YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name : DRAMA   **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)

   As we finalize our first year in the building it was clear that room 166 was not adequate for teaching the acting classes. We moved them into the Dance program studios (134 & 137) for larger space.
   It looks like both the Drama classroom and Make-up rooms are being utilized by other programs while drama is not utilizing them. We want to make sure when the rooms are needed by Drama that we be given priority.

   We were able to offer two acting classes and two sections of Theater Appreciation in the Spring and this Fall 2024 we will have stagecraft in a new space (159). This will be an experiment to see how well the class works in the ceramic/Sculpture space.

   The program hopes to offer more studio courses as we contemplate moving them into the core selections for the degree.

   Career Exploration Day is ideal for sharing with potential students what our program has to offer. Therefore, I strongly believe that bringing students into the Fine Art Complex via tours is the best way to showcase our program. I would like to strategize with College Outreach to get more students to come on these tours though. Without a full-time faculty member it is near impossible to showcase the program properly and consistently. Part-time faculty often don't have the time nor full back story to provide outreach information.

   I have requested some new articulation agreements through David De Groot as part of our "Education and Industry Partnership" part of Program Review this semester. Next year we should have updates on these.

   The Drama program could benefit from acquiring a few set pieces, such as 4-5 cubes, a door unit, 2-3 folding flats, and some generic props and costume pieces. Currently, the closets in the dance rooms are filled with stacks of chairs, so it may be necessary to find alternative storage options.
   The Dance department consistently requires technicians to manage light operations during their shows. The assistance from the Drama Club has been recently helpful, particularly those students who operated the light board after responding to an announcement I made in DRMA

103 (Intro to Theatre). Are there other ways to contact potential tech students for future department shows?

We will look to see if there are alternative spaces available for the Acting classes to convene, aside from the dance rooms? The high ceilings, the requirement to remove shoes, and the presence of mirrored walls pose challenges for many LAP students in my acting classes. While the room itself is spacious, these specific features are proving difficult for students with disabilities.

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

The map is working fine, but there are corrections that need to be made to the core requirements as well as catalog information. I am working with the Dean to possibly add Make-up and Stage-Craft to the core of the Transfer degree. We also need to consider sunsetting a few irrelevant courses. Sunset Drama 114, 179A. Would like to review the options of cross-listing Dance 182 with Drama.
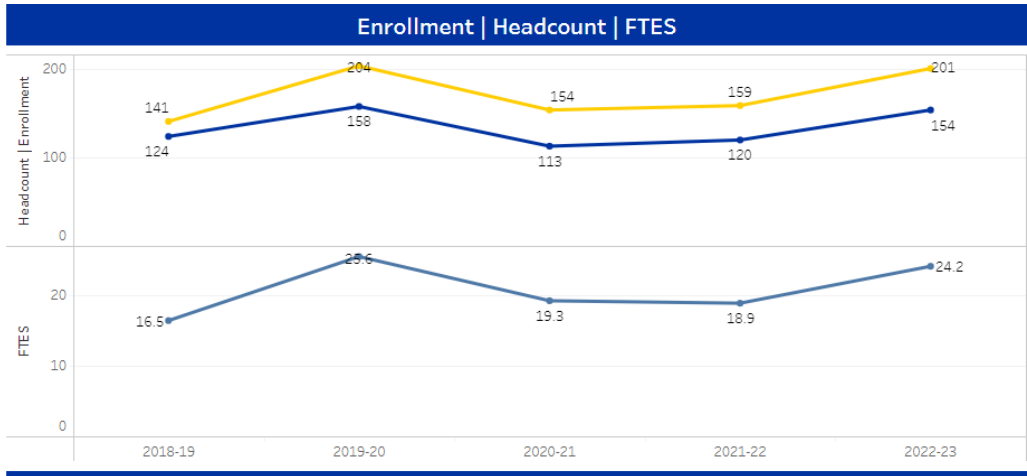
4. Were there any staffing changes?

Since the retirement of Michael Dempsey (Spring 23), we have been without a FT faculty member. We currently have a PT faculty member teaching all three F2F courses. He will be leaving at the end of Spring 24. We have hired new PT faculty, Kitty Balay, Joseph Shelly and will retain Dee Dee Stephens (online). We are currently interviewing for someone to teach Actin 1.

