

# College of San Mateo

## Student Services COMPREHENSIVE PROGRAM REVIEW & PLANNING

Form Approved 9/2/2008:  
Governing Council  
Revised: 3/9/2010

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

~Academic Senate for California Community Colleges

### INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php).)

#### **Resources for Supporting Documentation (Sections 1 and 2):**

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are also listed at the end of this document.

(You may delete these resource listings, when you submit your final program review.)

#### **Note for Student Services:**

The Office of Planning, Research, and Institutional Effectiveness is developing a pilot template for quantitative data related to student success designed for student services programs. This data will be available in March 2010.

#### **Next Steps:**

*Program Review and Planning* reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php))

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

Diana Bennett, Academic Senate President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu)

Susan Estes, Vice President of Instruction, [estes@smccd.edu](mailto:estes@smccd.edu)

Jennifer Hughes, Vice President of Student Services, [hughesj@smccd.edu](mailto:hughesj@smccd.edu)

John Sewart, Dean (PRIE), [sewart@smccd.edu](mailto:sewart@smccd.edu)

**DEPARTMENT OR PROGRAM:**

**I. DESCRIPTION OF PROGRAM**

- a. The CSM Theatre is a 400-seat formal theatrical facility which provides a high-quality, multifunctional, and versatile space for use by the college and the community. The facility is utilized by college departments and programs, district events, student groups, external entities and various other organizations. Presentations in the facility vary from formal lectures to full-scale community theatrical productions and concerts. The Theatrical facility is currently supported by one full-time classified staff position. Additional student assistants or other aides may be hired as necessary and as allowed by funding (primarily monies from outside groups).

**II. STUDENT LEARNING OUTCOMES (SLOs)**

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?
  - i. Due to the nature of the facility, specific SLOs are hard to identify and assess, however, SLO measurements can be made by reviewing SLO's from courses which have taken place inside the facility (detailed below). Students who participated in those course offerings would be assessed by those instructors who were on record for that particular course or activity.
- a. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)
  - ii. Due to the fact that there is no past comprehensive assessment for the CSM Theatre, it is difficult to articulate the need for specific changes for future assessment cycles. However, there are several facility needs that would allow and enhance the future use of the facility.
- c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100) or the student services program,; add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

GE-SLOs→ Programs' and/or Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Number of College users	X	X	X	X	X
Number of outside users				X	
Number of student workers	X	X	X	X	X
Number of attendees at events				X	
Exposure to CSM Campus				X	
Number of inquiries	X			X	X
Revenue					

### III. DATA EVALUATION

#### For Student Services Programs Offering Courses:

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?
- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?
- c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

#### For Student Services Programs Not Offering Courses:

- b. Analyze data regarding staffing, the numbers of students receiving services, and the types of services provided; indicate whether headcount is duplicated or unduplicated.
  - i. The CSM Theatre is currently supported by one full-time classified staff position. Number of students who receive services varies based on the number of courses and college programs utilizing the facility. During the year, approximately 7700 students utilized the CSM Theatre for instructional purposes that were regularly booked courses (classes that met at least once a week: yoga, Peninsula Symphony, Steel Drums, and also included Learning Communities, Career, Speech and Psychology/Philosophy Movie Nights) within the facility. Other events such as student programs, and faculty-produced or administrative produced events offered for additional credit are more difficult to trace, since those events are usually open to the public as well and the delineation between student and

'regular guests' is not clear. In addition, students interact with the facility when utilizing the space for student club or organization events. Headcount may be duplicated due to the fact that students may be enrolled in courses across disciplines that utilize the Theatre and/or involvement in multiple student groups.

