

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** *PCPA Professional Actor Training Academic Year 2024-2025*

**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?**

A new Resident Artist and new Resident Musical Director joined the team: Cordell Cole who will teach 1<sup>st</sup> Year Acting and Jake Cannon who will teach 1<sup>st</sup> year Singing Technique.

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

Slight uptick in Success with Retention remaining consistent Year-Over Year.

## Success & Retention

■ Success %    ■ Retention %

|             |     | 2020-21 |      | 2021-22 |      | 2022-23 |      | 2023-24 |      | 2024-25 |     |
|-------------|-----|---------|------|---------|------|---------|------|---------|------|---------|-----|
| AHC         | ALL | 74%     | 88%  | 71%     | 86%  | 72%     | 87%  | 74%     | 89%  | 75%     | 89% |
|             |     | 2021-22 |      | 2022-23 |      | 2023-24 |      | 2024-25 |      |         |     |
| Grand Total |     | 95%     | 97%  | 97%     | 98%  | 97%     | 98%  | 98%     | 98%  |         |     |
| THEA101     | ALL | 97%     | 97%  | 97%     | 97%  | 90%     | 97%  | 100%    | 100% |         |     |
| THEA102     | ALL | 90%     | 97%  | 97%     | 100% | 92%     | 92%  | 94%     | 94%  |         |     |
| THEA103     | ALL | 97%     | 97%  | 97%     | 97%  | 97%     | 97%  | 100%    | 100% |         |     |
| THEA104     | ALL | 90%     | 97%  | 100%    | 100% | 92%     | 92%  | 94%     | 94%  |         |     |
| THEA110     | ALL | 93%     | 93%  | 93%     | 93%  | 94%     | 100% | 98%     | 98%  |         |     |
| THEA111     | ALL | 90%     | 98%  | 97%     | 97%  | 90%     | 90%  | 95%     | 95%  |         |     |
| THEA112     | ALL | 96%     | 96%  | 97%     | 97%  | 100%    | 100% | 96%     | 96%  |         |     |
| THEA113     | ALL | 100%    | 100% | 100%    | 100% | 100%    | 100% | 100%    | 100% |         |     |
| THEA114     | ALL | 93%     | 93%  | 93%     | 93%  | 97%     | 100% | 98%     | 98%  |         |     |
| THEA115     | ALL | 93%     | 98%  | 97%     | 97%  | 90%     | 90%  | 95%     | 95%  |         |     |
| THEA116     | ALL | 96%     | 96%  | 97%     | 97%  | 100%    | 100% | 96%     | 96%  |         |     |
| THEA117     | ALL | 100%    | 100% | 100%    | 100% | 100%    | 100% | 100%    | 100% |         |     |
| THEA120     | ALL | 95%     | 95%  | 100%    | 100% | 100%    | 100% | 95%     | 95%  |         |     |
| THEA121     | ALL | 100%    | 100% | 100%    | 100% | 100%    | 100% | 100%    | 100% |         |     |
| THEA122     | ALL | 91%     | 95%  | 100%    | 100% | 97%     | 97%  | 95%     | 95%  |         |     |
| THEA123     | ALL | 100%    | 100% | 100%    | 100% | 100%    | 100% | 100%    | 100% |         |     |
| THEA198U    | ALL |         |      | 100%    | 100% |         |      |         |      |         |     |
| THEA198V    | ALL |         |      | 100%    | 100% |         |      |         |      |         |     |
| TOTAL       | ALL | 95%     | 97%  | 97%     | 98%  | 97%     | 98%  | 98%     | 98%  |         |     |

The program continues to engage with our industry partners through invited Casting sessions via our Co-op program, Master Classes with Industry leaders and a continued and expanded transfer relationship with Cornish School of the Arts, Utah State University, Cal Poly SLO, UCI and now Baldwin-Wallace University.

Currently we have graduating students who have been hired at Sierra Repertory Theatre, The Kingsmen Shakespeare Company, The Western Stage, The Great American Melodrama and SLO Repertory Theatre. Milwaukee Rep continues to accept our students into their Professional Residency program, a paid internship for Emerging Artists.

### Learning Outcomes Assessment

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

No substantive changes to PLOs are needed at this time. Revised 4.28.2024

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.

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

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

- 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.**

92% of the class of 2025 had employment in the industry within six months of completing the program with those not employed transferring for further education. We expanded our transfer relationship to now include Baldwin-Wallace University. We won six awards from Broadway World including Best Musical and Favorite Local Theatre.

- 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?**

Assessed in the 2023-2024 Academic Year. Next Assessment in 2025-2026 School Year.

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

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

- 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?**

e. Have recommendations from the previous report been addressed?

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.*

**Sample:**

| New Program Planning Initiative (Objective) – Yearly Planning Only  |   |
|---|---|
| <b>Title (including number):</b>  | <i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>       |
| <b>Planning years:</b>  | <i>(The academic years this will take to complete) 2021-22 to 2024-25</i> |
| <b>Description:</b>   |   |
| <p><i>(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.)</i></p> <p>The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.</p> |   |
| <b>What college plans are associated with this Objective? (Please select from the list below):</b>  |   |
| <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705   |   |
| <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.   |   |
| <input type="checkbox"/> Title V  |   |

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

| Dept    | Program          | Source                   | Year      | Initiative (Objective) Reference | Resource Need | Requested Item(s) Please include per item |
|---------|------------------|--------------------------|-----------|----------------------------------|---------------|---|
| English | English Rhetoric | Yearly Planning and Core | 2022-2023 | ER OBJ - 2                       | Equipment     | ~ /video cameras \$600 each               |
|         |                  |                          |           |                                  |               |   |
|         |                  |                          |           |                                  |               |   |
|         |                  |                          |           |                                  |               |   |
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|         |                  |                          |           |                                  |               |   |