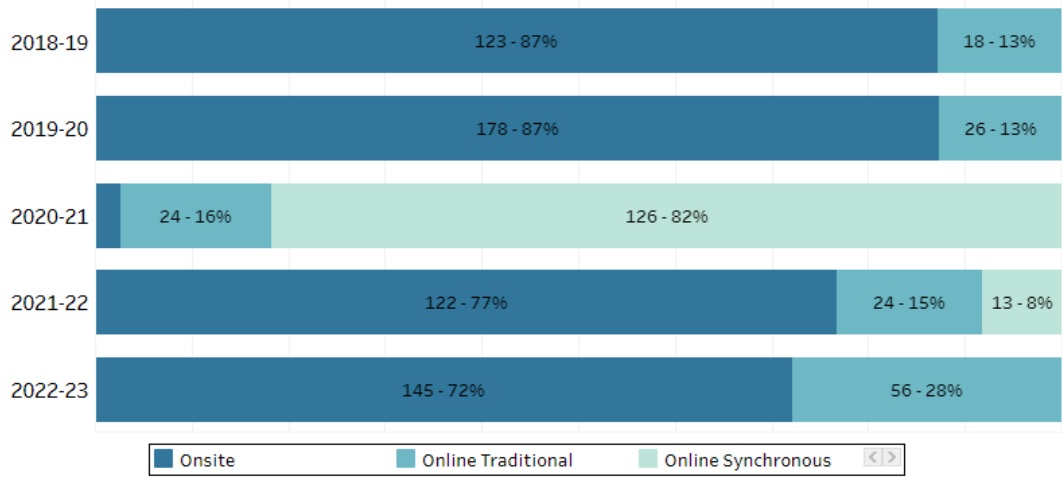It has been a burden finding qualified instructors who meet Minimal Qualifications.

To effectively maintain a program we need a full-time faculty member who would have the contractual obligation to advocate and nurture.

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

Overall enrollment in the Theater Arts Program has been steadily increasing since 2018/2019. Drama 103 and 104 have had a strong recovery after Covid and we are excited to see it thrive. It would be ideal to add courses, but staffing new courses would be difficult without an additional full-time instructor.

Enrollment | Headcount | FTES

Headcount | Enrollment:
- 2018-19: 124 (headcount), 141 (enrollment)
- 2019-20: 158, 204
- 2020-21: 113, 154
- 2021-22: 120, 159
- 2022-23: 154, 201

FTES:
- 2018-19: 16.5
- 2019-20: 25.6
- 2020-21: 19.3
- 2021-22: 18.9
- 2022-23: 24.2

Enrollment by Modality

Year	Onsite	Online Traditional	Online Synchronous
2018-19	123 - 87%	18 - 13%	
2019-20	178 - 87%	26 - 13%	
2020-21	24 - 16%		126 - 82%
2021-22	122 - 77%	24 - 15%	13 - 8%
2022-23	145 - 72%	56 - 28%	

Success & Retention

Success %   Retention %

		2018-19	2019-20	2020-21	2021-22	2022-23
AHC	ALL	73% / 88%	72% / 82%	74% / 88%	71% / 86%	72% / 87%

		2018-19	2019-20	2020-21	2021-22	2022-23
Grand Total		72% / 95%	70% / 82%	76% / 94%	68% / 89%	73% / 92%
DRMA103	ALL	68% / 99%	57% / 83%	69% / 97%	49% / 85%	63% / 88%
DRMA104	ALL	78% / 94%	86% / 86%	80% / 96%	84% / 91%	94% / 100%
DRMA106	ALL		85% / 85%	100% / 100%	100% / 100%	94% / 100%
DRMA110	ALL	72% / 89%	85% / 85%	79% / 83%	71% / 88%	56% / 81%
DRMA124	ALL	88% / 94%		63% / 88%	57% / 93%	100% / 100%
DRMA128	ALL		67% / 67%	77% / 92%	77% / 85%	100% / 100%
DRMA189	ALL	50% / 75%		100% / 100%	100% / 100%	100% / 100%

Learning Outcomes Assessment

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

       More clarity is needed on what is expected of us for PLO assessments. Liz West came to our Fine Arts department meeting that we held for the month of April and she clarified to us what is expected. Additionally, a tutorial on how to enter assessment data into SPOL created by Janet McGee was shared. Since then the Theater Arts Program has now begun to enter data.

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

       I will have PT faculty submit for Spring 2024.