1. During calendar year 2011, 8 College courses and 9 college departments utilized the Theatre. Furthermore, 107 of those individual dates booked were instructional, 46 were departmental presentations and student groups. If we were to break down the users:
  - A. Student Services would include DIAG, Clubs, Career, Veterans Services, SS Retreat, Scholarship Convocation, Financial Aid Workshop, Parents Night.
  - B. Language Arts: Speech.
  - C. Math/Science: Art Science Lectures, Astronomy special events.
  - D. Physical Education: Dance, Yoga.
  - E. MCHS: Graduation.
  - F. Social Science/Creative Arts: Midi Music, Jazz, Symphony, The Rudy show, Philosophy, Psychology, Learning Communities, APA Film Fest.
  - G. Emerging Technologies: Dental Assisting Graduation.
  - H. Presidents Office: Presidents Lecture Series, CSM Opening Day.
  - I. District Office: Community Education (Peninsula Symphony and CSM Panhandlers), GHOOFE Tapings.
2. There were 17 outside entities (community groups, other educational institutions, governmental agencies (some of which were sponsored by in house departments) and private organizations, etc.) that utilized the facility, totaling 28 booking dates.
3. There were 5 temporary, work study, or other student assistants that learned skills hands-on while assisting with Theatre events.
4. There were over 25,000 individuals whom attended events and presentations at the CSM Theatre. This total does not include regularly scheduled classes that met at least once a week taking place inside the facility. If we were to add the number of students partaking in the weekly classes, then that would add 3569 more bodies to the above number of visitors/users to the theatrical facility for that year, thus totaling well over 28k people served in one year.
5. It is difficult to track the exact number of inquiries regarding facility availability, pricing, and policies. That said, we can safely estimate that at least 90% of all inquiries did result in booking the facility.
6. Revenue generated by outside entities was just under \$16,500 for facility rental fees and equipment fees. Commission for ticket sales and other sales, etc. are not included in this total.

ii.

#### IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data (for your program and/or for the College as a whole), briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement

in order to improve student success. (Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)

- i. The CSM Theatre fulfills a wide variety of programmatic needs, sometimes within a very short timeframe. For instance, the facility may host a class during the morning hours and need to be turned around for a musical concert in the evening of the same day. The facility's success in meeting these needs is dependent on knowledgeable staffing, availability of additional staffing for necessary setup and takedown, and having the equipment updated, functioning and housed ready for use by end users. This impacts student success by providing a comfortable, functioning, and welcoming space for students to learn and grow. If these behind the scenes details were not in place, the impact on the end user would be significant.
  - ii. Besides facility needs, there are also technological limitations due to age that need to be addressed. For example, the facility is not equipped for modern applications, such as digital recording. In addition, much of the equipment in the Theatre is outdated or inefficient. For instance, the lighting and sound boards are 12+ years old; lighting fixtures are incandescent rather than LED, which would save energy and electrical costs, and staff time is consumed with having to make allowances for outdated equipment. These deficiencies impact the facility's ability to function efficiently and to the full extent of its capabilities.
- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.
- i. The CSM Theatre was constructed in 1962. In 2000, thanks to the contributions of an outside donor, upgrades to the Theatre's sound, projection, rigging, lighting, and auditorium were performed. However, several issues specifically addressing equity and access have gone unaddressed. For instance, restroom facilities on the stage level are non-existent. In addition, the dressing rooms and the restroom facilities on upper floors are not accessible to those with disabilities or those with mobility issues, and do not meet ADA requirements. There is also a broader concern that there are no gender-neutral restrooms in and around the Fine Arts Complex.

