

Instructionally Related Activities Report Form

SPONSOR: CATHERINE BURRISS, HEATHER CASTILLO

DEPARTMENT: PERFORMING ARTS

ACTIVITY TITLE: THRESHOLDS

DATE (S) OF ACTIVITY: JANUARY 22-MARCH 14, 2013

SUPPORTING DOCUMENTATION

Attach:

- 1) Student evaluations or assessments
SRT.pdf
- 2) A list of attendees complete with each student major and expected graduation date
PA 391 class rosters, scans of box office records
- 3) Images demonstrating student participation (up to 6 images)
image files
- 4) A summary of expenses
Excel file

E-mail to the IRA Coordinator at lisa.ayre-smith@csuci.edu within 30 days after the activity.

Thank you for your commitment to engaging our students!!

ANSWER THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

Thresholds was the Performing Arts annual stage production, in conjunction with PA 391 - Production, which is cross-listed with ART 391, and was a culmination of two visiting artist residencies: a reflective writing process and an expressive movement workshop led by Project Lulu (February 1-7), and an advanced performance workshop led by Tim Miller (February 26-March 1). Students (both cast and crew), OLLI students (retirees participating through a collaboration with the Osher Lifelong Learning Institute), and faculty, led by Project Lulu artists, wrote for the three weeks prior to the start of the term about "thresholds" in our lives. CI students and faculty spent the first two weeks of the term developing ensemble performance skills. When Project Lulu was in residency, Lisa McKhann and Karen Keenan led OLLI students and CI students through an intensive week of exercises creating movement phrases and short pieces inspired by our writings. Then Heather Castillo and Catherine Burriss created a structure including many of those devised pieces and movements, and then finalized the staging over the next two weeks. Tim Miller's residency the week before opening brought in a



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vital and fresh perspective; Miller worked with Catherine and the cast and crew to create two crucial transitional pieces and restructure the overall arc of the show for maximum impact. The resulting performances of a world premier original work were intensely moving, and the run was quite successful, with most performances selling out.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

The activities were vital to achieving the **learning objectives** of PA 391, which place **students at the center of the learning experience**; SLOs include the development of expertise and practical experience in a production, the evaluation and reflection (in writing) on the creative process, and the application of multiple aspects of performance in production. These goals were accomplished through the intensive collaborative process of preparation and performance central to all performing arts, but particularly prominent in wholly devised work like *Thresholds*. Capstone students from the Art program will design and produced scenic video elements, publicity materials, and programs and also document the residency workshops on video and produced video for inclusion in the final performance; PA majors, minors, and other CI students performed on stage, assisted backstage, ran lights and sound during the show, and helped make costumes and props.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

This was a once-in-a-lifetime experience for all involved. The greatest strength of this series of activities was that students (both CI and OLLI) were empowered to make their voices heard and realize their stories in performance. They made something beautiful, profound, and moving from the essence of themselves, accessing their individual and collective creative power, telling stories that needed to be told, and moving the audience to tears every performance. The other strengths were the variety of artistic techniques and perspectives the PA 391 students and the larger CI community were exposed to. In the past, visiting artist workshops have essentially failed because they were not attached to a for-credit course and few students could commit to them; these activities proved much more successful, with some caveats (see below). Also, despite uniquely complex logistics and organizers who were completely overwhelmed, the activities stayed under budget (\$21,222.13 spent out of a requested \$22,085) and the production values for the final performances met or exceeded the high standards maintained by the Performing Arts Program at CI.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

This project was a lot to take on in a short period of time, with one of the main organizers pregnant, one of them new to producing, and all having to take on more separate roles than usual (even for the typically drastic multi-tasking we do around here). While incorporating visiting artist workshops into a course did wonders for student participation and engagement, it doubled the organizational time required, and overwhelmed the coordinators. This overwhelm was exacerbated slightly by PA having a new program analyst. While all of the coordinators did great work and no major calamities ensued,

some balls were dropped or deadlines missed. The publicity, while leading to a several sold out shows, did not get the level of attention that the students' work deserved.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

Incorporating visiting artist workshops into established courses seems the way to go, but a longer timeline, perhaps one afforded by the fall as opposed to spring semester, and more available coordinator-hours (either a person wholly dedicated to coordinating the visiting artists, or greater release time for the coordinators responsible for the course) would help immensely.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

Our students and the larger CI community are rich in wisdom and creativity. Combining multiple activities (visiting artists and productions) has its benefits but requires extra staffing.

