Workplan with Accomplishments 2021-2022
August 12, 2022
Kevin Lohmann, Program Manager
Performing Arts

Vision for Success Goal #1: Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion

Work Plan
Area Dean's Goal: Increase degree and certificate acquisition rates by 3% from the six-year average, as noted below.

- **Music Associate Degree for Transfer Award Increase Goal 21-22: 10**
  (Six-year average – 9.2 degrees per year; 21-22 Goal: 10)
  **21-22 Outcomes:**
  - 2 AA-T CSU awarded

- **Theatre Associate Degree for Transfer Award Increase Goal 21-22: 11**
  (Six-year average – 10.2 degrees per year; 21-22 Goal: 11)
  **21-22 Outcomes:**
  - 7 AA-T CSU awarded
  - 1 AA-T IGETC awarded

- Utilize Ocelot messaging to communicate with students regarding classes needed to stay on track to graduate
- Work with local high school and middle school performing arts programs to build a robust pipeline of Music and Theatre students enrolling at BC
- Promote existing Commercial Music certificate to increase awareness and enrollment
- Support Music and Theatre events with marketing and events support to enhance student learning outcomes and promote the work of the department to the community
- Pursue funding opportunities to provide equipment and experiences that broaden and enhance student learning outcomes
- Identify adequate storage of instructional materials to address current issues and maximize instructional space for faculty and student use

Status/Accomplishments
  - Sent more than 40 unique messages to over 20,000 contacts through Ocelot
  - Began building relationships with local high school teachers and delivered flyers for programs and events to their campuses
  - Created a new Commercial Music Facebook page, created multiple Commercial Music flyers, and promoted the certificate through official BC channels
  - Provided copywriting, graphic design, social media and email marketing, public relations, COVID management, and house management support for all 10 department productions in the 21-22 calendar
  - Sold over $20,000 of tickets to department productions in the 21-22 calendar
  - Brought in close to $100k in grants, securing robotic lighting, music library, choir composition, video equipment, instruments
  - Worked with M&O to find adequate solution for marching arts storage – moving currently in progress

Area Dean's Goal: Collaborate with Pathway Completion Team to ensure student intended majors are clarified/confirmed and students identified as pursuing outdated majors are advised on most efficient path to degree completion.

Students with outdated majors:
  - MUSC AA: 7
• THTR AA: 8

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<thead>
<tr>
<th></th>
<th>MUSC AA</th>
<th>THTR AA</th>
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<tbody>
<tr>
<td><strong>21-22 Outdated Major Clean-up Outcomes</strong></td>
<td>10 as of 5.31.22</td>
<td>6 as of 5.31.22</td>
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• **Music Associate Degree* Award Increase Goal 21-22: 2**  
  (Six-year average – 1.33 degree per year; 21-22 Goal: 2)  
  **21-22 Outcomes:**  
  1 pending grad petition as of 5.31.22

• **Theatre Associate Degree* Award Increase Goal 21-22: 2**  
  (Six-year average –1.5 degree per year; 21-22 Goal: 2)  
  **21-22 Outcomes:**  
  0 pending grad petitions as of 5.31.22

• Contribute as needed as a member of the Pathway Completion Team

**Status/Accomplishments**
  o Attended all semiweekly meetings, provided Ocelot updates and relevant data analysis

Area Dean's Goal: Increase milestone progress of first year students (15 units per term, 30 units per year, transfer level English/Math completion) by 10% overall and by an additional 5% (15% total) for Black and Hispanic students for each of the degree programs in my area.  

**Music AA-T Goals**

**15+ units in First Semester**
  - 5.5% of First-time African American students will attempt 15+ units in their first term.
    - **21-22 Outcomes:**  
      25% attempted (2 of 8 students)
  - 37% of First-time Hispanic students will attempt 15+ units in their first term.
    - **21-22 Outcomes:**  
      20.6% attempted (7 of 34 students)
  - 24.4% of white students will attempt 15+ units in their first term.
    - **21-22 Outcomes:**  
      12.5% attempted (2 of 16 students)

