

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: PCPA Technical Theatre **Academic Year:** 2023-2024

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

No

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

We do have an exciting new industry partnership for our students.

The Technical Theatre CTE program was selected as the west-coast inaugural educational partner for the Pathways Program of the United States Institute for Theatre Technology. Disney Live Entertainment created this mentorship program with several industry partners within USITT in 2023 with the goal of improving access and visibility for underrepresented people in entertainment production. The Pathways program funds 4 students to attend the USITT national conference, and aligns them with industry mentorship, work opportunity and career networking. The program offers students direct access to a professional community, hiring personnel, managers, and a cohort of college students from Florida Agriculture Mechanical University, a HBCU. Executives with Disney Live Entertainment selected the PCPA technical theatre CTE program for this opportunity based on the program's stated need to promote the viability of entertainment production careers to peoples of economically disadvantaged backgrounds, minorities, and those underrepresented in the entertainment production fields.

The technical training area of the conservatory has a new Conservatory Director, Anne McMeeking.

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?

Yes. A new full-time faculty member and program coordinator for the Technical Theatre training program was hired Fall 2023. Previously the program was under the guidance of an interim program coordinator for the 22-23 academic year. Prior to the 22-23 academic year, the production area had several major staffing changes which impacted the program, with new part-time faculty appointments being made in F23.

A part-time faculty member in the costume area exited in late August/early September of 2023. I believe we also had a change of two other costume staff. Management of the costume area has changed, with Klara Wilson acting as the new costume shop manager.

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

NA, no records of the previous cycle has been available for assessment.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

No substantive changes to PLOs are needed at this time.

PLO1: Demonstrate safe, effective techniques and exhibit professional behavior in support of the production and performance of a professional theatrical production.

The program currently offers 23 courses which have SLOs which support student's attaining PLO1

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 110
THEA 114
THEA 301
THEA 305
THEA 307
THEA 310

•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.

THEA111
THEA 115
THEA 198
THEA 199
THEA 302
THEA 306

THEA 308
THEA 311

•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 112
THEA 113
THEA 116
THEA 117
THEA 303
THEA 304
THEA 312
THEA 313

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

Identify core text for all technical courses. Selected text: Backstage Handbook: An Illustrated Almanac of Technical Information, Third Edition, By Paul Carter, Illustrations George Chiang, Broadway Press, Louisville, Kentucky, 1994.

Suggested Text Identified: Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume and Makeup, 6th Edition, By J. Michael Gillette, McGraw-Hill, 2007.

Review student production assignment process and shop assignment calendar & dates.

Assess professional metrics and basic skill acquisition of students in next planning cycle.

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

None.

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)?**

NA- 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 core skill sets acquired through the PCPA technical training program are transferable across various industries including advertising & marketing, film production, performing arts, events, architecture, interior design, media production, hospitality, and tourism sectors. Analysis of labor data shows a high demand for lighting, audio, costume, and scenic technicians, particularly in the Los Angeles and Bay Area regions of California. Outside the state, job opportunities are concentrated in metropolitan areas such as New York City, Washington D.C., Chicago, and Atlanta.

In demand skills for technical production include critical thinking, operations monitoring, complex problem solving, system analysis, time management, deductive reasoning, organizing planning and prioritizing work, cooperation, attention to detail, stress tolerance, adaptability/flexibility, social orientation, and computer aided design. The coursework of the technical training program offers students repeated exposure to situations and production projects that develop many of these abilities. In the 110 THEA course series, production crew assignments place students into production roles such as Light Board Operator, or Wardrobe attendant require students to engage in cooperative social work structures, stress tolerance, adaptability, attention to detail, systems monitoring and control, and critical thinking. The THEA 300 course series engages students with production projects that require the student develop and demonstrate complex problem solving, time management, work planning and prioritization, deductive reasoning, organizing information, attention to detail and computer aided design, within an area of technical focus.

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

PCPA's technical theatre training CTE program at Allan Hancock is uniquely positioned. It integrates students directly into a professional nonprofit performing arts company, employing an apprenticeship-style training approach. PCPA stands out nationally as the sole professional performing arts theatre organization partnered with a community college. Students not only develop technical skills but also essential professional skills such as effective communication, time management, and adherence to industry schedules. This real-world exposure provides a genuine understanding of professional demands at a remarkably low tuition cost.

Another distinctive aspect of our program is its specialization option, allowing students to focus on specific areas within technical production aligned with their career aspirations. This specialized focus accelerates skill development beyond what traditional B.A. or B.F.A.

programs offer. Moreover, PCPA technical students accrue two years of professional credits during their training, enhancing their resumes significantly. The production budgets at PCPA surpass those of academic institutions, with a single musical production budget exceeding \$50,000, ensuring students have access to top-tier resources that enrich their training and portfolio quality. This advantage positions graduates favorably in the job market, instilling confidence in potential employers regarding their skills and professionalism.

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

Institutional data is unavailable for the technical theatre CTE program. Drama degree for transfer is tracked, but we were unable to find information about the PCPA programs in the data dashboards.