## **V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT**

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	<ol style="list-style-type: none"> <li>1. The CSM Theatre is utilized by a wide variety of campus groups, including instructional programs, student services, and others.</li> <li>2. Priority is given to campus organizations and student groups by staff for booking events.</li> </ol>	<ol style="list-style-type: none"> <li>1. The location of the CSM Theatre makes it a highly desirable facility to outside entities.</li> <li>2. The staff in the CSM Theatre is extremely knowledgeable, approachable, and capable.</li> <li>3. Due to construction on several local performance facilities, the CSM Theatre is in high demand.</li> <li>4. Pricing is competitive with other facilities.</li> </ol>
<b>Weaknesses</b>	<ol style="list-style-type: none"> <li>1. The CSM Theatre is understaffed, especially when it comes to needing additional staffing for large shows and programs, as well as keeping up with regular maintenance needs.</li> <li>2. Equipment is outdated and not consistent with current theatrical standards.</li> <li>3. Services and availability of the CSM Theatre are under-promoted.</li> <li>4. Lack of program review or comprehensive review of facility's needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of formal promotion.</li> <li>2. Parking for external clients during peak campus business hours.</li> <li>3. Additional services (such as dining, use of the courtyard, etc.) are impacted by recent changes to the campus.</li> <li>4. Public transit service to the campus ends early on some days, impacting attendance.</li> <li>5. Limited restroom availability during peak usage.</li> <li>6. Lack of ADA compliance.</li> <li>7. Lack of basic theatrical safety compliance (aisle lighting, example).</li> </ol>
<b>Opportunities</b>	<ol style="list-style-type: none"> <li>1. Students have shown interest in establishing a Production Club for the spring 2012 semester, which emphasizes the need for production instruction on the campus.</li> <li>2. Increase in use by internal groups has shown the value of the facility.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in external bookings due to construction on local theatrical facilities.</li> <li>2. Larger and more well-known groups are slowly becoming aware of the facility.</li> </ol>
<b>Threats</b>	<ol style="list-style-type: none"> <li>1. Lack of funding for basic needs and supplies.</li> <li>2. Lack of additional staffing, resulting in unsafe working conditions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Neighboring facilities being upgraded will have larger capacity and state of the art equipment, thus decreasing the desirability of the CSM Theatre.</li> </ol>

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect in this section on data from *Core Program and Student Success Indicators* (if applicable)) or other data you have collected about the students served by your program.)

- i. Over the years, several requests have been made for additional resources to maintain the Theatre. The lack of these resources has significantly impacted the operation of the facility. In 2005, lighting instruments containing asbestos were replaced, but a significant number of products containing asbestos remain in the facility. While the facility has remained functional, its ability to operate efficiently and safely is in question.

## VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011*, *Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.
  - i. The goals of the theatrical program include many facets, most of which are designed to enhance the student experience while attending CSM. These experiences include instructional, student service, and external cultural/informative programs. Other goals are designed to perpetuate community involvement with the college, thus engaging the local community with its college.
- b. Identify the action steps your program will undertake to meet the goals you have identified.
  - i. Propose upgrading of facility, equipments to meet current technological needs of programs/services/shows; further inform the college community of the theatrical facilities resources and how they are available to the college community.
- c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan, 2008*.
  - i. With the unique abilities of the theatrical facility, a wide array of programs and courses are able to utilize the facility in many ways which enhance the learning experience and social aspects of college life for students. The courses and programs which have taken place within the facility correlate directly with student retention, success, global education, exposure to external community (especially if some of our programs are open to the public), student achievement and changing technology.
- d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.
  - i. In some ways, goals set out by theatrical staff over 12 years ago have been achieved; those goals were to provide access to all departments as a whole, apart from only 'exclusive' use of the theatrical facility. The next goals can be measured by the amount of use the facility receives, the feedback from users and the technological success measured by similar peer facilities in the area.

## VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

\* Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

<b>Full-Time Faculty Positions Requested (if applicable)</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
Input text here.	Input text here.	Input text here.

<b>Classified Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
1 Part-time Theatre Technician	<p>If Granted: Would allow for greater scheduling flexibility, increased availability, better facility maintenance.</p> <p>If Not Granted: Current Theatre staff would continue relying on assistance from other departments to provide staffing support</p>	<p>Would increase availability of trained staff to accommodate requests for use of facility; would allow for lead person (already in position) to regain footing on regular administrative duties.</p>
1 Part-time Theatre Assistant	<p>If Granted: Full-time staff would be freed to perform operational and administrative Theatre responsibilities</p> <p>If Not Granted: Routine operational and administrative functions would continue to be unmet</p>	<p>Would increase availability of trained staff to accommodate requests for use of facility; would allow for lead person (already in position) to regain footing on regular administrative duties.</p>

- b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all



materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<b>Item:</b> equipment, building upgrades <b>Number:</b> undetermined <b>Vendor:</b> various <b>Unit price:</b> n/a <b>Total Cost:</b> 1.7m? equipment. Building costs undetermined <b>Status*:</b> upgrade, replace, maintenance, repair.	*Granted: up to date equipment for any internal and external performances/programs. *Not granted: current systems are beginning to show signs of failure. Repair parts difficult to find/costly. Building is not ADA compliant; increased situations with aging performance population.	Bring equipment up to date: competitive with neighboring facilities and provide state of the art access to students, faculty, staff. Building upgrades will provide much needed ADA compliance needs. Facility will be known and utilized by more clients.