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| <b>Planning years:</b>   | <i>(The academic years this will take to complete)</i> |
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| New Program Planning Initiative (Objective) – Yearly Planning Only |  |
|--|--|
| <b>Title (including number):</b>                                   |  |

|   |  |
|---|--|
| <b>Planning years:</b>  | <i>(The academic years this will take to complete)</i> |
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| New Program Planning Initiative (Objective) – Yearly Planning Only |  |
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| <b>Title (including number):</b>                                   |  |

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## Area of Focus Discussion Template

### CURRICULUM AND TEACHING DESIGN

**Curriculum and Teaching Design** analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

**Possible topics:**

- ~~Review courses and programs through an equity lens to assess access and success.~~
- ~~Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?~~
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- ~~Assess and integrate program learning outcomes (PLO).~~

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

Previous course syllabi, classroom observations, student feedback, industry needs/skills.

Based on student feedback we launched the use of Canvas as a way to centralize files and coordinate calendars and assignment due dates. We're investigating a way to use Canvas to monitor grades but this has been proving challenges given the unique nature of out 10-unit classes (THEA 101, 102, 120, 121).

Review of syllabi along with job placement / transfer opportunities upon program completion continue to confirm that the program is providing the students the skill set necessary to meet industry expectations and needs.

#### 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?

In 2021, we revamped the sequencing /scaffolding of units across the two-year program. Changes included redefining units by goals vs. playwrights. This allowed opportunities for more diverse playwrights and perspectives in each unit. (e.g., changing the "Chekhov unit" to the "Subtext Unit," etc.) Faculty continue to look for opportunities to introduce diverse voices into the curriculum.

PCPA programs require a full-time commitment from students making it difficult for students to maintain outside employment. This especially affects students from low-income backgrounds.

Housing continues to be a challenge both from a financial point-of-view as well as affordable housing stock.

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

Continue to maximize use of Canvas as a file repository and grade span calendar. Continue to review scaffolding of courses to maximize acquisition of skills and mastery. Continue to monitor Industry Partner needs (via season planning review) to ensure students are prepared to meet the artistic demands for employment. Roll-out a more robust planning session for curriculum calendars to monitor and manage the amount and timing of student homework.

**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.

**5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?**

N/A our program is in person only, due to the nature of live event production.

**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?**

No Recommendations.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

**Sample:**

| New Program Planning Initiative (Objective) – Core Topic Only  |  |
|--|--|
| <b>Title (including number):</b>   | ER Obj-2 Video Speeches for Student Learning and enhancement       |
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**Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.**

The screenshot shows an Excel spreadsheet with the following table structure:

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|         |                  |                          |           |                                  |               |   |
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|         |                  |                          |           |                                  |               |   |
|         |                  |                          |           |                                  |               |   |
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|         |                  |                          |           |                                  |               |   |
|         |                  |                          |           |                                  |               |   |
|         |                  |                          |           |                                  |               |   |

A text box in the spreadsheet provides the following definition: "Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase."

| New Program Planning Initiative (Objective) – Core Topic Only  |  |
|--|--|
| <b>Title (including number):</b>   |  |
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| New Program Planning Initiative (Objective) – Core Topic Only   |  |
|---|--|
| Title (including number):   |  |
| Planning years:   | <i>(The academic years this will take to complete)</i> |
| <p style="text-align: center;"><b>Description:</b></p> <p><i>(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.)</i></p>   |  |
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Program Review Signature Page:



Don Stewart, Program Review Lead

12/17/2025

Date



[Mark Booher \(Dec 17, 2025 12:19:45 PST\)](#)

Mark Booher, Program Dean

12/17/2025

Date



Dr. Robert Curry, Vice President, Academic Affairs

12/18/25

Date



# PCPA Actor Training Program - Curriculum and Teaching Design 24-25

Final Audit Report

2025-12-18

|                 |  |
|-----------------|--|
| Created:        | 2025-12-17                                   |
| By:             | Trisha Stewart (trisha.stewart@pcpa.org)     |
| Status:         | Signed                                       |
| Transaction ID: | CBJCHBCAABAAHCKzYhOIFd4m1SJltnRN4iDHQHQRvLov |

## "PCPA Actor Training Program - Curriculum and Teaching Design 24-25" History

-  Document created by Trisha Stewart (trisha.stewart@pcpa.org)  
2025-12-17 - 8:03:19 PM GMT- IP address: 209.129.94.61
-  Document emailed to donald.stewart@pcpa.org for signature  
2025-12-17 - 8:04:19 PM GMT
-  Email viewed by donald.stewart@pcpa.org  
2025-12-17 - 8:12:57 PM GMT- IP address: 209.129.94.61
-  Signer donald.stewart@pcpa.org entered name at signing as Don Stewart  
2025-12-17 - 8:14:11 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Don Stewart (donald.stewart@pcpa.org)  
Signature Date: 2025-12-17 - 8:14:13 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Document emailed to Mark Booher (mbooher@pcpa.org) for signature  
2025-12-17 - 8:14:14 PM GMT
-  Email viewed by Mark Booher (mbooher@pcpa.org)  
2025-12-17 - 8:19:03 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Mark Booher (mbooher@pcpa.org)  
Signature Date: 2025-12-17 - 8:19:45 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature  
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