

## YEARLY PLANNING DISCUSSION TEMPLATE

### General Questions

**Program Name : PCPA Technical Theatre CTE      Academic Year: 2024-2025**

**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)**

No

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

Yes

**4. Were there any staffing changes?**

Yes. We welcomed three new part-time instructional faculty and PCPA staff members this year. Michael Palumbo- Lighting Designer, Jon Zilke- Sound Designer, and Joe Shelly – Technical Director. There were additional changes to the PCPA production staff teams as well this year. Mimi Daniel has joined us as the resident audio engineer, and Jueliette Lunger onto the costume shop team.

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

The program continues to engage with our industry partners through several methods. Students selected to participate in the Pathways program made direct connections with employers and managers during the USITT conference, with the following companies: TAIT, Princess Cruise lines, Disney Live Entertainment, 4Wall Entertainment, and Disney Cruise Lines.

Currently we have a graduating students placed in an internships or entry level positions with Disney Live Entertainment's Anaheim Park, The Santa Fe Opera, and Glimmerglass Opera. All highly reputable and important entities in the entertainment production sector.

Furthermore, continued investment into the USITT organization by the program and our staff is intended to deepen the employer and industry connections for our students both in California and across the country. Instructors across the program continue to volunteer their time to this organization, by mentoring the student chapter, or taking on leadership roles in the organization, such as the Chair of the Central California chapter of Cal USITT, Anne McMeeking.

## **Learning Outcomes Assessment**

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

The program currently offers 23 courses which support student's attaining standards of PLO1. Using the 4-part scale of the analytical rubric, PLO1 has been divided into the following categories: safety, professional behavior, efficaciousness, and reinforcement of the success of production.

Safety; 50% of students attain standards in this category. The majority of issues center on PPE usage. This category will become a priority for the instructors, supervisors, and students to raise standards. Additional training of staff to improve their ability to correct students in the moment is also now a priority.

Professional behavior: 80% of students meet standards, with no students in the "well below standards" category. Area for improvement is time management, attendance/tardiness.

Efficaciousness: 75% of students meet standards in this area of PLO1. 15% of students exceed the standard. Area for improvement, increase percentage of students who exceed standard to 25%.

Reinforces success of production: 25% of students exceed the standard. 70% of students meet standard.

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

Training must increase on safety and attaining standards in this area of PLO1, not only for the health and safety of the students but for the reputation of the program and its graduates. Safe working practices are vital not only to the employee but also to the employer. Failure to attain standards in professional safety practices gives the impression that the graduate is not properly prepared for the industry. Increasing the emphasis on safe working practices in all shop and performances spaces is priority, and allocating more time to the instructional element of building safe working practice is vital. Additionally increasing the professional safety standards and practices of our PCPA staff members is an initiative that must be undertaken.

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

100% of the class of 2025 has employment within the industry upon graduation. 1 placed into an internship with Disney Live Entertainment, Anaheim.

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

Attachment 1: Rubric for PLO1. Holistic and Analytical. Holistic was used for the analysis process.

**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: The PCPA programs do not offer distance education courses.

- b. What were some key findings regarding RSI?

NA

- Some strengths:

NA

- Some areas of possible improvement:

NA

- c. What is the plan for improvement?

NA

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

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

Yes. U.S. Department of Labor statistical data available does not show the current demand for technicians in 2025. With data collection being 2-4 years behind the industry and its return to regular operations, post pandemic. Job growth and opportunity at the entry level continues to increase based on job postings. However, opportunities within our district remain stagnant. The program will continue to focus on helping students navigate the career search and placement process with a wide lens in terms of geography.

Los Angeles and Bay Area regions continue to be the largest employers within the state for entertainment industry workers.

- 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. Integrating students 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.

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

Yes. 100% of the class of 2025 is employed within industry. Retention of students in the technical program continues to improve. Increasing graduating class size based on successful recruitment of students also continues to improve. The graduating classes of 2026 and 2027 are projected to be 125% larger than the class of 2025.

- 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?

