

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Drama Program, Spring 2023 **Academic Year**

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

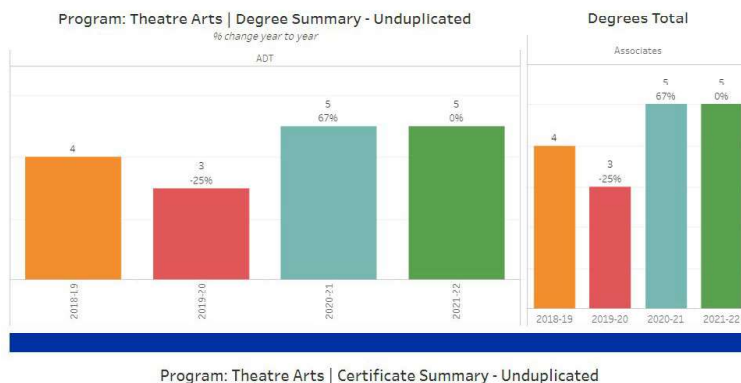
No, there have been no changes to the program mission over the last year.

The DRAMA program provides a comprehensive foundation in the acting and technical areas. Our hands-on training fosters artistic and technical skills in theater including the history of theater, acting, stage craft and make-up. Theater Arts students can build their own emphasis in assorted electives.

The Associate in Arts in Theatre Arts for Transfer Degree (AA-T in Theatre Arts) and the Drama Certificate of Accomplishment are both non-audition academic programs. Completion of the AA-T Degree will grant students guaranteed admission as a theater major at a California State University (CSU) campus.

Each semester there are over 30 Theater Arts students who list this program of study as their major. We anticipate the rate of degrees to rise in these post-pandemic years.

PROGRAM REVIEW: AWARDS



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

Moving into the new FA complex was the primary change we experienced.

- We have had numerous issues with the wall mounted AV equipment and Monitors. Many of the issues have been solved now that installation is near complete by contractors (still waiting on the testing of equipment. We need the lights/clamps in our studio classroom 166. These need to be installed on the pipe grid above the floor. We have been told these will need to be installed via AHC facilities (a work order) over the summer.
- More furniture is needed in the hallway outside the drama classrooms. This would include benches for students waiting on a performance in the recital hall.

- We have hired our first PT Drama instructor (taught online for Spring). We anticipate hiring two more for the Fall semester.

Any program changes? (new courses, degrees, certificates, articulation agreements)

The only change we made is editing our two-year plan with updated language for clarity in navigation.

Learning Outcomes Assessment

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

It has only been this semester that the new student learning outcomes assessment process has been explained to us.

We are currently collecting our data points for each of our Program Learning Outcomes:
PLO1 - Analyze and articulate a critical response to theatrical events employing a basic understanding of world theatre history and Western theatre tradition.

PLO2 - Recognize and describe the key figures and the breadth of achievement in world theatre history.

PLO3 - Apply appropriate, positive techniques when asked to participate as a member of a performance ensemble.

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

Our PLOs for our AA degree and our Certificate need to be updated to match the modifications we made to our program learning outcomes for our transfer degree. but the overall meaning remains the same. We added additional Program Learning Outcomes for equity and diversity:

PLO4 - broaden knowledge of and develop an appreciation for the diverse practices and ways of thinking in art across cultures and time periods.

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

We are just getting started with Learning Outcomes Assessment.

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

We have created a workspace on Microsoft Teams for all Art Program Faculty to contribute towards Program Learning Assessment Outcomes. Our current goal is to collect one data point from each of our two faculty members each semester. We can adjust this as needed in the future.

A data point assessment template has been created and shared to provide a clear process for part-time faculty. An example has also been shared. Data points will be uploaded into a folder on the Teams work

page. Full-time faculty (retired faculty creates a challenge for completion of this process. The Chair or PT Theater Arts faculty will then load these data points into SPOL).

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

The two-year map is working fine but it includes DRMA 189 and 199 which are for special topics and not necessarily transfer appropriate courses. We hope to create 2-3 new courses in scenic design, costume and stage management.

Also, offering more courses for the AA degree will be necessary to help bring up the unit total to an acceptable level (currently 18 units). We hope to create 2-3 new courses.

