbeth!* was selected to perform at the Regional Festival held at CSU Fullerton. Performance and Design students participated in several competitions.

### MASTER CLASSES

We hosted the following Master Classes and workshops in 2019 that benefitted our students and expanded their theatre knowledge and experience.

Invertigo Dance Theatre  
Story Pirates  
Reduced Shakespeare

### FACULTY SPOTLIGHT TALKS

Our faculty were the spotlight talk lecturers and guests for the following productions at the Broad Stage  
17 Border Crossing  
All is Calm

### NEW COURSES INTRODUCED

Introduction to Acting Shakespeare  
Introduction to Stage Combat

### LA COUNTY OF ARTS INTERNSHIPS

Two of our students, Brianna Hernandez and Sam Balali won internships through the LA County of Arts  
We've also hosted the LA County of Arts speaker for two years in a row

### DESIGNING PRODUCTIONS AT REGIONAL THEATRES

Our faculty Lighting Designer and Instructor designed the residency of Impro Theatre at the Broad Stage  
Designed lights for "Sisters in Law" at the Wallis Annenberg Theatre

### TITLE IX PRODUCTION

For the third time, we have produced *Voices of Hope* as part of a Title IX initiative.

## **IV. CURRENT PLANNING AND RESOURCE NEEDS**

### **Part 1: Narrative**

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

We need the administration to support us in our plan to do what's best for our program. We are living in an unprecedented time and faculty, staff and students are going through many hardships. This is when departments should be encouraged to think outside the box and be given administrative support for the same.

Post pandemic, we will need to add back the temp staff we have lost during this time. We also need a FT faculty to teach performance courses once we are back on ground and reach some semblance of normalcy.

We are in need of a classroom space preferably at Drescher Hall that can be used for multiple Technical Theatre classes and house equipment. Please see details under facilities and equipment/ technology below.

There are several equipment needs that are related to theatre building infrastructure and improving the workflow of the theatre stages once we are back on ground. There are other equipment and supply needs for faculty teaching online during COVID-19. New health and safety protocols have created the need for more robust dust collection systems and filters in the scene shop.

**Part 2: List of Resources Needed**

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

*While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.*

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
<b>Human Resources</b>	Master Electrician	We had a temp position until the COVID-19 pandemic. We would like to have the same once we are back on ground.
	Stage Technician assistant	We had a temp position until the COVID-19 pandemic. We would like to have the same once we are back on ground.
	FT Faculty- Performance	We've not had a new hire teaching performance courses since 1999. With the retirement of one faculty, we now have only 3 FT faculty teaching performance courses. A new FT faculty member would help in furthering the goals of the department.
<b>Facilities</b> <i>(info inputted here will be given to DPAC Facilitates Comm.)</i>	Classroom and locker space needed in Drescher, approximately 20'X30' near restrooms or including a sink for cleaning of makeup brushes	Instructors are losing both valuable instructional time as well as the ability to accommodate more students due to a lack of space and equipment. An additional classroom space would allow classes such as Scenic Design, Costuming, Makeup, Stage Craft, and Projection Design to have a space where they could have work stations permanently set up, with less time need to drag out tables, chairs and desks for those classes, as well as the specialty equipment they use. The idea would be that desks with vanity mirrors around the perimeter of the classroom for Makeup class could double as work stations with sewing machines on them for Costuming class, and computers on them when needed for either Projection class or Lighting classes. Lockers would need to be available to store the sewing machines and laptop computers. The central part of the classroom would need to be a large

		worktable with self-healing cutting mats on the top, which could be used for either pattern cutting for costuming, or model-making for Scenic Design and Stagecraft classes. Personal storage lockers are also needed for student scenic models, as many students cannot transport them easily on public transportation. Also needed would be a large screen for lectures on one wall, and larger storage lockers for instructors' equipment. Room needs either a sink, or needs to be located next to restrooms so that students can clean out their makeup brushes. A camera that can do closeups of instructor demonstrations and broadcast to the large screen would be helpful as well. Between classes the space could be used as a computer lab, as the labs on campus do not currently have either enough Mac computers, or the specialty software for Lighting and Projection available on them.
	A Maker space	This could be a space used by multiple departments. Among other equipment, it would house our vacuform machine to be used for courses making masks and prosthetics for stage make-up and future prop-building courses.
<b>Equipment, Technology, Supplies</b> <i>(tech inputted here will be given to Technology Planning Committee)</i>	1. Four HD cameras (for TA building)	To be used for multiple purposes: recording live performances, recording individual/small groups, live webcasting of events, future Acting for Camera class.
	2. Three HD large monitors/displays for theater lobby	To feed visual content from inside theater to lobby for audience, staff, and student information.
	3. Infrastructure to run feed from 1 HD camera to theater lobby from Studio Stage	To feed visual content from inside theater to lobby for audience, staff, and student information
	4. Infrastructure to run feed from 1 HD camera to theater lobby from MAIN Stage	To feed visual content from inside theater to lobby for audience, staff, and student information
	5. Infrastructure to feed lobby monitors from a computer with department information about classes, auditions, workshops, etc.	To feed visual content to help keep students informed about the department and potential career and further education options.

