

# Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional 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.)

**Department: Performing Arts**

**Instructional Discipline Reviewed**

**2007-08**

**1. 3-year trend of quantitative data**

	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Definitions</b>
<b>Enrollment at Census</b>	2,759	2,764	2,827	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	70.05%	56.80%	54.58%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	7,912	8,024	8,007	Weekly Student Contact Hours
<b>FTEs</b>	263.73	267.47	266.88	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	19.86	21.82	22.61	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	398	368	354	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	7.82	8.20	7.48	FTEF from Contract Faculty
<b>Hourly FTEF</b>	9.30	11.00	11.94	FTEF from Hourly Faculty
<b>Overload FTEF</b>	1.49	1.29	1.95	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	10.79	12.28	13.88	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	54.36%	56.31%	61.40%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	90.09%	93.23%	92.95%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	73.69%	72.72%	76.38%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	12	7	8	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	2	6	12	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	1	2	8	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	1	4	4	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

**PLEASE SEE INDIVIDUAL DISCIPLINE (DNCE, MUS, TA) REPORTS SUBMITTED SEPARATELY**

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>PLEASE SEE INDIVIDUAL DISCIPLINE (DNCE, MUS, TA) REPORTS SUBMITTED SEPARATELY</p>	
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>PLEASE SEE INDIVIDUAL DISCIPLINE (DNCE, MUS, TA) REPORTS SUBMITTED SEPARATELY</p>	

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>PLEASE SEE INDIVIDUAL DISCIPLINE (DNCE, MUS, TA) REPORTS SUBMITTED SEPARATELY</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>We desperately need to increase our annual budget for accompanists and hourly employees. Accompanists are essential for many music and dance classes. While our program has grown significantly over the past several years, these budgets have not been increased for many years. The accompanist situation has reached a crisis these past two years. We use student hourly employees to crew our performances. These budgets have not increase in the known history of our department despite increases in minimum wage and the growth of our performance season.</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>We are excited about the current plans to renovate the HBT and to create a Performing Arts Complex with a flexible performance space, dance studios, performance classrooms, offices and gathering places.</p> <p>While the project is in construction we still need to perform regular</p>	

<p><b>maintenance to ensure the safe and proper functioning of our facilities and equipment.</b></p> <p><b>PLEASE SEE INDIVIDUAL DISCIPLINE (DNCE, MUS, TA) REPORTS SUBMITTED SEPARATELY FOR MORE DETAILS</b></p>	
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b></p> <p><b>Our current Director of Technical theatre will be retiring at the end of this academic year. It is essential that we have an interim position until he is replaced (Please see attached Proposal for Interim Director of Technical Theatre).When the position is replaced we plan to revise the job description to reflect the integration of music, dance and theatre into a single department (over 15 years ago). This position must include planning and production support for the whole department, not just the theatre discipline.</b></p> <p><b>We are also experiencing numerous and impending retirements in the Music discipline. Currently all our major ensembles are led by Part-time faculty.</b></p> <p><b>Our Dance program continues to grow and will certainly warrant a new faculty in the near future.</b></p> <p><b>PLEASE SEE INDIVIDUAL DISCIPLINE (DNCE, MUS, TA) REPORTS SUBMITTED SEPARATELY FOR MORE DETAILS</b></p>	
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p><b>Currently several positions in the Howard Brubeck Theatre are focused primarily on the theatre facility and technical theatre program. These positions predate the consolidation music, dance and theatre into a single department over 15 years ago. Our staffing situation needs to be reconfigured and expanded to meet the needs of a dynamic and complex department. In particular we need the responsibility for coordinating the production activities amongst the three areas and various performance venues to be incorporated in someone’s job description. It would also be ideal to remove the Technical Director responsibilities from the faculty and move it to the staff. Faculty would continue as director of the Technical Theatre Program. The following responsibilities would be moved to a staff position:</b></p> <ol style="list-style-type: none"> <li><b>1. Develop and execute work schedule for the execution of designed scenery, with the Production Manager and Shop Foreman, for student lab work and instructional activities.</b></li> <li><b>2. Supervise/direct execution of design, including installation and rigging for all required scenery, painting and detailing of finished</b></li> </ol>	

<p>design. The design of all properties is part of the scene design process, but may be assigned to assistant or associate designers. Execution of design includes responsibility for the safety of all scenic and production elements.</p> <p>3. Conduct production meetings in order to coordinate all areas of design involved in the production with the director of the current production. Production meetings will also involve concept development in the initial stages of organization. Preliminary work schedules are developed at this time.</p> <p>4. Supervise/direct production “strike” at the conclusion of production run.</p> <p>The apparent solution is to upgrade the current Instructional Support Assistant Position by adding responsibilities for departmental coordination and technical direction. To accomplish this, we would consider removing some or all of the 20% reassigned time from the Faculty Director of Technical Theatre and moving it to the new staff position – Performing Arts Technical Coordinator.</p>	
f. Other	

5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.

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6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

PLEASE SEE INDIVIDUAL DISCIPLINE (DNCE, MUS, TA) REPORTS SUBMITTED SEPARATELY

b. Discuss a learning outcome that is observable yet difficult to measure.

PLEASE SEE INDIVIDUAL DISCIPLINE (DNCE, MUS, TA) REPORTS SUBMITTED SEPARATELY

7. Describe a discipline accomplishment that you want to share with the college community.

PLEASE SEE INDIVIDUAL DISCIPLINE (DNCE, MUS, TA) REPORTS SUBMITTED SEPARATELY

8. Are there other resources (including data) that you need to complete your discipline review and planning?

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

**Michael Mufson**

Department Chair/Designee Discipline Review and Signature

Date

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Division Dean Review and Signature

Date

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\* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

\* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.