4. Were there any staffing changes?

We lost our Full-time faculty to retirement in Fall 2023.

In our area, it is hard to find qualified part-time faculty to teach at this level. Continuous advocacy of our needs will be needed to the hire a new full-time faculty member.

We hired a new part-time faculty member to teach an 8-week Drama History course. Unfortunately, that person couldn't meet in person (it was online). This is fine in that we need to offer a variety of modalities.

We are currently in the process of hiring two new part-time faculty members in this program starting Fall 2023.

We would like to hire another new part-time faculty member to teach a class in Lompoc.

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

The transition into the new building has dominated most our time for this academic year. It has been an enormous undertaking. The Grand Opening event was successful and the recent outreach events held in the new building were successful. We are now occupying spaced dedicated to Drama (and not having to borrow space for classroom projects).

We have held several small events in the Recital Hall as well as a collaboration with the Dance program. It is a wonderful way to introduce the public to our building and our Theater Arts program.

The Drama Club has continued to meet and discuss future projects and have participated in events around campus.

Several students we have counseled state they will be moving on to a CSU and plan to enroll in more Theater Arts courses. The following list of CSU campuses have healthy performing arts offerings in Drama:

BFA Degree - Theatre Arts/Drama

MAJOR (CONCENTRATION)	CAMPUS	DEGREE
(Theatre - General)	Bakersfield	BA
(Theatre Arts - General)	Chico	BA
(Dance)	Dominguez Hills	BA
(Theatre Arts)	Dominguez Hills	BA
(Cross-disciplinary Performance)	East Bay	BA
(Cross-disciplinary Performance)	East Bay	BA
(Dance and Inclusive Performance)	East Bay	BA
(Dance and Inclusive Performance)	East Bay	BA
(Stage Technology and Design)	East Bay	BA
(Theatre Performance: Acting and Musical Theatre)	East Bay	BA
(Theatre Arts-Acting)	Fresno	BA
(Theatre Arts-Design/Technology)	Fresno	BA
(Theatre Arts-General)	Fresno	BA
(Theatre Education)	Fresno	BA
(Directing)	Fullerton	BA
(Specialized Studies)	Fullerton	BA
(Theatre)	Fullerton	BA
(Theatre Arts)	Humboldt	BA
(General)	Long Beach	BA
(Technical Theatre: Scenery/Costume/Lighting Design)	Long Beach	BA
(Design and Production)	Los Angeles	BA
(Performance)	Los Angeles	BA
(General)	Northridge	BA
(Acting)	Pomona	BA
(Dance Theatre)	Pomona	BA

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyze the 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, advisories, limitations on enrollment, modality, articulation, transfer, units, and time to completion. Is there a disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

DRAMA AND THEATRE ARTS

DRAMA AND THEATRE ARTS Education encompasses connectivity across aesthetic, artistic and academic forms, disciplines, and domains, for learning, creating, and informing. Theater arts are intrinsically interdisciplinary, integrative, and student-centered around their culture and interests. Interdisciplinary education enables students to identify and apply authentic connections between two or more disciplines and to understand essential concepts that transcend individual disciplines.

The Associate in Arts in Theatre Arts for Transfer Degree (AA-T in Theatre Arts-18 units) and the Drama Certificate of Accomplishment (18 units) are both non-audition academic programs. Completion of the AA-T Degree will grant students guaranteed admission as a theater major at a California State University (CSU) campus.

Theater arts include: acting, theory, history, make-up arts, stagecraft, props, performance arts, and can include environments for TV, internet broadcasting; virtual and voice active augmented reality and virtual worlds, etc.

Current Course offerings:

DRMA 103 Introduction to Theatre
Acceptable for credit: Transfer to UC, CSU

DRMA 104 Acting I
Acceptable for credit: Transfer to UC, CSU

DRMA 106 Acting II

Acceptable for credit: Transfer to UC, CSU

DRMA 110 History of World Theatre 1

Acceptable for credit: Transfer to UC, CSU

DRMA 111 History of World Theatre 2

Acceptable for credit: Transfer to UC, CSU

DRMA 114 Introduction to Theatre Laboratory

Acceptable for credit: Transfer to UC, CSU

DRMA 124 Stagecraft

Acceptable for credit: Transfer to UC, CSU

DRMA 128 Stage Makeup

Acceptable for credit: Transfer CSU

1) What data were analyzed, and what were the main conclusions?

