Status: **Incomplete**

Entry #: 285

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?

Department Name
Performing Arts

Discipline Name
Theatre Arts (TA)

Department Chair Name
Patriceann Mead

Division Name
Arts, Media and Business Administration

Website address for your discipline
https://www2.palomar.edu/pages/performingarts/home/theatre-arts-homepage/theatre-arts-degrees/

Discipline Mission statement
The Palomar Theatre Arts Program cultivates the potential of theatre to make an impact on the lives of practitioners, audiences, and communities. Through our technique classes, academic offerings and season of productions the program emphasizes the power of theatre to transform individuals and society through imagination, empathy, analysis, and action. The program empowers students to follow the discipline of craft while taking risks and developing their own artistic sensibility. Critically-acclaimed productions range from the classical to the experimental, often serving as a focal point for campus-wide dialogue on social issues. The program also emphasizes collaboration with the other disciplines in the Performing Arts Department and colleagues in the Art Department.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Theatre Arts A.A. Degree Major
Theatre Arts AA-T Transfer Major
Technical Theatre A.A. Degree Major or Certificate of Achievement
Musical Theatre Preparation Certificate of Achievement

Please list the names and positions of everyone who helped to complete this document.
Michael Mufson
Christopher Sinnott

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
2

Full-time Faculty (FTEF)
2

Part-time faculty (FTEF)
.5

Classified and other permanent staff positions that support this discipline
ADA
Technical Direction Specialist
Technical Theatre Specialist
Patron Services Specialist
Marketing and Programming Coordinator

Additional hourly staff that support this discipline and/or department
Costume Shop Supervisors 20hrs/wk

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
Our program outcomes address the analytical, conceptual, practical, and communication skills that cover the breadth and depth of preparation for further study, craft development, and work on the various aspects of the Theatre Arts.

How do they align with employer and transfer expectations?
Our program outcomes meet the standards established by transfer institutions and entry into professional and community-based theatre organizations.

Describe your program's plan for assessing program learning outcomes.
Our program outcomes are closely tied to our course outcomes and carefully developed throughout the course sequence as evidenced by our curriculum map. Our program assessment includes observations of trends across the assessments of course SLOs and an annual verbal review of those students who complete our programs.

Summarize the major findings of your program outcomes assessments.
Students Sampled: All course sections.
Reflections: After discussing the students individually and the ways in which this outcome is developed throughout our curriculum, we find that our completing students are all accomplished in the breadth and depth of their ability to contribute in a variety of ways to the success of theatrical production. These students are required to take a variety of production roles in the course of their program completion. These roles come with concrete responsibilities to the creative process and organizational aspects of production. Students who complete the program receive increasingly complex and significant responsibilities in production. The exquisite pressure of production demands increasing levels of competency and productivity. Students are not permitted to take more responsibility until they demonstrate that they are capable of managing greater responsibilities.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
Insufficient Data for 2019-20

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Stayed the same

What factors have influenced your completion trends?
Our completions have remained small but steady. Many of our students in the acting area of our discipline acquire the skills and experience they desire, but are not necessarily motivated to complete a degree or certificate. Most work is acquired by audition, so preparation and experience are more significant than degree completion. Our students are often frustrated by difficulty completing the math requirements. We have implemented a process for reaching out and identifying students who are on track to completion. But our follow-up with these students needs to improve. We intended to create a one year Certificate of Preparation in Acting to provide an effective vehicle for students to focus and complete their foundational work in the craft of acting, however, due to requirements to cut the number of Faculty Student Contact Hours in our discipline, we are no longer able to offer the skills-based classes necessary to make this a viable certificate. We have similar obstacles in all our programs. Therefore the Certificate of Achievement in Acting is on hold until we are able to offer the appropriate classes. We have also collaborated with Music and Dance to create a Certificate of Preparation in Musical Theatre, which completed its first year in 2019-20.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
We have continued to streamline our degrees and certificates but cannot keep up with the rate at which we are being cut. Our individual sections have become very efficient, but many of our classes have small caps due to the nature of our craft.