Yes

- e. Have recommendations from the previous report been addressed?

Yes

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  |  |
|---|--|
| Title (including number):   | ER Obj-2 Video Speeches for Student Learning and enhancement       |
| Planning years:   | (The academic years this will take to complete) 2021-22 to 2024-25 |
| <p><b>Description:</b><br/> <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>  |  |
| <p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan   <input type="checkbox"/> Student Equity Plan   <input type="checkbox"/> Guided Pathways   <input type="checkbox"/> AB 705<br/> <input type="checkbox"/> Technology Plan   <input checked="" type="checkbox"/> Facilities Plan   <input type="checkbox"/> Strong Workforce   <input type="checkbox"/> Equal Employment Opp.<br/> <input type="checkbox"/> Title V         </p> |  |

**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.

| A  | B  | C                | D                        | E         | F                                | G             | H   |
|----|--|------------------|--------------------------|-----------|----------------------------------|---------------|---|
| 1  | Enter equipment requests below. Equipment is defined as having useful life of more than one year <b>AND</b> a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase. |                  |                          |           |                                  |               |   |
| 2  | <b>EQUIPMENT NEEDS</b>   |                  |                          |           |                                  |               |   |
| 3  | Dept   | Program          | Source                   | Year      | Initiative (Objective) Reference | Resource Need | Requested Item(s) Please include per item |
| 4  | English  | English Rhetoric | Yearly Planning and Core | 2022-2023 | ER OBJ - 2                       | Equipment     | - video cameras \$600 each                |
| 5  |  |                  |                          |           |                                  |               |   |
| 6  |  |                  |                          |           |                                  |               |   |
| 7  |  |                  |                          |           |                                  |               |   |
| 8  |  |                  |                          |           |                                  |               |   |
| 9  |  |                  |                          |           |                                  |               |   |
| 10 |  |                  |                          |           |                                  |               |   |
| 11 |  |                  |                          |           |                                  |               |   |
| 12 |  |                  |                          |           |                                  |               |   |
| 13 |  |                  |                          |           |                                  |               |   |
| 14 |  |                  |                          |           |                                  |               |   |
| 15 |  |                  |                          |           |                                  |               |   |
| 16 |  |                  |                          |           |                                  |               |   |
| 17 |  |                  |                          |           |                                  |               |   |
| 18 |  |                  |                          |           |                                  |               |   |
| 19 |  |                  |                          |           |                                  |               |   |
| 20 |  |                  |                          |           |                                  |               |   |

| New Program Planning Initiative (Objective) – Yearly Planning Only  |  |
|---|--|
| <b>Title (including number):</b>  | COMPUTERS FOR CBC-19, DRAFTING CLASSROOM.                    |
| <b>Planning years:</b>  | <i>Original 2019-2020, renewing the request 23-24 cycle.</i> |
| <p style="text-align: center;"><b>Description:</b></p> <p><i>The technical program was designated to receive new computers in the 2019-2020 cycle. Due to covid and impacts to the supply chain this equipment was never secured for the program or students. This request is to furnish drafting computers for the technical drafting classroom in CBC, 19. Xavier Ortiz from IT has provided a quote for the computer systems cost, from approved vendor. PCPA Dean, Mark Booher and Program coordinator Anne McMeeking, have the equipment quote. This equipment is needed in the immediate to be able to continue providing instruction in computer drafting, otherwise we will be unable to deliver existing curriculum.</i></p> |  |
| <p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan   <input type="checkbox"/> Student Equity Plan   <input type="checkbox"/> Guided Pathways   <input type="checkbox"/> AB 705/1705<br/> <input checked="" type="checkbox"/> Technology Plan   <input type="checkbox"/> Facilities Plan   <input checked="" type="checkbox"/> Strong Workforce   <input type="checkbox"/> Equal Employment Opp.<br/> <input type="checkbox"/> Title V         </p>   |  |