Data sources were collected with the following objectives: 1) to explore higher education partnerships 2) to align curriculum to support opportunities to get work in the Theater Arts field and sustain a livable wage. This research will inform minor revisions to the Theater Arts program and courses.

Curriculum Design based on CSU Research:

- i. Data was collected from CSUs that offer Theater Arts concentrations as part of a BA or BFA degree. Required lower-division course numbers and descriptions were documented and listed in a spreadsheet as a crosswalk to compare CSU programs with courses currently part of the Theater Arts program at Hancock College.
- ii. CSU Research revealed patterns of interdisciplinary connections with courses in the areas of Dance, Music, Visual Arts, Film, and Sound Technology. It also informs changes to be considered in the Theater Arts degrees and Certificates of Achievement.

Recommended Curriculum and Program modifications

Remove the following courses from catalog (no longer relevant or offered):

DRMA 199S Repertory of Noises off and Forever

DRMA 389 Independent Projects

DRAMA 189 will continue as a course acceptable for credit: CSU, UC-Determined after admission courses for students capable of independent work who demonstrate the need or desire for additional study beyond the regular curriculum. Enrollment allows students to pursue activities such as directed field experience, research, or

development of skills and competencies under faculty advisement and supervision.

**Theater Arts: Associate in Arts for Transfer (CSU ONLY):
A MAJOR OF 18 UNITS IS REQUIRED FOR THE DEGREE.**

- **Would like to add 2-3 extra courses for a 25-29 unit total**

**Theater Arts: Associate in Arts for Transfer (UC & CSU):
A MAJOR OF 18 UNITS IS REQUIRED FOR THE DEGREE.**

- **Would like to add 2-3 extra courses for a 25-29 unit total**

Theater Arts Jobs Listings Research: Education and Skills Required

1. **Actor**– Education: BFA in Fine Arts, Stage/Film/TV/Internet work equivalent.
 - Storytelling and Conceptual Development
 - Ability to take direction.
 - Ability to work as a team and also individually.
 - Good time keeping skills.
 - Reliability.
 - Ability to learn lines/directions.
 - Confidence in being in front of an audience.
 - Experience in improvisation/ad-libbing.
 - Resourcefulness for working independently
 - Support staff and executives to meet visual goals
2. **Theater Director** – Education: MFA /Bachelor of Arts, experience is encouraged; 5+ years agency experience focusing on stage/film production.
 - Excellent conceptual designer and thinker
 - Personal and artistic sensitivity,
 - Aesthetic acuity, excellent communication and organization.
 - Confidence to lead and inspire others through a difficult and unpredictable process.
 - Innovative thinking and brainstorming
 - Collaborate and communicate with the creative team and other team members
 - Animation design and production of cohesive assets
 - Strong motion graphics design and technical skills
 - Experience with Rotoscoping and VFX Compositing
 - Must be highly proficient in Adobe After Effects
 - Proficiency in Cinema 4D (Maya and Nuke experience a plus)
 - Accurately estimate and time manage your workday
 - Stay up-to-date with the latest motion graphics design, creative solutions, and trends

Main Conclusions

Review input from faculty teaching courses and feedback from local CSU/UC faculty for course modifications:

Curriculum Design based on Industry needs:

Course possibilities for future development:

Script Analysis
Costume Technology
Stage Lighting
Understanding Scenography

- Recommend developing the Theater Arts “Transfer Option” AA program for students who are transfer oriented (raise from current 18 to 25-30 units)
- Recommend developing the Theater Arts “Transfer Option” AA program for students who are transfer oriented (raise from current 18 to 25-30 units)
- Recommend new Certificate of Achievement in Theater Design (15 units)

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?