\*Status = New, Upgrade, Replacement, Maintenance or Repair.

### VIII. Course Outlines (Applicable only for Programs Offering Courses)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
Input text here.	Input text here.	Input text here.

### IX. Advisory and Consultation Team (ACT) (Applicable only for Programs with Advisory Groups)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

Attach or paste ACT report here.

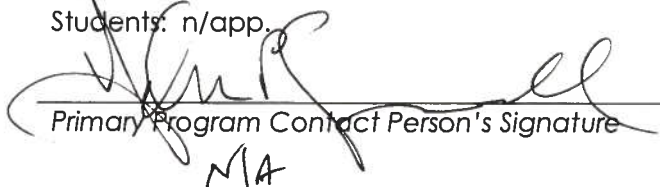

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

## X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's Program Review and Planning report team:

Primary program contact person: Helen P. Souranoff  
Phone and email address: x6191 souranoff@smccd.edu  
Full-time faculty: n/app.  
Part-time faculty: n/app.  
Administrators : Jennifer Hughes and/or Michael Claire  
Classified staff: Helen P. Souranoff  
Students: n/app.

 Primary Program Contact Person's Signature	Mar. 22 <sup>nd</sup> 2012 Date
NA Full-time Faculty's Signature	Date
W/A Part-time Faculty's Signature	Date
 Administrator's Signature	4-6-12 Date
Classified Staff Person's Signature	Date
Student's Signature	Date
Dean's Signature	Date

**Student Services**  
**Comprehensive Program Review**  
**RESOURCES FOR SUPPORTING DOCUMENTATION**

**Section 1: Student Services**

**This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.**

**Academic Senate**

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: [csmaacademicssenate@smccd.edu](mailto:csmaacademicssenate@smccd.edu)

Diana Bennett, President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu), (650) 358-6769

**College Catalogs and College Class Schedules are archived online:**

<http://collegeofsanmateo.edu/schedule/archive.asp>

**Course Outlines are found at:**

<http://collegeofsanmateo.edu/articulation/outlines.asp>

**Committee on Instruction**

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, [demsetz@smccd.edu](mailto:demsetz@smccd.edu), (650) 574-6617.

**Program Review Resources** (includes forms, data, and completed program reviews for both instructional and student services program review)

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

*Core Program and Student Success Indicators (see links for PRIE's Program Review "Quantitative Data for Instructional Programs")*

*Distance Education Program Review Data (see links for PRIE's Program Review "Quantitative Data for Instructional Programs" and for "Research")*

*Glossary of Terms for Program Review (see Instructional or Student Services' Program Review pages)*

*Listing of Programs Receiving Program Review Data from PRIE*

[http://collegeofsanmateo.edu/prie/program\\_review/programReview\\_instructionalv2.php](http://collegeofsanmateo.edu/prie/program_review/programReview_instructionalv2.php)

*Rotation Schedule for Instructional Program Review, 2008-2014*

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

*Rotation Schedule for Student Services Program Review, 2008-2011*

[http://collegeofsanmateo.edu/prie/program\\_review/programReview\\_student\\_servicesv2.php](http://collegeofsanmateo.edu/prie/program_review/programReview_student_servicesv2.php)

**Office of Planning, Research, and Institutional Effectiveness (PRIE)**

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, [sewart@smccd.edu](mailto:sewart@smccd.edu), (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, [mcconnell@smccd.edu](mailto:mcconnell@smccd.edu), (650) 574-6699

**At PRIE Website:**

*College Index, 2009-2010, [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)*

*Comprehensive Listing of Indicators and Measures, 2009-2010*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Division/Department Workplans, Spring 2009 (only)*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>  
Institutional Priorities, 2008-2011  
[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

**Student Learning Outcomes (SLOs) website:**

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, [gainesf@smccd.edu](mailto:gainesf@smccd.edu), (650)574-6183

## **Section 2: Student Services**

**This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.**

### **DEPARTMENT OR PROGRAM:**

To identify programs on the comprehensive program review cycle, see *Program Review Rotation Schedule for Student Services, 2008-2011* at PRIE website at page for Student Services Program Review.

