

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name PCPA Professional Actor Training **Academic Year** 2023-2024

1. Has your program mission or primary function changed in the last year?

No changes were made. The program Mission is up to date.

PCPA offers comprehensive, professional training for actors in its two-year vocational certificate program. The class schedule is rigorous and involves a blend of lecture, applicable labs, special projects, rehearsal, and seminars in specialized areas of study. The program is unique in that the conservatory student receives mentorship from working, professional artists in the context of the classroom and while producing PCPA productions. The entire curriculum is prescribed, with no elective subjects, and requires full-time commitment. Each class is comprised of approximately 30-34 acting students. Classes are kept small to ensure individual attention. Admission to the Conservatory is by audition/interview. PCPA's Professional Acting Vocational Certificate Program is unique in California and the nation. According to Theatre Communications Group, the Association of Professional Regional Theatres, PCPA is the only two-year vocational certificate program connected to a professional Equity regional theatre company. (TCG: *Theater Profiles*)

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

No changes have been made that would require a change to the Program Mission.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

NA. No changes. Map is in place & scheduling of courses has been maintained.

4. Were there any staffing changes?

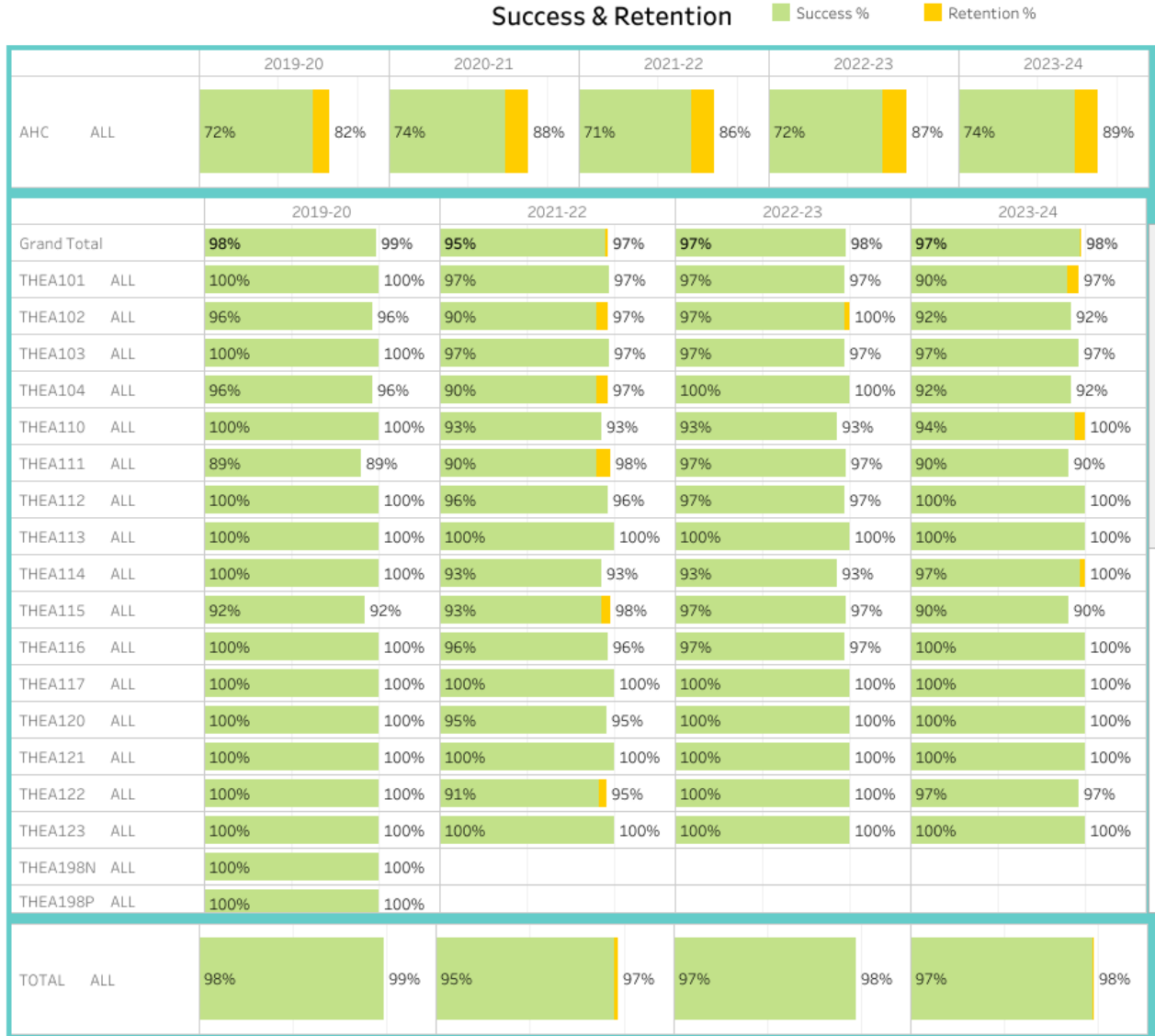
Two new Resident Artists joined the team: Alexander Pimentel who will teach 1st Year Acting and Molly Dobbs Kinnon who will teach 2nd Year Movement. We have one open Resident Artist position.