1. We need to replace the full-time faculty member so that there is someone to regularly review CSU Theater Arts programs and engage with the industry to inform curriculum review, modifications, and any new course and program proposals
2. Need to revise the current Theater Arts program and courses to better align with CSU transfers and employment requirements
 - Request articulation agreements with CSUs. If they reject articulation with required courses, explore CCCs with articulation agreements and request the CCC’s comparable COR to adjust our practices for better alignment.
 - Review and revise CORs to align with entry-level skills and encourage faculty to develop coursework to demonstrate those skills.
3. We need to support transfer students with articulation agreements with the CSUs that serve both disciplines.
 - Continue working with the articulation officer to request articulation agreements.
4. Update Program Learning Outcomes, map to courses, and document assessments
 - Review and revise Learning Outcomes (if necessary) for better alignment with CSUs, HS Pathways, and Industry.
 - Support Part-Time faculty to participate in data collection and reporting for assessments.

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

See the notes for each item above

Current studies assessed whether a relationship existed between the presence of a theater arts intervention and student achievement in language arts and mathematics. Results showed that students receiving intervention often outperformed their control group counterparts in both math and language arts. Furthermore, students in the theater arts program outperformed their control group counterparts in every case that showed statistical significance.

We will continue to offer courses to those in Northern Santa Barbara County who wish to explore the performing arts for both academic and self-enrichment purposes.

With the new building we have acquired two rooms dedicated to Theater Arts (166 & 168). This allows the program to thrive with the use of new lighting rig, make-up mirrors, and space to practice stagecraft in the Art Shop.

We will continue to advocate for new supplies and equipment as needed for the student success (especially in Stagecraft and Make-up as well as future courses dealing with scenic design which may include new equipment needs).

Providing furniture in the Theater hallway will be an immediate need for Fall 2023. This is for the students practicing lines and waiting to go on stage.

We plan to work with AHC counselors and Outreach coordinators to promote the program to the community and local HS programs.

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

- i. We will have a District supported full-time faculty member working for student success who can mentor students, implement new technology, and develop programs and courses to serve 21st-century Theater Arts employers.
- ii. More students will attain a livable wage – as indicated by the CTEOS surveys, and LMI data
- iii. We will have more engagement from our Industry Advisors to mentor and support these programs and students.
- iv. We will be granted more articulation agreements with UC/CSUs
- v. We may have more dual-enrollment opportunities
- vi. Courses will not be scheduled in a way to compete against other core Performing Arts courses and in consideration of other inter-disciplinary programs
- vii. Students will spend less time at AHC earning degrees and certificates
- viii. We will have more students transferring to CSUs and UCs
- ix. We will have more students engaged in work-based learning, offered internships, and entry-level employment in Performing Arts jobs.

5) Based on your data analysis and inquiry, what resources are needed for your program?

- i) Support from the District to hire a full-time faculty member for Theater Arts (our Full-time faculty member retired in May 2023). We plan to ask for a replacement for the Fall 2024 semester. We have hired (3) new PT faculty to teach current courses vacated by Michael Dempsey.

- ii) Support from the District to hire a full-time supervisor to oversee all events in the Fine Arts Department, with special consideration given to the Recital Hall.
- iii) Support from the District for future education and training for classified staff ensure the equipment is installed, maintained, and functioning for students and faculty.
- iv) Support staff in Academic Affairs who can assist with efficient processes for Program and course modifications
- v) Support from the Articulation officer on continued efforts for CSU course articulations
- vi) Support from Advisory Committee members to inform the coursework and technology necessary for the student's success in these programs.
- vii) Continued financial support for new and replacement technology that is current with Theater Arts practices in the industry
- viii) Communication and support from ITS staff regarding purchasing, updating, and repairing computers, as well as updating and installing software that is requested by program faculty and used in industry so that students learn on equipment that is current with industry best practices.

6) Do you have any best practices that you would like to share with other programs?

- i) The research and time spent looking at related CSU programs, coursework, and job skills listed on recruitment sites by Theater Arts employers are invaluable to inform AHC programs and courses.
We will explore new scheduling opportunities for Spring 2024 in the attempt to include a variety of modalities as well as night and day (possible Saturday class).

Program Review Signature Page:

John Hood

Program Review Lead

Jun 6, 2023

Date

Rick Fantz

Program Dean

Jun 6, 2023

Date

[Signature]

Vice President, Student Services

Jun 7, 2023

Date