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?

Unknown.

e. Have recommendations from the previous report been addressed?

Unknown, no previous report made available. The technical program went through many staffing changes from 2020 through Fall 2023.

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.*

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan Student Equity Plan Guided Pathways AB 705

Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.

Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	PCPA Tech Objective 1
Planning years:	<i>(The academic years this will take to complete) F24-F25</i>

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

New computers are needed in our computer lab, with up to date capabilities to operate Vectorworks and Vectorworks 3D drafting software. The program has developed estimates, with AHC ITS, which can be updated for the next Equipment Prioritization cycle.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	PCPA Tech Objective 2
Planning years:	<i>(The academic years this will take to complete) F24-S26</i>

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

Integrate the use of 3D printing into our scenic technology, properties, and costuming areas of training and coursework. Purchase 1-2 3D printers for use in the scenic design studio and building T. The advances in 3D printing made in the last 5 years have made these tools and techniques much more present in entertainment production and fabrication. As a CTE program, it is in our students’ best interest to receive training on this equipment and its many uses.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

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 CCCCCO Vision for Success.~~

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

Data sources; U.S. Bureau of Labor and Statistics “May 2023 National Industry-Specific Occupational Employment and Wage Estimates”, U.S. Bureau of Labor and Statistics “Occupational Outlook Handbook”, O*Net 28.3 Database- U.S. Bureau of Labor and Statistics,

- A. 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. The U.S. Bureau of Labor Statistics estimates 6% job growth in the Motion Pictures and Video Industries and 3.8% job growth in Arts, Design Entertainment, Sports and Media occupations continuing through 2032. These specific job titles and categories are only a portion of the industries and sectors in which Technical Theatre workers may find their skill sets applicable. Career opportunities in Advertising & Marketing, Architecture & Construction, Hospitality & Tourism, Amusement, Gambling & Recreation areas, as well as Production and Construction fields.
- B. Geography: California has the largest numbers of jobs in these sectors, with the highest levels of employment in “Motion Pictures and Related Industries”. California and New York state have the highest number of jobs for Arts & Entertainment workers, and the highest average wages for said workers. Jobs are concentrated in the Los Angeles and New York city regions, with the Washington D.C. metro area ranking third. Additional cities with high concentration of jobs for “Arts, Design, Entertainment, Sports and Media Occupations” include Chicago, the Bay Area, Dallas, Atlanta, Boston, Miami, and Seattle-Tacoma.
- C. Wages: Motion Pictures and Related Industries ranks 4th in “Top paying jobs” for Arts, Design, Entertainment, Sports and Media Occupations as of 2023. Mean annual wage for “Arts, Design, Entertainment, Sports and Media Occupations” is \$75,520. Hourly pay ranges from \$15-\$61.48, and worker median annual earnings are \$58,920 nationally. Motion Pictures and related Industry workers earn the highest average wages for sectors analyzed, at a mean average of \$113,330.

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. San Francisco is the top paying metro area for this sector of the workforce, San Jose third and Los Angeles ranking fourth nationally. 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*?

Enhanced Financial Planning and Support:

- Financial Literacy Workshops: Introduce mandatory workshops or seminars on financial planning, budgeting, and savings strategies specifically tailored to students planning to relocate for job opportunities.
- Scholarship Expansion: Work on expanding scholarship opportunities dedicated to covering relocation costs and initial living expenses for students pursuing careers in high-cost urban areas. Identify external scholarship opportunities. Potentially mandate second year CTE students apply to at least one outside funding source prior to their spring enrollment.
- Strengthen Industry Partnerships: We are fortunate at PCPA to have great relationships with Disney Live Entertainment, the United States Institute for Theatre Technology, BMI, TATE, and many other industry leaders. Engaging students directly with opportunities, and possible financial support from such partners in their first year of study can help the student build confidence and strengthen their networking aptitude. Making this a priority in the first year of study rather than their last year of study, will support the goal of the CTE program to prep students to enter the job market directly upon graduation.

Career Development Initiatives:

- Industry-Specific Internship Programs: Collaborate with industry partners in cities like Los Angeles and San Francisco to develop internship programs that provide practical experience and potential pathways to employment. Current developing partnerships include Disney Live Entertainment, TAIT, the Art Directors Guild of America, IATSE, USITT.
- Virtual Networking Events: Host virtual networking events that connect students with alumni and professionals in arts, design, entertainment, and media fields in urban centers, facilitating mentorship and career advice.


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?**

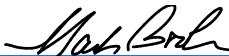
Alumni surveys regarding job placement and success rates. Consultation with our industry partners and advisory committee.

Program Review Signature Page:


[Anne C McMeeking \(Jan 24, 2025 11:17 PST\)](#)

Program Review Lead: Anne McMeeking

Date


[Mark Booher \(Jan 24, 2025 13:23 PST\)](#)

Program Dean: Mark Booher

Date



Vice President, Academic Affairs: Dr. Robert Curry

Date











PCPA Technical Theatre 2023-2024 Program Review

Final Audit Report

2025-01-25

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