	6. Computer to run lobby information	To feed visual content to help keep students informed about the department and potential career and further education options.
	7. Sewing kits for students during ongoing emergency DE instruction	Most of the students, when on ground, have access to our equipment like sewing machines and expendables like thread. Emergency DE will require students to be given take-home kits to accomplish each class. A large kit including a sewing machine for the Costuming class, and a small hand-sewing kit for the Stagecraft course.
	8. Painting Kits for students during ongoing emergency DE instruction	Most of the students, when on ground, have access to our equipment like brushes and expendables like paint. Emergency DE will require students to be given take-home kits to accomplish each class. A large kit for the Scenic Painting class, and small sample paint kits for the Stagecraft course.
	9. 18 Mac Laptop computers	Dual purpose: During Emergency DE Mac laptop computers can be checked out to students. During normal on ground instruction can be set-up in the Dresher hall classroom, if granted.
	10.HD camera and tripod for instructor demos in classrooms	Dual purpose: During Emergency DE Mac laptop computers can be checked out to students. During normal on ground instruction can be set-up in the Dresher hall classroom, if granted
	11. SHOP DUST COLLECTION SYSTEM	New health standards require more robust dust collection systems with filters-TA Scene Shop.
	12. 18 vanity mirrors (DRSCHR classroom needed)	DRSCHR classroom use
	13. 18 fold-out desks (DRSCHR classroom needed)	DRSCHR classroom use- folded in for Makeup class, folded out for sewing machine use for Costuming class
	14. 18 stools and 18 chairs for the classroom.	DRSCHR classroom use
	15. 18 locker sets (DRSCHR classroom needed)	DRSCHR classroom use-for sewing machine and laptop storage between workstations

	16. 30 large individual lockers (DRSCHR classroom needed)	DRSCHR classroom use- for scenic design model storage. Minimum interior size 16"wide x 18" deep x 16" high. Reprogrammable combination lockers are preferred, so that no locks need to be purchased each year.
	17. large work table with lockable storage cabinets underneath, and self-healing cutting matt on top	DRSCHR classroom use- table size minimum 9' x 12'
<b>Professional Development</b>	Ongoing Intermediate and Advanced training for faculty in Canvas for DE conversion, and best practices. Continued professional development with advances in technology and performance practices in the field.	DE conversion

**V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:**

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also Include your responses and solutions to this crisis.

In March, in less than a week we had to convert to remote teaching of all our courses. It was a steep learning curve for our faculty since our department did not have any Distance Ed courses so far. For Summer, the teaching faculty worked hard to incorporate more DE learning protocols and also converted the summer courses to the DE/ Online format. We are currently working on converting fall and winter courses to DE.

The challenge we faced was that our faculty were at different levels of proficiency in using Canvas and other technology as Learning Management Systems. Also, several Performance and Technical Theatre courses were not easy to convert to the DE format due to the nature of the course, or the hands-on or space-related or technical needs of the course. Despite those obstacles, our faculty rose to the challenge and found new and creative means to teach content online. We are still finding ways to improve and enhance the student experience in the online mode.

As a department that also offers several production courses each year, COVID-19 hit us hard and we have had to come up with innovative ways to present productions, as well as create them. We are planning on a unique way to create, rehearse, execute and present our productions this fall, and hoping for administrative support in this endeavor.

**VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY**

**PARTNERSHIPS:**

**Part 1: Industry advisory meeting dates and attendance for 2019-2020.**

Date of Meeting	# of SMC Attendees	# of Non-SMC Attendees
5/31/2019	9	6
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**Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.**

Employer Name	Type of partnership or Collaboration <ul style="list-style-type: none"> <li>• Advisory attendance</li> <li>• Internship site</li> <li>• Donations</li> <li>• Job placement</li> <li>• Other</li> </ul>	Optional: Additional information about partnership or collaboration
Crossroads High School	Advisory board member	Employed some of our tech students for projects
Culver City HS	Advisory Board members	Started Dual Enrollment courses
SAMOHI	Advisory Board members	Discussing teaching potential Dual Enrollment courses
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**CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review.**

**The following section will be completed by your program’s area VP**

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**Vice Presidents:**

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications
- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program’s annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian ([amerian\\_stephanie@smc.edu](mailto:amerian_stephanie@smc.edu)) and Erica LeBlanc ([leblanc\\_eric@smc.edu](mailto:leblanc_eric@smc.edu)). If you have any questions, please contact us!

Thank you for your input!