**30+ Units in First Year**
  - 8% of First-time African American students will attempt 30+ units in their first year.
    - **21-22 Outcomes:**  
      25% attempted (2 of 8 students)
  - 11.7% of First-time Hispanic students will attempt 30+ units in their first year.
    - **21-22 Outcomes:**  
      17.6% attempted (6 of 34 students)
  - 12.2% of white students will attempt 30+ units in their first year.
    - **21-22 Outcomes:**  
      6.3% attempted (1 of 16 students)

**Transfer Level English and Math in First Year**
  - 5% of First-time African American students will complete transfer level English and Math in their first year.
    - **21-22 Outcomes:**  
      12.5% completed (1 of 8 students)
  - 21.4% of First-time Hispanic students will complete transfer level English and Math in their first year.
    - **21-22 Outcomes:**  
      17.6% completed (6 of 34 students)
  - 24.4% of white students will complete transfer level English and Math in their first year.
    - **21-22 Outcomes:**  
      6.3% completed (1 of 16 students)
Theatre Arts AA-T

**15+ units in First Semester**
- 38.3% of First-time African American students will attempt 15+ units in their first term.
  - **21-22 Outcomes:** 50% attempted (1 of 2 students)
- 41% of First-time Hispanic students will attempt 15+ units in their first term.
  - **21-22 Outcomes:** 23.5% attempted (4 of 17 students)
- 27.5% of First-time white students will attempt 15+ units in their first term.
  - **21-22 Outcomes:** 0 attempted (0 of 7 students)

**30+ Units in First Year**
- 57.5% of First-time African American students will attempt 30+ units in their first year.
  - **21-22 Outcomes:** 0 attempted (0 of 2 students)
- 33% of First-time Hispanic students will attempt 30+ units in their first year.
  - **21-22 Outcomes:** 0 attempted (0 of 17 students)
- 18.4% of First-time white students will attempt 30+ units in their first year.
  - **21-22 Outcomes:** 0 attempted (0 of 7 students)

**Transfer Level English and Math in First Year**
- 5% of First-time African American students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:** 0 completed (0 of 2 students)
- 17% of First-time Hispanic students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:** 11.8% completed (2 of 17 students)
- 18.4% of white students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:** 14.3% completed (1 of 7 students)

- Utilize Ocelot messaging and department social media platforms to promote classes to students with fewer than 15 units in each term and/or encourage students to complete transfer level English/Math in their second term if not completed during their first
- Collaborate with Pathway Completion Team to identify courses best suited to bring students’ unit loads to at least 15 units
- Work with specific high schools serving diverse populations to build a robust pipeline of Music and Theatre students of color
- Promote late-start classes to students with fewer than 15 units per term
- Pursue funding opportunities to increase BC performing arts presence in rural communities

**Status/Accomplishments**
- Sent more than 40 unique messages to over 20,000 contacts through Ocelot, highlighting specific late start courses to students with fewer than 15 units, as well as graduation requirement-fulfilling courses to the general population
- Began building relationships with local high school teachers and delivered flyers for programs and events to their campuses
- Attended all semiweekly meetings, provided Ocelot updates and relevant data analysis
- Brought in close to $100k in grants, securing robotic lighting, music library, choir composition, video equipment, instruments

**Strategic Enrollment Management (SEM) Goals:**

**Persistence**
- Provide data support to area dean, department chair, and faculty in creating a student-focused schedule
- Support area dean’s Completion Coaching Team Campaign for the Arts, Communication, and Humanities (ACH) Pathway
• Assist Starfish utilization in Performing Arts
• Assist Ocelot utilization in Performing Arts
• Participate in pathway outreach team meetings, monthly department and pathway team meetings, dean's area meeting each term, and regular data distribution and discussion

Status/Accomplishments
- Daily reviewed enrollment in Music and Theatre courses to track trends in student choices
- Created Ocelot usage PowerPoint for Completion Coaching Team and provided data insights on Ocelot messages sent by the Performing Arts department
- Attended Starfish training and utilized Starfish as a data research tool
- Attended all Performing Arts department meetings, Pathway team meetings, and Dean's Area meetings
- Created two videos for Dean's Area meetings highlighting the successes of each department overseen by Dean Farley