### **I. DESCRIPTION OF PROGRAM**

Applicable for programs offering courses:

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department or program records

Other data:

- Student headcount or numbers of students provided with services

### **II. STUDENT LEARNING OUTCOMES**

Student Services' programs should address GE-SLOs as appropriate; not all SLOs are applicable.

- SLO records maintained by the department or program
- CSM SLO Coordinator
- SLO Website
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

### **III. DATA EVALUATION**

Applicable for student services programs offering courses:

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

For student services programs which do not offer courses:

- FTE data regarding staffing
- Data regarding types of services offered
- Headcount or numbers of students served (indicated whether duplicate or unduplicated)
- As applicable, other data provided by PRIE

### **IV. STUDENT SUCCESS EVALUATION AND ANALYSIS**

- *Educational Master Plan, 2008*
- *College Index, 2009-2010*
- *Institutional Priorities, 2008-2011*

- Student Success (course completion and retention) data from the "Core Program and Student Success Indicators" for your program (if applicable) and for the College as a whole;
- Student satisfaction surveys or other student feedback
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department or program records regarding the numbers and types of students served collected by the program
- Other evidence

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS**

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- College Index, 2009-2010
- Student Success (course completion and retention) data from the "Core Program and Student Success Indicators" for your program (if applicable) and for the College as a whole;
- Student satisfaction surveys or other student feedback
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department or program records regarding the numbers and types of students served collected by the program
- Other evidence

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **Strengths, Weaknesses, Opportunities, and Threats** involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from "Core Program and Student Success Indicators"

**VI. Action Steps and Outcomes**

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- College Index, 2009-2010
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- Previous Program Review and Planning reports
- Division work plan

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011

- *College Index, 2009-2010*
- *GE- or Certificate SLOs*
- *Course SLOs*
- *Department and program records*
- *Core Program and Student Success Indicators (if applicable)*
- *previous Program Review and Planning reports*

**VIII. Course Outlines (if applicable)**

- *Department records*
- *College Catalog*
- *Committee On Instruction*
- *Course Outlines (online)*
- *Office of the Vice President of Instruction*
- *Division Dean*

**Comprehensive Program Review – CSM Theatre**  
**Instructional Equipment Supplement, Resources**  
**Spring 2012**

Submitted for review::  
Helen P. Souranoff, Theatre  
April 03, 2012



## Overview

### Description of Program

The CSM Theatre is a 400-seat formal theatrical facility which provides a high-quality, multifunctional, and versatile space for use by the college and the community. The facility is utilized by college departments and programs, district events, student groups, external entities and various other organizations. Presentations in the facility vary from formal lectures to full-scale community theatrical productions and concerts. The Theatrical facility is currently supported by one full-time classified staff position.

Internal Entities which utilize the facility for college use:

**Student Services:** DIAG, clubs, Career, Veterans Services, SS Retreats, Scholarship Convocation, Financial Aid workshops, Parents Night, WTF Film Festival.

**Instructional:**

Language Arts: Speech, Film Studies.

Math and Science: Art/Science Lectures, Astronomy Special Events.

Physical Ed: Dance, Yoga.

Middle College HS: Graduations.

Social Science and Creative Arts: MIDI, Jazz, Symphony, The Rudy Show, Philosophy, Psychology, Ethnic Studies, Learning Communities, APA Film Festivals.

Emerging Technologies: Dental Assisting, Nursing.

**Administrative:**

Presidents Office: Presidents Lecture Series, CSM Opening Day, Budget forums.

District Office: Opening Day, Board Meetings, Community Education, GHOOFE.