We have begun the transitions of Erik Stein stepping away from his role as Casting Director / Recruitment, and Keenon Hooks now filling that role.

Marilet Martinez was hired as the Director of Youth & Community Arts. She will look to increase community engagement and education with our schools and local community.

5. What were your program successes in your area of focus last year?

Overall enrollment and retention has been steadily returning to pre-Covid numbers.



96% of our graduating students had acting jobs immediately after graduation.

Five students transferred into a four-year university/college to complete their bachelor’s degree.

Learning Outcomes Assessment

- a. Please summarize key results from this year’s assessment.

No substantive changes to PLOs are needed at this time.

PLO1 - Develop the ability to collaborate with professionals in a rehearsal and performance process, demonstrating professional ethics, working discipline and performance skills to function at the highest standards of the theatrical profession.

PLO2 - Develop a process for acting and text analysis which recognizes the activation of text as the central component of the rehearsal and performance process.

PLO3 - Develop and improve vocal and physical techniques in support of character development in a rehearsal and performance process.

PLO4- - Apply the principles and techniques of ensemble playing to any rehearsal process.

The program currently offers sixteen courses which have SLOs which support student's attaining the Program Learning Outcomes.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

•Introduced: Concept or skill is taught at a rudimentary level intended to introduce basic knowledge that supports the learning outcome. Students will be able to identify the concept or skill but will likely need guidance in its application.

THEA 101

THEA 102

THEA 103

THEA 110

THEA 111

THEA 114

•Developed: Concept or skill is reinforced throughout the course, and/or from previous courses, to provide students with a thorough understanding of the learning outcome. Students are expected to have practical understanding but may still need guidance in its application.

THEA 104

THEA 112

THEA 115

THEA 120

•Mastered: Concept or skill is fully developed to the depth appropriate to the course level. This involves the integration of all knowledge, skills, and attitudes necessary for the complete accomplishment of the outcome. Students are expected to have a full understanding of the material and can apply it independently.

THEA 113

THEA 117

THEA 121
THEA 123
THEA 198
THEA 199

- c. **Please summarize recommendations and/or accolades that were made within the program/department.**

2023 winner of thirteen Broadway World Regional Awards including best ensemble, best musical, best play, best new play, best performer for two Resident Artists and a best supporting performing award for a First Year acting student.

- d. **Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.**

No Changes.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. **Which courses were reviewed for regular and substantive interactions (RSI)?**

N/A – we do not offer any DE courses, nor does our program rely on any significant online modalities.

- b. **What were some key findings regarding RSI?**
- **Some strengths:**
 - **Some areas of possible improvement:**
- c. **What is the plan for improvement?**

CTE two-year review of labor market data and pre-requisite review

- a. **Does the program meet documented labor market demand?**

The program meets documented labor market demands. According to CA EDD, Occupational Projections of Employment are projected to grow by 2.6 percent through 2028. Hourly mean wages in the 1st Quarter of 2023 were \$28.80, well above the state median of \$16.40.

- b. **How does the program address needs that are not met by similar programs?**

The Actor Training Program prepares students to enter the industry with a focus on audition preparation, resume building, and skill building in acting technique so that students have the skills needed to submit material for performance related jobs.