| New Program Planning Initiative (Objective) – Yearly Planning Only  |   |
|---|---|
| <b>Title (including number):</b>  | Projector & Screen for teaching station in CBC-19 |
| <b>Planning years:</b>  |   |
| <p style="text-align: center;"><b>Description:</b></p> <p><i>Drop down screen &amp; projector system for instructional use in CBC-19. The classroom currently has a teaching station that is pre-2019 with 2 large TV monitors. The monitors are not large enough for all students in the classroom to be able to properly view the presentations and visual information being presented to them by the instructors. The technology is cumbersome and unreliable to use as an instructor.</i></p>   |   |
| <p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan   <input type="checkbox"/> Student Equity Plan   <input type="checkbox"/> Guided Pathways   <input type="checkbox"/> AB 705/1705<br/> <input checked="" type="checkbox"/> Technology Plan   <input type="checkbox"/> Facilities Plan   <input checked="" type="checkbox"/> Strong Workforce   <input type="checkbox"/> Equal Employment Opp.<br/> <input type="checkbox"/> Title V         </p> |   |

| <b>New Program Planning Initiative (Objective) – Yearly Planning Only</b>   |                           |
|---|---------------------------|
| <b>Title (including number:)</b>  | Digital Clear Comm System |
| <b>Planning years:</b>  |                           |
| <p style="text-align: center;"><b>Description:</b></p> <p>The PCPA technical students engage with this equipment when on production crew assignments every term for their two-year training. Our current system is long out of date and is nearing the point of being non-functional. Utilizing backstage communication systems and technology is vital for the students to learn and master while in the PCPA CTE programs. Installation by a licensed professional will also be needed with this update.</p> <p>7 wireless packs<br/>     20 wired packs<br/>     Fully networkable main and remote stations<br/>     Wired packs operate via digital LAN<br/>     Network, wireless signal, and charging infrastructure.</p> |                           |
| <p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p><input type="checkbox"/> <b>Ed Master Plan</b>   <input type="checkbox"/> <b>Student Equity Plan</b>   <input type="checkbox"/> <b>Guided Pathways</b>   <input type="checkbox"/> <b>AB 705/1705</b></p> <p><input type="checkbox"/> <b>Technology Plan</b>   <input type="checkbox"/> <b>Facilities Plan</b>   <input checked="" type="checkbox"/> <b>Strong Workforce</b>   <input type="checkbox"/> <b>Equal Employment Opp.</b></p> <p><input type="checkbox"/> <b>Title V</b></p>   |                           |

| <b>New Program Planning Initiative (Objective) – Yearly Planning Only</b>  |   |
|--|---|
| <b>Title (including number):</b>   | Purchase & Integrate Moving Light technology for CTE students |
| <b>Planning years:</b>   |   |
| <b>Description:</b>  |   |
| <p>In today's entertainment industry, moving light instruments are a foundational component of professional stage lighting practice. From Broadway and touring productions to corporate events, concerts, theme parks, and regional theatres, automated lighting systems are standard. To prepare students for immediate entry into the workforce, it is essential that our technical theatre program provide hands-on training with this technology. Moving lights offer students opportunities to develop skills in programming, maintenance, troubleshooting, and creative design—skills that are in high demand across live entertainment and related industries. Proficiency with industry-standard consoles and intelligent fixtures is often a baseline expectation for technicians and designers entering the job market. Without exposure to this equipment, students risk being underprepared for internships, employment, and professional collaborations. In addition, moving light instruments allow for expanded creative expression within our training productions, mirroring the professional environments students will encounter. They provide practical lessons in power distribution, DMX networking, rigging considerations, and integration with conventional fixtures, deepening student understanding</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 705/1705   |   |
| <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.  |   |
| <input type="checkbox"/> Title V   |   |

## **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, student feedback/survey results, lab assignment process, student daily schedules, industry/employer needs for entry level positions and skills.

