



ACADEMIC PROGRAM REVIEW NEWS

VOL 2., NO. 2, WINTER 2023

Brian Haimbach, theater faculty, interviewed for APROC by Hannah Hamalian 1.9.2023

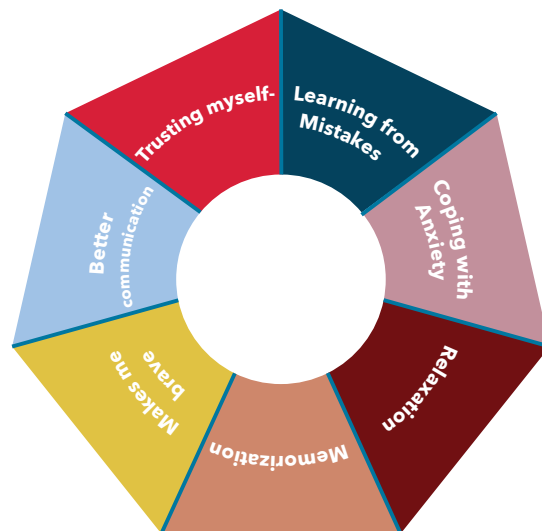
This interview has been edited for clarity and condensed for space considerations. To read the entire interview, please see this link: https://docs.google.com/document/d/1h5UKa6QGb9VgDnK1ePzAJAC2_YLiHFRL3z97i0cbzdl/edit?usp=sharing

What did you discover through the APR process (specifically, through the self-study)? What, if anything, surprised you?

APR biggest takeaways are what I learned from the student interviews [conducted during the self study]. That information inspired me to get my outcomes in line and think more specifically about the student experience. I was most surprised to find out how many students in acting classes were taking so many other performing arts classes. We assumed students were busy and fitting in courses that they needed to take in the AAOT, but at that time lots of students in acting classes were also taking visual and performing arts classes. Another surprise was how many students would really want some type of theater credential – some kind of degree in theater or certificate – they want this thing to say ‘I studied theater’.

The overwhelming majority of students said that taking Theatre classes increases the quality of their lives, makes them more effective in their other classes, and makes them a better person.

When asked to express in their own words how Theatre classes help with personal and professional growth, the following responses indicate how important Theatre is to the overall education of these students:



What improvements/changes have you made in response to your discoveries? Which of these changes has been easy to implement? Which have been challenging? What, if any, have been the barriers to implementation? What do you need to implement?

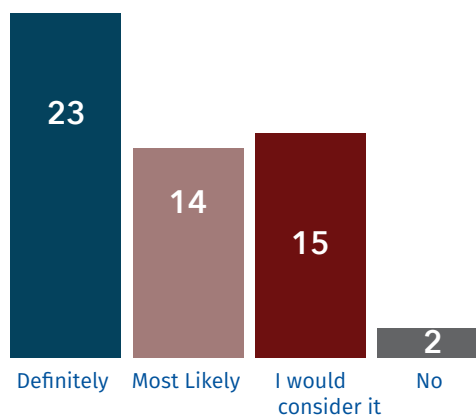
Our acting for musical theater class is starting next year [AY 2018-19] – and that came about as a result of knowing so many acting students were taking music classes at the same time. SPA (Student Production Association) argued for an increased allotment in the student activity fee, which allowed me to pay a stipend to students who are on the SPA board or who worked for SPA because with decreased enrollment there were not a lot of students around who could do that [serve on the SPA board] just because they wanted to. Cross listing the classes became necessary because

of reduced enrollment – that allows me to offer almost every acting class every term – that was information that came out of APR. Students take acting classes in sequence but not in consecutive terms – but making this change has made a big difference in enrollment. I also have a stronger transfer with U of O now – I got them to take two additional classes and took what used to be two classes and turned it into one class for the purpose of transfer to U of O.

I still would like to see about creating some sort of theater credential or a pathway – a clearer program of study, not just for U of O transfer. I would also like to create some kind of program of study for technical theater. All the students I interviewed last time were in acting classes – but didn't get a lot of information from the technical theater class. Now I need to find people to teach the technical classes! A challenge for moving forward with a tech theater program is finding qualified people to teach it.

When asked "If Lane offered an Associates of Arts in Theatre, would you pursue that degree? (0 = no, 1 = I would consider it, 2 = Most likely, 3 = Definitely)" of 54 responses to the question, the responses were as follows:

This means **68%** of the surveyed students indicated that they would either definitely or most likely pursue an AA in Theatre if we offered it.



If you were to talk to a colleague in another department who is nervous about stepping on to APR, what advice would you give them?

Keep in mind that you're doing it for the experience of your students. It's all about empowering you to give the students the experience and the skills you think they should have. You can't do that without investigating – if you don't have the facts to go on, everything is just going to be about guessing. It's very easy to make assumptions in every part of it, about students, administration, the support you can get from within the division, but until you approach it with an organized curiosity, it's going to be hard to make any substantive changes. This is the same thing I tell them with assessment – it's there for you to achieve your goals.

Correction: Richard McBride, Math Faculty, was inadvertently left out of the list of APROC Members in the Fall 2022 Newsletter.

Interested in showcasing what you've learned through the APR process and/or highlighting important program improvements? Contact APROC Chair Kate Sullivan, and she'll put you in touch with the newsletter interview committee (Shannon Ball, Hannah Hamalian, and Rich McBride). Share your accomplishments with the campus community!