- c. **Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.**

Yes. PCPA continues to support students through our orientation process (including sessions that outline AHC student services), assignment of faculty advisors, “buddy system” between first and second-year students, in-person mid-semester evaluations and student tracking at weekly faculty meetings.

At PCPA, participation in the Actors’ Co-op, which brings in Casting Directors, Artistic Directors and Agents to PCPA to hire students upon graduation remains strong. Companies auditioning and hiring our students included: Sierra Repertory Theatre, Milwaukee Repertory Theatre, Kingsmen Shakespeare Festival, San Francisco Shakespeare Festival, Texas Shakespeare Festival, Summer Repertory Theatre, Western Stage Company, Oregon Cabaret Theatre, The Great American Melodrama, Kaiser Permanente Tour. We also hosted auditions for students looking to BFA transfers with Cornish College of the Arts, Seattle, WA and Utah State University, Logan, UT. We will continue to expand companies auditioning our students through digital formats.

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

There are no changes in the course requisite.

e. Have recommendations from the previous report been addressed?

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Continue to refine curriculum based on feedback from the Advisory Committee and other professional partners.	Feedback has been taken directly to faculty and, when appropriate, adjustments to individual curriculum or approach have been incorporated.
Continue to ensure proper instructor/student ratio, enabling continuation of quality instruction and student satisfaction.	Resident Artist/Part-time Faculty have been replaced as needed sustaining the instructor/student ratio.
Continue to recruit a diverse student body with a focus on underserved communities. Continue to expand recruitment at Performing Arts High Schools in Southern CA.	Recruitment continues to expand with deepening relationships with Oakland High School of the Arts and Los Angeles County School of the Arts among others.
Continue to develop and expand Actors Co-op, Master classes and Intensives to focus on specific areas of study and to connect students to working professionals.	Our number of Co-op Companies had continued to expand prior to the pandemic and the plan is to sustain the Co-op in the coming year. Intensives and master Classes will continue to be a vibrant part of the program.
Continue to deepen connections with UCSB and Cal Poly SLO faculty and recruit their graduates for the Professional Internship program.	We will reach out and re-connect after this down year.
Continue to expand programming such as Community Speaks! And PCPA-in the Schools as a regular part of student experience.	Re-instituted PCPA Reads, with students reading children’s literature aloud to over 10,000 local elementary students. Marilet

	Martinez was hired as the Youth and Community Development
<ul style="list-style-type: none"> -Install sprung floors in CBC 16 and 18. -Install sound mitigation for classrooms, studios and work spaces that are proximate to loud dance studios and high volume of hallway traffic associated with non-PCPA youth programs. -Modernization and basic cleanliness of CBC studios and restrooms.. 	<ul style="list-style-type: none"> - Funding for sprung floors has not been identified. - Sound mitigation has not been funded. - CBC has received some upgrades including restroom refurbishment; new paint, floor repairs and touchless lights and faucets; painting of the large studios, CBC 16 & 18; new roof for the CBC building and replace of leak-stained ceiling tiles. -Basic cleanliness and maintenance of CBC studios and restrooms has greatly improved.
-- Install permanent sound system for CBC 16 & 18.	- New permanent sound systems for CBC 16 & 18 were secured and installed for Fall 2021.
Reinstate two new Resident Artist/Part-time faculty positions. These full-time PCPA positions would teach in the Movement/Musical Theatre area and in the Second-year Acting/Styles curriculum as well as serving as Actors/Directors/Choreographers for the company.	Funding to reinstate faculty positions has yet to be identified.

Use the tables below to fill in NEW resources and planning initiatives that do not apply directly to core topics. *This section is only used if there are new planning initiatives and resources requested.*

No new planning initiatives.

