

Entry #: 105 - Arts, Media and Business Administration

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**DRAFT****OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS**

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

**BASIC PROGRAM INFORMATION****Division Name**

Arts, Media and Business Administration

**Department Name**

Performing Arts

**Microsoft\_List\_ID****Discipline Name**

Theatre Arts (TA)

**Department Chair Name**

Michael Mufson

**Department Chair email**

mmufson@palomar.edu

**Please list the names and positions of everyone who helped to complete this document.**

Michael Mufson, Professor of Theatre Arts

**Website address for your discipline**<https://www.palomar.edu/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)?**

No

**List all degrees and certificates offered within this discipline.**

AA in Theatre Arts  
AA-T in Theatre Arts

**BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

1

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**

.80

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

1.33

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

Patron Services Coordinator  
PerfrmingArts Mrktng/ProgCoord  
Technical Direction Specialist

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

Costume Shop Supervisor  
Audio Video Technical Assistant

**COURSE INFORMATION**

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

**COURSE SUCCESS AND RETENTION****Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Our success rates dipped during the pandemic and it's aftermath. Fall of 2023 exceeded our 2019 rates. As we build back and resolve long-standing personel issue, we seem to be moving in the right direction.

**Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Our retention rates have been mostly steady, but 2023 had a significant increase.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

Gender

Ethnicity

**Gender: What did you find and why do you think gender differences exist? How can you close the gap?**

Although success and retention rates are generally high, our discipline-wide success rate by gender indicated a 15% difference with Female at 81% and Male at 97%. Drilling down into the classes reveals similar gaps in TA 150 (an asynchronous, online class) and TA 100. This is a surprising result.

**Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?**

In many cases, rates for Hispanic are slightly below White and Multi-Ethnicity. While the gap is only a few points, it reveals an opportunity for growth and improvement.

**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

Our success rates tend to be very good in the Performing Arts. By the nature of our work we create learning environments that collaborative and communal, emphasizing the value and contribution of each person. We also have critical self-reflection baked into our artistic practices, so it is natural to apply the same praxis to our teaching craft or pedagogy.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)****Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

No

**If you answered no, please explain.**

We have been improving the number of assessed courses and building a culture that prioritizes the assessment cycle. As the majority of our courses are taught by Part-time Faculty, an exploited class of labor, they are frequently overworked and under-compensated. By conscience, it is difficult to demand additional, uncompensated work from my part-time colleagues.

**Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**

[0. Course SLO Report\\_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)  
14 KB

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

## 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.

Link: [Program Completions](#)

**Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Degrees and Certificates Awarded (Count)

Academic Year AT APD Student Count Column Labels

Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

AA/AS

Associate in Arts Degree 1 1 4 2 2 3

Associate in Arts Degree for Transfer 2 2 1 2 1

AA/AS Total 1 3 6 3 4 4

Certificate

Certificate of Achievement 3 1 1

Certificate Total 3 1 1

Grand Total 4 4 6 3 4 5

## PROGRAM LEARNING OUTCOMES

**Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?**

No

**If you answered no, please explain.**

It simply has not been the priority.

**Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").**



[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)  
11.5 KB



## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

### What factors have contributed to the success of your program(s)? Describe how they have contributed.

The success of our program is most evident in the high quality and intellectually challenging theatre productions we provide our students and the community. Every member of our program makes valuable contributions to these communal works of theatre art that reflect the structures and behaviors of our society and ask significant questions about the human condition. The curiosity, compassion, and dedication of the students, as modeled by the faculty and staff are the greatest factors contributing to our success.

### What factors have presented challenges for your program(s)? Describe the impact of these challenges.

1. Personnel issues with one full-time faculty members have been a great challenge to the program over the past several years and especially in our rebuilding efforts post-lockdown. The everpresent uncertainty of the this situation has been an obstacle to progress.
2. Limited FTEF allotment to our discipline continues to hamper our ability to grow and thrive. Our discipline functions like an ecosystem that cultivates student theatre-makers to develop the tools and skills to practice their craft in our season of productions. Prior to the pandemic we were able to offer enough sections of fundamental level classes to grow and sustain our ecosystem. Ideally we would be able to offer 2 sections of Acting One and 2 sections of Introduction to Theatre each semester with some latitude for lower enrollments as we begin to regrow after significant pruning.