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<thead>
<tr>
<th>21-22 Performing Arts Ocelot Messaging Campaigns</th>
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<tr>
<td><strong>Target Audience/Intention</strong></td>
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<tr>
<td>Performing Arts Majors - General</td>
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<td>ACH Pathway Students</td>
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<tr>
<td>Performing Arts Majors - Low Unit Load</td>
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<td>Performing Arts Majors - Required Course</td>
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<td>General College - Never Taken A Specific Course</td>
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<td>Course Rosters from Previous Term</td>
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<td>General College - Missing Grad Requirement</td>
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Growth

**FTES Rate Goals by Subject Area**
- Music courses total FTES goal – 459.1
- Theatre courses total FTES goal – 182.4

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<thead>
<tr>
<th>2021-2022 FTES Outcomes</th>
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<tbody>
<tr>
<td><strong>Department</strong></td>
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<tr>
<td>Music</td>
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<tr>
<td>Theatre</td>
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Source: BC Enrollment Management Dashboard (FA21 and SP22) and Data Warehouse (SU21)

- Utilize Ocelot messaging to encourage full-time enrollment to increase course enrollment FTES rates by at least 5% from five-year average
- Support chair and faculty use of college data systems to guide enrollment management strategies
- Support the use and expansion of Open Educational Resources (OER) by 10% in Performing Arts by conducting research on existing materials, particularly regarding new certificates and degree programs
- Support the development of Certificates of Achievement and AA-T degrees to change the perception of performing arts education as a career-focused pursuit

Status/Accomplishments
- Sent targeted Ocelot messages to students enrolled in fewer than 15 units highlighting specific late start courses to encourage full time enrollment
- Created Ocelot usage PowerPoint for Completion Coaching Team and provided data insights on Ocelot messages sent by the Performing Arts department
- Attended Starfish training and utilized Starfish as a data research tool
- Researched existing OER for music and theatre courses
Participated as a support member developing Theatre Tech COA by researching similar programs at other colleges, gathering data as proof of the need for employees with these skills, and identified potential industry advisory board members

**Vision for Success Goal #2:** Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

**Area Dean's Goal: Increase transfer rates by 7% in each program of study.**

- **Music AA-T:** Increase the transfer rate to 30%
- **Theatre Arts AA-T:** Increase the transfer rate to 9.5%

**21-22 Outcomes:** Data pending

- In collaboration with area dean, department chair, faculty, and Pathway Completion Team, develop messaging campaigns encouraging students to enroll in courses that fulfill UC/CSU transfer and degree requirements
- Support department chair and faculty in the development, marketing, and event management of department events bringing UC/CSU representatives to campus, allowing students to build connections beyond BC
- Work with local high school performing arts teachers to develop a pipeline of students planning to attend BC and then transfer to a UC/CSU school as a means of reducing overall costs of higher education
- Promote existing, and support expansion of, online certificate and degree opportunities for students
- Provide support where needed to build/expand performing arts Inmate Scholars programs

**Status/Accomplishments**

- Created from scratch both flyers and Ocelot messages promoting Area C1 Arts requirement course offerings
- Supported visits to campus by visiting choral ensembles
- Provided support for the Peg Pauly High School Shakespeare Festival, KCMEA Jazz Day, BCSD Band/Orchestra/Choir Festival
- Secured a $1,000 Renegade Innovation Fund grant to help the Commercial Music program’s Renegade Minute podcast develop a video element.
- In conjunction with Dr. Josh Ottum, developed social media posts and flyers advertising the nearly-fully online path to achieve the Commercial Music COA, including 8+8 options, hybrid modalities, and fully-online modalities

**Vision for Success Goal #3:** Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

**Area Dean's Goal: Increase the education plan completion rate by 10%**

- **Increase the Music AA-T Ed Plan completion rate to 40.5%**
  **21-22 Outcomes:** 55.2% first-time students w ed plan Fall 2021
- **Increase the Theatre Arts AA-T Ed Plan completion rate to 54.5%**
  **21-22 Outcomes:** 64.29% first-time students w ed plan Fall 2021