How have these factors presented challenges for your program(s)?
We are deeply demoralized by the continued cuts to our program offerings. We are a small program that has been cut beyond recognition over the past 10 years. We have been told that cuts are often mandated across the board, regardless of the size of the program or the impact on the program. This has become a viscous cycle. As such our students are floundering as they wait for the classes they need to complete their degree or certificate.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
80.0%

Why did you choose this standard?
Although the college standard is 70%, theatre courses routinely have a success rate above 80%. One of our strengths is student engagement with our curriculum and this higher standard helps us to keep the focus on student success. It is the nature of our curriculum to be inclusive and participatory, and so we are mindful of the many barriers to completion that our students encounter. This higher success rate also increases the likelihood of more students enrolling in additional classes in our discipline.

What is your stretch goal for course success rates?
85.0%

How did you decide upon the goal?
As we consistently achieve our program standard, we wish to aim higher with our new plans in place. Hopefully, as we assess and adjust our methods, we can begin to regularly maintain this higher standard.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
In our previous PRP we identified a need for improvement in Part-time Faculty participation. We have increased our communication efforts to engage faculty with early reminders, offers of assistance, and using the assignment feature of Trac-dat. Our holistic reflection approach to assessment (see the detailed description in last year's PRP) benefits from reflection as late in the semester as possible, which is a challenging for time managment. Also, with the holistic reflection approach, we have set the ambitious goal of assessing all our technique classes annually. This goal will ensure that we complete the assessments within the 3 year cycle.

Summarize the major findings of your course outcomes assessments.
Our SLO cycle has had a great deal of impact on our TA 100 Introduction to Theatre class. We have been developing this class
towards a focus on experiential, project-based learning approaches and critical multicultural consciousness. This is the first year that TA 100 fulfills the Multicultural requirement. As a result, we have seen improved engagement with our students on many levels. Our technique classes continue to balance the rigors of our discipline with the challenges faced by our students. The theatre technique classes require a great deal of self discipline, creative reflection & introspection, collaborative work with partners outside of class and exacting application of tools and techniques to the creation of an artistic product. Students juggling work schedules, class loads, family issues, and imbalanced learning styles often face challenges meeting the demands of discipline. With a great deal of patience and cultivation, we nurture students through these challenges to create work which often exceeds expectations.

Our combined Acting II & III course recently completed a very interesting holistic assessment. The assessment identified some of the most illusive aspects of acting technique related to listening and responding impulsively to scene partners in order to create the illusion that events are happening for the first time. Most students are able to discover at least a few moments in the course of a 5 minute scene, and the majority of students can sustain this skill for at least half of the scene with only a few students who can sustain it for the entire duration of the scene. The instructor has identified the need for more rigorous scene analysis to create the foundation of understanding of the circumstances in order to discover all the opportunities for spontaneous behavior.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- LaunchBoard
- LaunchBoard Resource Library
- Chancellor's Office Data Mart
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Potential Careers:

Stagehand, Audio and Video Equipment Technician, Audio Visual Specialist, Multimedia Educational Specialist, Operations Technician, Video Technician, Costume Attendants, Costume Draper, Costume Seamstress, Costume Shop Manager, Costumer, Draper, Dresser, Wardrobe Assistant, Wardrobe Attendant, Wardrobe Manager, Wardrobe Supervisor, Theatrical and Performance Makeup Artists, Commercial Makeup Artist, Makeup and Hair Designer, Makeup Artist, Prosthetic Makeup Designer, Special Effects Makeup Artist, Special Makeup Effects Artist, Rigger, Hand Rigger, Heavy Lift Rigger, Machinery Mover, Rigging Foreman, Rigging Supervisor, Set and Exhibit Designer, Design Chief, Designer, Display Coordinator, Exhibit Designer, Exhibit Preparer, Production Designer, Scenic Designer, Set Designer, Set Decorator, Show Design Supervisor, Technical Director, Creative Services Director, Director, Operations Manager, Production Director, Associate Producer, Executive Producer, Producer, Promotions Producer, Production Manager, Sound Engineering Technician, Audio Engineer, Audio Operator, Master Control Operator, Mixer, Recording Engineer, Sound Engineer, Sound Technician, Studio Engineer, Motion Picture Projectionist, Booth Manager, Booth Operator, Booth Supervisor, Booth Usher, Motion Picture Projectionist, Movie Projectionist, Projection Technician, Projectionist, Projector Booth Operator, Usher, Lobby Attendant, Ticket Taker, Docent, Event Staff, Lobby Attendant, Ticket Attendant, Ticket Taker, Usher, Visitor Services Assistant, Visitor Services Associate, Visitor Services Representative, and Visitor Services Specialist, Actor, Actress, Comedian, Comic, Community Theater Actor, Ensemble Member, Narrator, Performer, Tour Actor, Voice-Over Artist, Artistic Director, Assistant Director, Associate Artistic Director, Director, Stage Manager, Associate Producer, Executive Producer, Producer, Promotions Producer, Theatre Professor, Docent, Event Staff, Lobby Attendant, Ticket Attendant, Ticket Taker, Usher, Visitor Services Assistant, Visitor Services Associate, Visitor Services Representative, Visitor Services Specialist

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Associated KSA's:

KNOWLEDGE: Fine Arts, Design, Building and Construction, Mechanical, Public Safety and Security, Engineering and Technology, Customer and Personal Service, English Language, Production and Processing, Mathematics, Communications and Media, Computers and Electronics, Administration and Management, Education and Training, Sociology and Anthropology, Psychology, Sociology and Anthropology, Philosophy and Theology, History and Archeology, Customer and Personal Service, Computers and Electronics, Law and Government;

SKILLS: Critical Thinking, Coordination, Active Listening, Time Mangement, Complex Problem Solving, Reading Comprehension, Critical Thinking, Learning Strategies, Social Perceptiveness, Judgement and Decision Making, Operation Monitoring, Operations Analysis, Operation and Control, Active Learning, Monitoring, Service Orientation, Speaking, Writing, Management of Personnel Resources;

ABILITIES: Fluency of Ideas, Originality, Visual Color Discrimination, Problem Sensitivity, Oral Comprehension, Oral Expression, Written Comprehension, Written Expression, Visualization, Information Ordering, Speech Clarity, Speech Recognition, Deductive Reasoning, Inductive Reasoning, Near Vision, Hearing Sensitivity, Selective Attention, Control Precision, Arm-Ham Steadiness, Manual Dexterity, Finger Dexterity, Multilimb Coordination, Far Vision, Category Flexibility, Memorization

How does your program help students build these KSA's?

Our instructional practices emphasize active and work-based learning [WBL] approaches. These practices allow us to model industry practices, providing our students with engaging classroom environments in which they actively practice KSAs that greatly improve the quality of their learning and the retention of their material, while also helping the students become more desirable to potential employers or 4yr institutions.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
Yes

What have you done to integrate work-based learning?
We model industry standard practices as much as possible in every classroom. Examples will be demonstrated at PD Workshops to be given in the Fall 2019 Plenary.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
We specify the particular KSAs emphasized in each course via the course SLOs, which are closely tied to our PLOs, and have been carefully developed throughout the course sequence as evidenced by our curriculum map. These associations will also help our students self-identify which KSAs they have developed as they progress through our program, providing them with material that more easily transfers onto their resumes for future advancement.

How do you engage with the community to keep them apprised of opportunities in your program?
Through our Industry Advisory Board, community theatre and entertainment partners, local HS connections, CTE program on campus, and through many, many Palomar events [including, but not limited to, our performance season, Coffee Talk Series, online engagement, Calling All Humans, as well as other social and political events on, and off, campus], we are extremely actively engaged with our community, building awareness about our program in many different ways, and with a great diversity of groups in our community.

