**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Theatre Arts** | **09/11/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 445 | 579 | 561 | 479 | *Self Explanatory* |
| **Census Enrollment Load %** | 55.88% | 69.68% | 71.54% | 57.92% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 1,408 | 1,839 | 1,767 | 1,462 | Weekly Student Contact Hours |
| **FTES** | 46.94 | 61.31 | 58.89 | 48.74 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 4.21 | 4.40 | 3.67 | 4.37 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 334 | 418 | 482 | 335 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 0.20 | 0.60 | 1.59 | 1.60 | FTEF from Contract Faculty |
| **Hourly FTEF** | 3.81 | 3.67 | 1.93 | 2.33 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.20 | 0.13 | 0.14 | 0.43 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 4.01 | 3.80 | 2.07 | 2.77 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 95.25% | 86.37% | 56.54% | 63.36% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 97.63% | 96.05% | 95.79% | 94.47% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 82.06% | 80.46% | 78.27% | 75.79% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 1 | 3 | 4 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** |  - |  - | 3 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** |  - |  - | 3 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Many major indicators have decreased from the height of our program in 2009. There was a significant drop off in Fall of 2011. This can be attributed to mandated course cuts, poor economy and the beginning of our facilities transition during the the remodel and construction of the Performing Arts Complex. The technical theatre program is particulary affected by these changes. Many students are waiting for the completion of the new complex before continuing their technical theatre program. Learning technical theatre in a modified trailer instead of a state-of-the-art scene shop and in make-shift performance spaces instead of actual theatre facilities has a very limited appeal. We face similar challenges, but to a lesser degree, in our acting classes. Despite these challenges, we have continued to increase our numbers in degrees and certificates awarded.**  |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.** **Of the seventeen courses that we are actively teaching, all but four have completed at least one assessment cycle. We originally planned a 3 year cycle for assessing all of our classes and were able to accelerate the timeline for all but those four. Engaging in the SLOAC has prompted many poductive and insightful discussions amongst our full-time and part-time faculty.** **I.B.2 Summarize Program SLO assessment results beginning on the next line.****We will be assessing a Program SLO for the first time this year.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.** **While assessments indicate overall success in our pedagogical strategies, in most cases we are also able to identify detailed aspects of particular outcomes that need more attention. For example, in our three sections of beginning acting (TA115) we evaluated the ability of our student to communicate effectively using the terminology related to the acting process and language of the theatre. We assessed using a variety of methods including quizes, response papers and performance projects. In the terminology and short answer quizes, students did very well, ranging between 80-100%. However each section noticed one or two specific terms or concepts that were more consistenly misunderstood than the others.** **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.** **We will be assessing a Program SLO for the first time this year.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **The LMI projects 10-16% increase for the technical theatre fields (scenic arts, lighting, sound and costuming) in the job market. Recent developments in sound technology have resulted in an increased demand for sound technicians. Also of note: our area is among the most rich in theatre and entertainment venues in the country, allowing our students access to a wide variety of entry-level jobs.**  |

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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **We have spent time reviewing and updating curriculum to strengthen our course offerings and to adhere to SB 1440 and recent changes in Title 5. New courses are being added to the technical theatre programs to adapt to changing trends in the labor market and provide our students with a stronger foundational skill set.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **During the past year, we have experienced dwindling financial resources, reduced course offerings and the beginning of our facilities transition during the the remodel and construction of the Performing Arts Complex. This has resulted in a temporary lull in class sizes, particularly in the technical theatre program. In developing our schedule, we work to meet students’ needs and maximize resources by rotating courses needed for certificate completion and/or transfer.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **The discipline recently participated in the development of the Five Year Staffing Plan. Currently, more than 64% of our discipline offerings are taught by part-time faculty. Our excellent part-time faculty are all highly respected working professional in the San Diego theatre community. As such, they offer our program and our students invaluable perspectives and connectiions to the professional world. We will not be requesting a new faculty member this year.**  |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  |  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **25 Laptop computers** | **2** | **Goals 2 and 6** | **In order to strengthen the technical theatre program so that it supports our students' education goals, we must demonstrate, and instruct our students in the utilization of computer software to meet technical theatre demands. Computer-aided design for theatre and enterainment technology is an absolute necessity for current and future technicians and artists in the field. We are planning to add this capacity to a computer lab in the MD building for our theatre students use during the time of the theatre renovation. Additionally, we are planning to add this capacity to the computers in the scenic, lighting, and costume labs. With the future completion of our new facility, we plan to have a portable laptop computer lab for our theatre students. The laptops would be used to meet the instructional needs of the technical theatre courses including, but not limited to, TA107, TA108, TA131, TA170, and TA197D.** | **$37,500** | **One-time** | **No** |
| **b2.**  |  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  |  |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  | **2 software licenses for OptiTex** | **1** | **Goals 2 and 6** | **Computer aided drafting (CAD) for designing and printing costume patterns, to be used in our costume courses and in the production of costumes for our theatre productions** | **$350/yr** | **on-going** | **No** |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  | **4** |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  |  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **1. The Performing Hearts Project was innovative in a variety of ways: A) it transcended traditional boundaries between academic disciplines and department, B) It created connections between the college and the larger community of North County, C) it used technology to build communication and community connecting face-to-face interactions with on-line interactions. The goal of the project as prompted by the PC3H committee, was to build awareness and dialogue about the experiences LGBTQ people in our culture and on our campus. In addition to a beautifully executed production of LAST SUMMER AT BLUEFISH COVE, we also presented a series of events. A keynote address focusing on the state of LGBTQ activism. The Music/Dance/Lecture Performing Hearts OUT loud which included an original music composition by Madelyne Byrn (featuring text from interviews with Palomar faculty and staff) with original choreography by Molly Faulkner and the brilliant presentation by Peter Gach. Several other events were coordinated with the LGBTQA Student Club and Pride Center. Several classes participated in discussions around these topics and extra-credit responses to the events. We were very successful in our outreach to the LGBTQ community of North County as witnessed, particularly, in the post-show discussions. The experience of this project provided a foundation for our 2012 Series of productions and “Coffee Talks” on the theme: The Right To Think: Science, Politics and Public Perception.****2. This was the first year of a two year transitional period during the remodel and construction of the new Performing Arts Complex. We faced many challenges in adjusting to ad-hoc performance venues, classrooms and lab facilities. Despite the challenges we produced an excellent and exciting season of relevant, provocative, and educational theatre productions.****3. We are particularly proud of our graduating student, Jessica Van Ness, whose collaborative team won the design competition at the USITT National Conference.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Michael Mufson*Name*** | **Christopher Sinnott*Name*** | ***Name*** |

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| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**