Area of Focus Discussion Template

EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- ~~Review academic transfers and associate degree for transfer alignments.~~
- ~~Review articulation agreements.~~
- ~~Review C-ID (course identification system) modifications.~~
- ~~Integrate advisory committee recommendations and regional training needs.~~
- **Review career and technical education (CTE) labor market information and trends.**
- ~~Explore collaborations, internships and externships, and cooperative work experience opportunities.~~
- ~~CTE unit completion goals in the Student Centered Funding Formula and CCCC Vision for Success.~~

1. What data were analyzed and what were the main conclusions?

Data sources: U.S. Bureau of Labor and Statistics “Occupational Outlook Handbook”; CA EDD – Actor Occupation Profile; TCG Theatre Facts 2022; O*Net Actors 27-2011.00; Actors’ Equity Association (AEA) 2022-2023 Annual Report; Lightcast Occupation Overview – Actors, Producers and Directors.

Labor data shows that employment and employment opportunities in the entertainment sector continue to rise post-COVID. The highest concentration of employment can be found in; “Independent Artists, Writers, Performers”, “Radio and Television”, “Specialized Design, and “Performing Arts Companies” sectors.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

A challenge to student success is the financial resources and preparation to pursue employment outside of the local counties. Our local counties do not offer many employment opportunities for our graduates. However, the state of California, and particularly the Los Angeles region, ranks second nationally for largest employment of arts, design, entertainment, and media occupations. Students will need to prepare to relocate, navigate application and housing processes, have access to a vehicle and savings in place to cover cost of living while relocating.

3. What are your plans for change or *innovation*?

Strengthen Industry Partnerships:

New Resident Artists offer an opportunity to bring in new industry professionals for Master Classes and Workshops.

In addition to the transfer relationships we have with Cornish College of the Arts and Utah State University, we are also pursuing additional transfer opportunities with Cal Poly SLO, Baldwin Wallace and Hollins University.

We've also been able to connect students with new playwrights to help develop new plays through our InterPlay staged-reading series.

Community and Alumni Engagement:

Alumni Mentorship Program: Formalize an alumni mentorship program where graduates who have successfully transitioned to careers in urban areas can provide guidance and support to current students.

4. How will you *measure* the results of your plans to determine if they are successful?

Alumni surveys regarding job placement and success rates. Consultation with our industry partners and advisory committee.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

- 1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)**

Related Faculty

- 2. Are there specific recommendations regarding the core topic responses from the validation team?**

Continue to review industry changes and needs to ensure we continue to prepare students to succeed in the current and lead the change they would like to see.

Program Review Signature Page:



Don Stewart, Program Review Lead

1/23/2025

Date



[Mark Booher \(Jan 23, 2025 11:49 PST\)](#)

Mark Booher, Program Dean

1/23/25

Date



Dr. Robert Curry, Vice President, Academic Affairs

1/23/25

Date











PCPA Actor Training 2023-2024 - Education and Industry Partnerships Program Review

Final Audit Report

2025-01-23

Created:	2025-01-23
By:	Trisha Stewart (trisha.stewart@pcpa.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3I2aVnPfSO5EEI350KB3C1F0S7wvRNmT

"PCPA Actor Training 2023-2024 - Education and Industry Partnerships Program Review" History

-  Document created by Trisha Stewart (trisha.stewart@pcpa.org)
2025-01-23 - 7:33:37 PM GMT- IP address: 209.129.94.61
-  Document emailed to donald.stewart@pcpa.org for signature
2025-01-23 - 7:34:53 PM GMT
-  Email viewed by donald.stewart@pcpa.org
2025-01-23 - 7:36:00 PM GMT- IP address: 209.129.94.61
-  Signer donald.stewart@pcpa.org entered name at signing as Don Stewart
2025-01-23 - 7:37:01 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Don Stewart (donald.stewart@pcpa.org)
Signature Date: 2025-01-23 - 7:37:03 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Document emailed to Mark Booher (mbooher@pcpa.org) for signature
2025-01-23 - 7:37:05 PM GMT
-  Email viewed by Mark Booher (mbooher@pcpa.org)
2025-01-23 - 7:49:17 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Mark Booher (mbooher@pcpa.org)
Signature Date: 2025-01-23 - 7:49:49 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2025-01-23 - 7:49:51 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2025-01-23 - 7:50:23 PM GMT- IP address: 104.47.55.126

 Document e-signed by Robert Curry (rcurry@hancockcollege.edu)

Signature Date: 2025-01-23 - 7:54:39 PM GMT - Time Source: server- IP address: 146.75.154.168

 Agreement completed.

2025-01-23 - 7:54:39 PM GMT