Thresholds expenses

Honoraria	
Project Lulu	\$9,600.00
Tim Miller	\$4,500.00

Purchase Orders	
Ben Crop	\$2,000.00
Ben Crop Reimb.	\$899.31
Delicate Lighting	\$837.50

Staff	
John Price	\$1,000.00
Eddie Padilla	\$510.98

Supplies	
Heather Castillo Purchases	\$390.40
Hilda Ocampo Purchases	\$647.37
C. Burriss expenses	\$193.00

parking booklet	\$120.00
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\$20,698.56

Other expenses (covered by IRA, but does not count toward total)

OPC Chargebacks	
Tim Miller	\$62.00
Thresholds 3/8	\$60.00
Thresholds 3/7	\$108.00
Thresholds 3/9	\$60.00
Thresholds 3/13	\$92.00
Thresholds 3/14	\$92.00
Cost recovery 4/1- 4/30	\$49.57

Total OPC	\$523.57
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TOTAL SPENT	\$21,222.13
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**Spring 2013-1: Regular Academic Session
Survey
Spring 2013-1 2013**

**CSU Channel Islands
Channel Islands**

Course: PA 391 01A - PRODUCTION

Academic Program: Perf Arts

**Responsible
Faculty:** Catherine Burriss

Responses / Expected: 6 / 12

SRT		Burriss, Catherine							
		Responses				Individual			
		[SA]	[A]	[D]	[SD]	N/A	S.D.	N	Mean
Q1	I understood the learning outcomes expected from the course.	5	1	0	0	0	.37	6	3.8
Q2	To me, the course content seemed well organized.	4	1	1	0	0	.76	6	3.5
Q3	To me, class sessions seemed well organized.	4	2	0	0	0	.47	6	3.7
Q4	The time I spent in class sessions furthered my understanding of the course material.	5	1	0	0	0	.37	6	3.8
Q5	Examples and illustrations provided in this course aided my understanding.	3	3	0	0	0	.50	6	3.5
Q6	The course provided some general concepts that helped me see connections among specific topics.	5	1	0	0	0	.37	6	3.8
Q7	The course was a valuable learning experience for me.	6	0	0	0	0	0	6	4
Q8	The assignments in this course aided my learning.	3	3	0	0	0	.50	6	3.5
Q9	I was able to effectively use instructor feedback to increase my learning.	6	0	0	0	0	0	6	4
Q10	I learned ways of reasoning that I could apply to other disciplines.	6	0	0	0	0	0	6	4
Q11	My learning experience increased my appreciation for the subject covered.	6	0	0	0	0	0	6	4
Q12	I gained awareness of the relevance and importance of the course material.	6	0	0	0	0	0	6	4
Q13	The course made a relevant contribution to my overall education.	6	0	0	0	0	0	6	4
Q14	I felt I was evaluated fairly in this class.	5	1	0	0	0	.37	6	3.8
Q15	I felt I was treated with respect in this class.	6	0	0	0	0	0	6	4
Q16	The class atmosphere supported my learning.	6	0	0	0	0	0	6	4
Q17	I felt encouraged to contribute civil dialogue to this class.	6	0	0	0	0	0	6	4
Q18	When I sought outside help from the instructor (such as by phone, e-mail or office visit), I received it.	5	1	0	0	0	.37	6	3.8
Q19	I felt welcome to seek help and advice from the instructor.	6	0	0	0	0	0	6	4
Q20	The help I received from the instructor was useful to my learning.	6	0	0	0	0	0	6	4

Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1

Q21 - What changes would you make in your own approach in order to improve your learning?

Faculty: Burriss, Catherine

Response Rate: 33.33% (2 of 6)

- I would have study the script a little more as well as down more character work in preparation for the performances.

I originally signed up to just be a crew worker, but I ended up having a major role in the production which was

- an awesome learning experience. Next time I would take on a larger role, as appose to just being a crew member in order to enhance one's learning.

Q22 - What aspects of the course would you advise your instructor to retain?

Faculty: Burriss, Catherine

Response Rate: 33.33% (2 of 6)

- I would definitely like to retain the bonding days in the first week of practices. I felt they were crucial to making this all work especially because of the personal material we were working with.
- We were given a lot of practical techniques and exercises that really helped with stage performance. I would advise our instructor to retain those.

Q23 - What suggestions would you provide to your instructor for revisions that would produce a better learning experience for you?

Faculty: Burriss, Catherine

Response Rate: 33.33% (2 of 6)

- I would really liked to have known what was going on throughout the beginning stages of the process. A lot of times I felt confused or left in the dark on what we were doing and how it applied to creating the show.
- I had an amazing learning experience from this course, everything was organized to enhance and educate one for success.