## Resource Listing

**Per Comprehensive Program Review:** listing of resources requested, categorized by urgency, followed by sub sets of application/use for upgrades. Final section includes assessment of building needs, generated by observation of wear and tear, age, ADA compliance and technological advances in safety, codes, etc.

### 1) Immediate needs:

- a. Microphone stands approx. \$1400.
- b. Microphone cables approx. \$43.-\$73./each
- c. Add receptacles in lobby for current power needs approx. \$1320.
- d. Clean cyclorama Coit: 650.697.6190 \$ 2545.00
- e. Install 2 exterior outlets in courtyard approx. \$685.
- f. Remove old/replace with new aisle lighting, current safety req. cost \$?? Depends on current infrastructure upgrades Ecoglow.
- g. Interface for audio/computer w/software (Protools) approx.\$ 900.
- h. Recording microphones – 2 (AKG or Neumann) approx. \$ 570./ea
- i. Lobby lighting (currently bring in portable lighting= cables) approx. \$2910.
- j. Paint both stairwells from stage level to upstairs dressing/restrooms approx. \$2490.
- k. Install new circuit in office approx. \$ 450.
- l. Remove/replace fire curtain (asbestos; rigging failing) labor/new standards assessment, Fire Marshall
- m. Complete clean up of all beams, closets, stairwells, auditorium area, control booth, shop, all surfaces of white dust labor
- n. Remove old speakers from ledge above audience labor
- o. Purchase two production carts (one for lobby, one for main floor) approx. \$300.

## 2) Needs for Upgrades:

- a. **Lighting:** (current systems outdated; last major purchase was instruments: 2005)
1. instruments (projections, LED, DMX/Data); current instruments are not as energy efficient/bulb life short compared to new fixtures/features
  2. Purchase scrollers, etc. for existing fixtures for maximum useage capacity
  3. Replace Lighting board (current board uses hard disc) will not support new technology
  4. Replace monitors for lighting board
  5. Install data cabling for new lighting instruments
  6. Install wireless interface for lighting control (use laptop or Ipad for control option)
  7. Upgrade dimming systems
  8. Replace asbestos cabling in all electrics, beams, tormentors, stage pockets, etc.
  9. Replace and add 1 follow spot (current one is 20+yrs. Old)
  10. Purchase Yellow Jacket cable ramps/covers (low profile BumbleBee)

Estimate from September, 2011 shows basic infrastructure upgrades: \$275,000. Add to that number 263k for supplemental (winches, raceway replacement for asbestos). For advanced system upgrades (high end fixtures, etc.) add 269k. Total for complete state of the art upgrade: \$807,000. This figure does not include any follow spots, cable ramps/covers.

- b. **Projection:** (current system installed in 2000)
1. Replace current movie screen with larger screen
  2. Replace current projector with brighter, more energy efficient projector, 3D Optimal
  3. Install new lense on new projector
  4. Upgrade any processors for video projection
  5. Install Blueray player
  6. Install camera for stage monitoring
  7. Install monitors in different locations in building for stage monitoring
  8. Install new cabling for new projection: bandwidth
  9. Purchase stand-alone rear projection system; can double for graduations/offsite

New 3D system spec'd out at approx. \$100,000. -> \$150,000. This does not include the other items listed such as: camera for stage monitoring, building monitors, stand alone rear projection system for on/off site use.

c. **Audio:** (current system installed in 2000)

1. \*Replace current FOH audio board (analog or digital)
2. \*Purchase outboard processors for FOH
3. \*Install permanent snake for ease of plug in and play for FOH in house seating area
4. \*Purchase FOH stacks for live performances, install cables for use between FOH/stacks/Amps
5. \*Purchase amps for FOH
6. \*Purchase stage monitoring (audio) system for on stage talent (board, racks, amps, monitors, mics, cables, outboard equipment, etc)
7. Replace headphones for board monitoring approx. \$200.
8. Install permanent stage monitors (audio) onstage proscenium and other parts of building labor/parts can be salvaged from old system most likely
9. Replace worn out microphones with newer capsules, models package: approx. \$10k
10. Replace wired Clear Com with wireless system dep on number of units, \$20k
11. Purchase Yellow Jacket cable ramps/covers approx. \$220./ea