**To:** Berta Cuaron, VP of Instruction and Members of the Instructional Planning Council  
**From:** Michael Mufson and Molly Faulkner, Co-Chairs of Performing Arts  
**Re:** Proposal for Interim Non-Tenure Track Replacement for Director of Technical Theatre

At the end of this academic year our technical theatre faculty, David Boyd, will be retiring. He is the only full-time faculty in Technical Theatre and his general responsibilities in addition to teaching include ensuring the safe operations of all production aspects, Director of the Technical Theatre program, Technical Director for five theatre productions per years and Set Designer for five theatre productions per year. As we plan for next academic year, we find that it will be extremely impractical to fill his position with part-time faculty. We currently have only one part-time faculty in technical theatre who teaches costume design; David Boyd teaches all other technical theatre classes.

As you will see from the list of responsibilities below, this position includes a great deal of planning, preparation and coordination that occurs outside of classroom teaching. Perhaps the most difficult responsibility to replace is the assignment of students to the various crew and design positions. For this purpose the Faculty has to know all the students, their experience, capabilities, strengths and weaknesses. Many of the student crew positions such as Stage Manager, Assistant Stage Manager and Crew Chiefs involve a lot of responsibility and initiative. **These student crews operate complex equipment and must be trained and supervised thoroughly in order to ensure the safety of our students and our audience.** It is crucial that these positions are delegated appropriately. The effectiveness of our entire program depends on all these tasks getting accomplished. The position does have 20% release time for this purpose. Below are the specific duties and responsibilities associated with this position.

**The Director of Technical Theatre currently encompasses the following positions:**

1. Full Time Faculty -teaching a range of technical theatre and design classes (20% release time.)
2. Scenic Designer - five productions per year
3. Technical Director- five productions per year
4. Coordinator of student production crews- five productions per year
5. Ensuring the safe operations of all production aspects

**Full Time Faculty:**

1. Teach a full load of classes
2. Develop all curricula which impact the Technical Theatre instructional program. This may include new Technical programs or internships.
3. Provide the Technical Theatre Program with visionary leadership that inspires students to embrace the craft and art of theatre and to produce high quality work.
4. Maintain Theatre Arts instructional program budget as it relates to productions and instructional activities.
5. Develop performance and production schedule with Theatre Facility Manager as it relates to instructional activities.
6. Plan and Coordinate with Facility Manager and staff for equipment and operational improvements.
7. Participate in discipline and departmental vision and planning processes.

**Duties And Responsibilities Of Scenic Designer**

1. Design the setting and all scenic elements for theatre productions including research, graphics renderings or models, and other necessary support materials required for the execution of the design.
2. Supervise/direct the design and activities as above in coordination with PAD Technical Coordinator.
3. Supervise the finish painting and set dressing.
4. Work with properties designer to ensure the unified vision and concept of the physical production.

### **Duties And Responsibilities Of Technical Director**

1. Create working drawings, floor plans and elevations based on the scenic design provided by the design faculty.
2. Develop and execute time-lines and work schedule for student lab work and instructional activities.
3. Supervise/direct execution of scenic and lighting design, including construction and rigging for all required scenery and lights. Execution of design includes responsibility for the safety of all scenic and production elements.
4. Plan and supervise the construction of all properties.
5. Supervise the activities of student hourly employees.
6. Plan and conduct production meetings in order to coordinate all areas of design involved in the production with the director, design team and stage manager of the current production. .
7. Supervise/direct production "strike" and restoration at the conclusion of production run.

### **Duties And Responsibilities Of Coordinator of Student Crews**

1. Select, recruit and assign students to student crew positions for Theatre, Dance and Music productions.
2. Communicate all scheduling and other key information.
3. Direct the technical rehearsals in coordination with director of current production, design team and technical staff. This may include, but is not limited to, training the stage crew, overseeing scene shifts, and the notation of production process as it affects production work schedules, and the overseeing of general production activities during the scheduled rehearsals.
4. Supervise/direct the execution of make-up design for the actors, including the training of make-up crew members. (In some instances, this activity may be accomplished during regular instruction hours so it is not included as additional hours.)
5. Evaluate students

### **Miscellaneous Director of Technical Theatre Duties**

1. 1. Develop production budgets for each production, including estimates of costs for all design areas.
2. 2. Maintain budgets including all ordering of materials and supplies required for the production through the building and load-in process.
3. 3. Act as "production staff in house" for individual performances on rotating basis with other theatre staff and faculty for Theatre Arts Performances.
4. As you can see it will be quite difficult for several, newly recruited, part-time faculty to cover all these duties and responsibilities. I realize this is an unusual request and does not fall within the current procedures for faculty retirement and hiring. However, there is precedent within our own department and in the library for similar interim replacements.

Considering the immanent possibility of a hiring freeze, it could have a devastating effect on our Technical Theatre program to flounder through the next several years with part-time faculty and classified staff filling the responsibilities of a fulltime faculty/director level position. Financially speaking, an interim position would still represent a savings to the district. Such an interim position would receive a salary considerably less than the senior faculty that currently holds that position.

Palomar's theatre program makes a major contribution to the culture of the college and the surrounding community. We are consistently praised by the North County Times for the excellent quality and stimulating impact of our productions. We provide one of the college's few direct contact and outreach functions to our constituents in the community. In addition we also provide a fulcrum for many collaborations within the college including major participation in Campus Explorations, collaboration with individual classes that find relevance in the themes of a particular production and classroom visitations by our faculty.

We appreciate your consideration in supporting this important program.