After the return to operations post-covid, the technical training program has suffered a loss in enrollment and retention of students. Some of the student complaints cited overly long hours devoted to classes, training, and homework- resulting in a culture in which the students felt that they could not succeed no matter how much effort they put forth. In response to this, the program engaged with an apprentice style instructional approach, minimizing formal class meeting times and increasing production project-based assignments for students. Additionally, the program instituted a “no homework” policy. Modest improvement of student moral occurred with this implementation. However, the faculty has observed a lowering of standards in the quality of student work/output. Both faculty and students have struggled with the lack of cohesive structure and the variety of assessment standards that are required by this model. While some students thrive being able to self-determine their educational goals, others get bogged down in uncertainty or indecisiveness and reduce their ability to acquire intermediate or advancing skills. Basic or core skills are unevenly acquired by the students, leading to a reduction of graduates who are appropriately prepared to successfully enter the work force.

Industry partnerships have shown that investment into updated technologies across the program would be deeply beneficial. Particularly in the following areas; computer drafting, 3D

printing technologies, moving lights, video and media systems, lighting control boards such as Hog and GrandMA, stage automation and rigging. Experience working with such technologies is in high demand currently with employers across the entertainment sector from Disney Live Entertainment, to TAIT and other large scale companies.

**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?**

The PCPA programs require a full-time commitment from the students, which leads to the inability to maintain employment, even part-time in nature. This presents a significant financial barrier to all students, but it is particularly harmful for students who are from low-income backgrounds. Additionally, the PCPA technical training program does not qualify for food stamp exemptions by the state of California. This is particularly harmful to our students, especially when the realization that the acting training program DOES qualify. The programs require the same time commitments, same unit loads, and have the same limitations for students who will be unable to maintain 20 hours of employment (thus not being eligible for the employment exemption).

Housing is an additional barrier, both financial cost and the lack of access to safe & secure housing. PCPA students are recruited from within the district, but many are recruited from across the state. Many of our students come from out of district and therefore need safe and secure housing options. We lose students during the recruitment phase when they encounter issues securing housing.

Students in the PCPA technical training program must navigate the challenge of attaining professional standards and behaviors during their time in the program. Many of our students have not developed the necessary tools to navigate such demands and struggle at times with fulfilling the basic requirements of attending classes prepared and in a timely manner. Many students do not have strong communication skills, particularly in the written and spoken form. The students are not accustomed to initiating communication, actions, or navigating interpersonal conflicts. All of these “soft skills” demand further development while in the program, and potential integration of skill building exercises on these topics into our coursework.

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

- Update and organize baseline/general training for all technical students.
- Unify assessment and feedback rubrics across all areas of training.
- Organize production training topics and projects into Introductory, Intermediate and Advanced hierarchies, inform class planning and assessment standards.
- Revise student schedules to include clear and regular meeting times in special topics instruction.

- Create process for students to apply for and declare an area of technical emphasis while enrolled in the program. The goal of this is to allow students to pursue higher order skill building in one area of professional interest, while maintaining the introductory education in all technical production areas.
- Create area of interest “pathways” for students, to help guide crew and show assignments.
- Increase opportunities to advance skill growth & leadership for students.
- Clarify skill building & acquisition trajectories and how they relate to crew and shop assignments.
- Stabilize teaching schedules and calendaring.
- Further integration of independent working projects into the curriculum. Students are to engage with proactive learning approaches and further develop enhanced critical thinking skills.
- Deepen connections to industry partners with the aim of integrating current technologies and standards into our training programs.
- Integrate and fund OSHA-10 certification for all technical students in their second year of the program. (OSHA-10 certification is now a requirement for all California IATSE members- the union that represents entertainment workers)

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

Student and alumni surveys, alumni job placement metrics, feedback from industry partners, faculty feedback.

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

N/A

Program Review Signature Page:



Anne McMeeking (Dec 18, 2025 14:52:04 PST)

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Program Review Lead

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Date



Mark Booher (Dec 18, 2025 14:57:57 PST)

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Program Dean

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Date



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Vice President, Academic Affairs

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12/18/25

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Date

# PCPA Tech Program Curriculum and Teaching Design 24-25

Final Audit Report

2025-12-19

|                 |  |
|-----------------|--|
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