\*New live audio system estimate August, 2011 came in: \$190,000. That does not include smaller items such as listed above (Clear com, headsets, etc.)

d. **Rigging:**

1. Maintenance on line sets (labor)
2. Replace all batons/lines/corner blocks, etc. in grid (labor, assessment of old equipment/new standards)
3. Clean grid (labor)
4. Lube all moving parts of rigging system (labor)
5. Add electrical wench to apron/cloud line sets (in lighting quote)
6. Add electrical wench to electrics 1-5 over stage (in lighting quote)
7. Add an electric FOH position (rail, or baton) and add circuits (labor, parts)
8. Lube main curtain tracks/PM motors, adjust drives so curtains match up (labor)
9. Replace current genie lift with motorized version approx. \$14,000.
10. Install dance mirrors on single baton for dance classes approx. \$3,800. For 4 6x8 panels

e. **Soft Goods:** (current goods installed 2003/04)

1. Vacuum/dry clean? Re-do fire retardency on all soft goods undetermined; cyclorama alone is \$ 2545.00 for clean/fire retardency/certificate
2. Finish installation of mid stage traveler approx. \$2800.
3. Replace upstage scrim (was discarded in 1999 due to disintegration) apprx. \$700.00
4. Add scrim downstage approx. \$700.00

### 3) Other building needs:

1. A quiet, new efficient air system
2. Restroom at stage level
3. Inspect developing cracks (vertical, each seating section) in auditorium floor
4. Install elevator for ADA compliance between floors
5. Replace skid pads/repaint spiral staircases
6. Add circuits stage left and stage right
7. Replace sink/faucets in paint room
8. Install drain in paint room
9. Re-stain wood paneling in auditorium: acoustic reasons
10. Refurbish wood floor (stage sides, under masonite as well)
11. Install hydraulic lifts for stage orchestra pit
12. Upgrade lighting in hallways, storage rooms, pit, set storage, dimmer room, makeup room, control room, dance warm up rooms, etc. for energy efficiency
13. Repaint shop floor
14. Repaint shop walls, ceiling; remove fiberglass masking; replace with other
15. Replace carpet in auditorium: current color not working
16. Refurbish paint on seat backing; keep seating
17. Remove asbestos coatings from water pipes, etc.
18. Add water line: loading dock
19. Paint directors office
20. Install heat/ac/air directors office
21. Replace asbestos flooring in directors office
22. Replace lighting in directors office
23. Replace old furniture, (file cabinets, desk, desk lamps, white boards, etc), directors off.
24. Install monitor for directors office for monitoring of stage/show
25. Replace sink in kitchen/lobby area; refurbish kitchen amenities for ease of use
26. Refurbish ticket booth (remove asbestos flooring, paint, etc)
27. Replace hard ware on wooden lobby doors; refurbish doors
28. Replace plants in lobby with drought resistant plants
29. Replace AC in dimmer vault
30. Install actual dance floor/real dance barres in upstairs dance warm up room
31. Upgrade upstairs dressing rooms for ADA compliancy
32. Access to Control room is not ADA compliant
33. Install mezzanine for additional seating (200-300)
34. Install 'roof' over courtyard (transparent)
35. Check amp load incoming B 3 upgrade MCC? Power drawn for B 2 and 4 and elevators from dimmer vault; control room power conditioners trip infrequently during programs.

**Summary:**

The College of San Mateo Theatre, originally built in 1962-63 is one of two buildings on the CSM Campus which is primarily still in it's original form, bypassing the CIP funding pool introduced within the last 5 years. From nearby buildings, to close in proximity theatrical houses, the facility is in dire need of infrastructure, equipment and facelift/cosmetic improvements to be able to match current equipment and infrastructure standards with those neighbors. This current condition of needs is due to financial negligence of the program during past years, because program review was not part of the theatrical service scope. With the re-instatement of CPR, hopefully, the facility and its program will be able to not only match instructional and industry benchmark standards, but become a facility that is state of the art and available to our students and community for use for many more years to come.

**Thank you,**

**Submitted,**

**Helen P. Souranoff, CSM Theatre**