- In collaboration with area dean, department chair, and faculty, support achievement of persistence rate goal of 75%
- Utilize Ocelot messaging to communicate with students regarding classes needed to stay on track to graduate
- Pursue funding opportunities to provide equipment and experiences that broaden and enhance student learning outcomes, thereby investing in our students and promoting a culture of persistence
- Provide marketing and events management support to department events, raising the profile of BC Performing Arts in the community, thereby attracting more students who are likely to graduate on time.
- Collaborate with Pathway Completion Team to identify courses useful to students outside the Music and Theatre majors that satisfy general education requirements
- Develop messaging to support counseling of students approaching high average number of units accumulated
• Provide data support to area dean, department chair, and faculty in creating a student-focused schedule
• Create and manage a scheduling system for student practice rooms to ensure equitable, timely, and student-focused access to practice rooms

Status/Accomplishments
  o Utilized Ocelot to communicate with students identified by Pathway team
  o Brought in close to $100k in grants, securing robotic lighting, music library, choir composition, video equipment, instruments
  o Provided copywriting, graphic design, social media and email marketing, public relations, COVID management, and house management support for all 10 department productions in the 21-22 calendar
  o Sold over $20,000 of tickets to department productions in the 21-22 calendar
  o Created from scratch both flyers and Ocelot messages promoting Area C.1 Arts requirement course offerings
  o Utilized Ocelot to promote Commercial Music COA program to students in pathways with potential for affinity
  o In process of identifying and securing movement of currently-unusable student practice rooms

Vision for Success Goal #4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.

Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion

Work Plan
Area Dean’s Goal: Increase the number of Certificates of Achievement earned by 3% from the six-year average
  • Commercial Music Certificate Award Increase Goal 21-22: 10
    (Four-year average – 9.5 certificates per year; 21-22 Goal: 10)
  21-22 Outcomes:
    5 Certificates awarded SU21-FA21; SP22 data pending

• Increase marketing and promotion of existing Commercial Music certificate
• Support the ongoing revision/updating of existing certificates to align with changing industry needs
• Support the development of at least 3 new Certificates of Achievement by researching certificates offered by comparable departments at other schools
• Work with local high school performing arts teachers to promote dual enrollment/early college opportunities for Kern County high school students
• Support area dean, department chair, and faculty in the recruitment of guest speakers and faculty candidates to enhance existing certificates and broaden the possibilities for new certificates
• Support and participate in advisory committees for Performing Arts department COA programs

Status/Accomplishments
  o Sent targeted Ocelot messages to students enrolled in fewer than 15 units highlighting specific late start courses to encourage enrollment in Commercial Music COA
  o In conjunction with Dr. Josh Ottum, developed social media posts and flyers advertising the nearly-fully online path to achieve the Commercial Music COA, including 8+8 options, hybrid modalities, and fully-online modalities
  o Began building relationships with local high school teachers and delivered flyers for programs and events to their campuses
  o Researched existing OER for music and theatre courses to lower cost of achieving a COA
  o Participated as a support member developing Theatre Tech COA by researching similar programs at other colleges, gathering data as proof of the need for employees with these skills, and identified potential industry advisory board members
  o Researched existing COA programs at other colleges surrounding the new media landscape
Vision for Success Goal #5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion
Strategic Direction #4 – Leadership and Engagement

Work Plan
- Work with specific high schools serving diverse populations to build a robust pipeline of Music and Theatre students of color
- Support and encourage department chair and faculty to select and promote diverse programming for Performing Arts events, representing more diverse populations in our venues and classrooms
- Pursue funding opportunities to increase BC performing arts presence in rural communities
- Ensure marketing and promotion of department events is equitable, inclusive, and accessible so that the department is welcoming more diverse audiences into our venues
- Support area dean in faculty diversification initiatives
- Pursue professional development and learning opportunities to enhance diversity, equity, and inclusion in all performing arts programs
- Complete accessibility courses provided by Bakersfield College to produce accessible materials for the department

Status/Accomplishments
- Began building relationships with local high school teachers and delivered flyers for programs and events to their campuses
- Encouraged, identified, and promoted diverse aspects of Performing Arts department performances
- Brought in close to $100k in grants, securing robotic lighting, music library, choir composition, video equipment, instruments
- Researched existing OER for music and theatre courses to lower cost of achieving a COA
- Used inclusive language best practices and ensured accessibility standards met for all promotional materials
- Completed EDUC B60NC and EDUC B61NC Inclusive and Accessible Digital Content courses and implemented learned methods for all materials created
- Attended available webinars promoted to BC staff/faculty during the 21-22 year