## 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 O\*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Set and Exhibit Designers, Sound Engineering Technicians, Lighting Technicians, Art, Drama, and Music Teachers, Postsecondary, Actors, Producers and Directors, Audio and Video Technicians, Audiovisual Equipment Installers and Repairers

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

Reading Comprehension, Speaking, Active Listening, Social Perceptiveness, Critical Thinking, Operations Analysis, Fine Arts, Design, History, Sociology, Psychology

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

Students in our program work in a range of modalities that encompass the whole range of skills and knowledge. As theatre is a reflection of society and human behavior, our work is incredibly interdisciplinary and intersectional. As students work towards theatre productions they are applying the skills, knowledge in various processes that synthesize the collaborative efforts in a unique expression that enlarges our understanding of many human endeavors.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

**PROGRAM GOALS****Progress on Prior PRP Goals**

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

**Prior PRP Goals****Prior Year PRP Goal 1****Brief Description**

Reorganize our degrees and certificates and align our rotation of course offerings to facilitate completions

**Goal Status**

Ongoing

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We have done the logistical work of reorganizing and aligning. We are now waiting for future data to assess our progress towards this goal. We are also sustaining our efforts to track and communicate with students who are working towards completion.

**Prior Year PRP Goal 2****Brief Description**

Revise and implement SLOs for TA 100 to shift from the holistic approach to a more measurable approach

**Goal Status**

Completed

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**



**Prior Year PRP Goal 3****Brief Description**

Increase FTEF allocations to our regular class schedule

**Goal Status**

Ongoing

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We rely in the vision of administrators who control these decisions.

**Describe any changes to your goals or three-year plan as a result of this annual update.**

We remain on a similar path, facing similar challenges; so we persevere with the current goals.

**Do you have any new goals you would like to add?**

No

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

### PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

Yes

**REQUEST FOR ADDITIONAL FULL-TIME FACULTY**

**Faculty Request 1**

**Title of Full-Time Faculty position you are requesting**

Technical Theatre and Design

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**

We have been struggling for several years as our Technical Theatre program faltered due to lack of faculty leadership. Now that our personnel issues are on the verge of resolution, we have an opportunity to restore our program. We have many eager technical theatre students who need the cohesion of a real program.

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?**

Theatre design and technical theatre are highly specialized fields and crafts. It has been difficult finding qualified candidates for these specialize classes. Often, professional theatre designers and technicians do not have the academic background to meet our equivalency standards since single-subject equivalency was eliminated. Also, the collaborative nature of our art form and our program benefit tremendously from a single faculty in Technical Theatre who facilitates and coordinates the integration of classroom, lab and performance modalities of our student learning.

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

No.

**Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**

The dashboard does not provide a WSCH to FTEF, but it does provide FTES per FTEF. Our numbers are quite low due to the nature of our program. The overall number is lowered by the fact that theatre production enrollment is determined by the number of characters in the cast. We have always strived to prioritize large cast productions to improve our enrollment numbers. However, our overall enrollments plummeted during the lock-down. Enrolling students for an art form that is inherently live and face-to-face was extremely challenging in a remote modality. Our productions were limited to 9 actors to accommodate the visual layout of Zoom. Following the lockdown, there was considerable hesitancy to engage in live theatre classes and performances. In the Spring semester of our first year back to face-to-face we had only 9 people audition for The Tempest, which had received considerable student interest prior to the pandemic. With caution we have been choosing plays with smaller cast sizes to ensure that we can successfully cast them. Participation in auditions has been steadily growing.

Our acting classes, which have a cap of 24 students tend to enroll fully. We have had some mixed results with Introduction to Theatre, which consistently filled up two sections per semester prior to the pandemic.

The data does not tell the whole story.



**Is your department affected by faculty on reassigned time? If so, please discuss.**

Currently, as the only Full-time Faculty in Theatre Arts, I also am reassigned 20% for 1/3 department chair and 10% as co-chair of the EEDCC (Educators for Equity Diversity and Cultural Consciousness committee).

**Are you requesting AA, CAST for Classified Staff?**

No

**PART 2: BUDGET REVIEW**

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

No

**PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

**PART 3: TECHNOLOGY NEEDS****Will you be requesting any technology (hardware/software) this upcoming year?**

No

**PART 4: FACILITIES REQUESTS****Do you have resource needs that require physical space or modification to physical space?**

No

## PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

Yes

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

mmufson@palomar.edu

## Feedback and Review

### Department Chair

**I confirm that the PRP is complete.**

No

**Department Chair Name**

**Date**