What is the regional three-year projected occupational growth for your program(s)?
The regional 3yr projected occupational growth for our program is approximately a 4% increase.

What is being done at the program level to assist students with job placement and workforce preparedness?
We continue to work together with our Industry Partners, our CTE Division, and the developing Career Center, to help prepare our students for job placement and workforce preparedness. We have also been making them aware of the new Skillshop workshops, where they can recieve aid in resume and portfolio building, reviews, as well as many other career-oriented services.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
The last Program Advisory meeting was held on 04/05/2019. Of the many topics covered, most significantly we found potential in developing new relationships across campus with closely related educational programs [Architecture and Interior Design], both of whom are actively interested in joining with us to help support each other and to grow our three programs together. Many interesting ideas were put forth regarding positive changes to our scheduling, to help minimize conflicts between our students' "major" courses, and our students' "GE" courses [specifically, the example was given by ARCH that they only schedule major courses on T/Th, allowing their students to have M/W completely open for GE courses, and Friday they run an open lab, with a lab proctor to monitor the lab]. This model may work well for us too.

What are the San Diego County/Imperial County Job Openings?
In San Diego/Imperial County, both short and long term projections are incredibly positive across the majority of those careers listed above; in particular, they have very bright outlooks for the job openings for the jobs which either require no degree, or only an AA Degree or Certificate of Achievement. The percent change in the last five years is an average of +10%, with an anticipated continued rise of +5% across all areas.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Devise and implement Certificate of Achievement in Musical Theatre

Is this a new or existing goal?	**Goal Status**
Existing	Completed
	Ongoing

How will you complete this goal?
• We have completed the degree and implemented one cycle. Unfortunately, the first year was disrupted by the Covid-19 pandemic, so results are ambiguous at this point.

Outcome(s) expected (qualitative/quantitative)
Increased completions. At this point I hesitate to state a specific number.
Improved student retention within the Department.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The effective implementation of this certificate contributes directly to the following statements from the program's and college's mission:

• Theatre Mission: The program empowers students to follow the discipline of craft while taking risks and developing their own artistic sensibility.
• College Mission: We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

By focusing our students in this structured curriculum, they will emerge empowered with a strong foundation to pursue many types of opportunities in the Musical Theatre arena. Our pedagogical approach "Cultivates the potential of theatre to make an impact on the lives of practitioners, audiences, and communities." The process of making theatre involves investigation into human behavior and society in order to represent a version of our world. We are makers and shapers of culture. Our students gain an understanding of the responsibility that comes with creating our work.

Expected Goal Completion Date
5/30/2021

Goal 2

Brief Description
Devise and implement Certificate of Achievement in Acting

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
On hold until we are able to offer the full complement of classes.

Outcome(s) expected (qualitative/quantitative)
Increased completions. At this point I hesitate to state a specific number.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The effective implementation of this certificate contributes directly to the following statements from the program's and college's mission:

• Theatre Mission: The program empowers students to follow the discipline of craft while taking risks and developing their own artistic sensibility.
• College Mission: We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

By focusing our students in this structured curriculum, they will emerge empowered with a strong foundation to pursue many types of opportunities in the Theatre arena. Our pedagogical approach "Cultivates the potential of theatre to make an impact on the lives of practitioners, audiences, and communities." The process of making theatre involves investigation into human behavior and society in order to represent a version of our world. We are makers and shapers of culture. Our students gain an understanding of the responsibility that comes with creating our work.

Expected Goal Completion Date
5/31/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
No

Enter your email address to receive a copy of the PRP to keep for your records.

Review

Chair Review

Chair Comments

Chair Name   **Chair Sign Date**

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:
•Declining enrollment.
•Deactivated courses that are still listed as prerequisites for active courses.

Recommendations for improvement:
This program review appears to incomplete/unchanged from 2019-2020.

Dean Name   **Dean Sign Date**
Justin Smiley   11/6/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name   **Vice President Sign Date**