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

       N/A

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

       N/A

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 Course*s)

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

We offer online classes in Drama 103. We have scheduled a review for Fall 2024/ Spring 2025

    b. What were some key findings regarding RSI?

       N/A

c. What is the plan for improvement?

N/A

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

a. Does the program meet documented labor market demand?

We do not offer CTE programs.

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.***

ample:

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

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.)
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.

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

AHC to CSU/UC Analysis - Theater Arts Articulations

Required Courses for Studio Arts Associates Transfer Degree
BLACK = ARTICULATED
RED = TRYING TO ARTICULATE
NO EQUIV=EQUIVALENT COURSE DOES NOT EXIST (or upper div. only)
BLANK = NO ARTICULATION
Required Courses for Theater Arts Associates Transfer Degree

Course	CSU East Bay	CSU Fresno	CSU Fullerton	CSU Long Beach	Cal Poly SLO
DRMA 103 Introduction to Theatre		DRAMA 10 -	Not Articulated	Not Articulated	TH 210
DRMA 104 Acting I		DRAMA 33 -	THTR 140A	THEA 114A	Not Articulated
DRMA 106 Acting II		DRAMA 35	THTR 240A	THEA 114B	TH 235
DRMA 110 History of World Theatre 1		Not Articulated	Not Articulated	Not Articulated	TH 227
DRMA 111 History of World Theatre 2		Not Articulated	Not Articulated	Not Articulated	TH 228
DRMA 114 Introduction to Theatre Laboratory		Deactivated ('2	Deactivated ('24	Deactivated ('24)	Deactivated ('24)
DRMA 124 Stagecraft		DRAMA 34	THTR 276	THEA 142	Not Articulated
DRMA 128 Stage Makeup		DRAMA 41 -	THTR 285	Not Articulated	Not Articulated
DRMA 179A Beginning Makeup for Stage/TV		Not Articulated	Not Articulated	Not Articulated	Deactivated ('24)
DRMA 189 Independent Projects in Drama		Not Articulated	Not Articulated	Not Articulated	Not Articulated

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 degrees 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 CCCCO Vision for Success.

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

In reviewing the Drama program we are aware of the need to bolster articulation agreements with both CSU and UC institutions. We seem to have agreements in the intro classes but few in the studio arts area. We will work with our articulation officer and AP& P rep to open up a dialog as to what the next steps are.

We have the following degree/certificate set-ups:

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.

I began reviewing our course In ASSIST and went through most CSU's and UC's with Theater Arts Programs our students are likely to transfer into, reviewed our articulation agreements with them, and made an Excel sheet that the articulation status of all of our Art courses with these institutions. I identified a few new transfer opportunities for Drama Program Courses across these colleges. I shared this spreadsheet with Allan Hancock College's articulation officer, David De Groot, so that he is aware of the courses that have been denied articulation and he will work with the articulation officers at those institutions. Once we have an understanding of why some

of our courses have been denied articulation, we will alter them in curricunet.

Drama students will have an advantage and be more prepared as professionals if they build their resumes with as many art-related jobs, experiences, skills and volunteer opportunities as possible.

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?

For Theater Art majors, the biggest barrier to student success is the cost of supplies and access to supplies (make-up and stagecraft). We find that more students are coming to class without supplies. Theater Art students need additional money beyond tuition to purchase supplies to make good work for their portfolios for transfer, since developing a strong portfolio is crucial for transfer successfully into 4-year Art Programs.

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

The program has traditionally kept a small amount of classroom supplies for student use, but it is not enough to cover all students. We can steer students towards the Basic Needs Center.

Drama is looking to transition textbook heavy courses to OER in 2025-26 academic year.

The program will continue to look for ways to connect our students to Drama-related opportunities, announce these opportunities in our classes and invite guest speakers to our classes. We already have developed good connections with the non-profit cultural arts organizations in the area.

The program will seek more on-campus internships, for example, possible collaborations with PCPA as set painters, lighting assistants, etc...

The program will have started researching requirements of our major transfer institutions in order to create a list of skills students will need toward that end. We also plan to outline this information in a 1-2 slide presentation that we may share with all of our Art students on the first day of classes. This presentation will be shared with all full-time and part-time art instructors so that we can share the information with as many students as possible.

We have been and will continue to work with our designated counselors to make them aware of this additional requirement that Theater Arts transfers must prepare for.

The Creative Arts Student Success Team is currently working on setting up a Portfolio preparation day for Visual and Performing Arts majors who are getting ready to transfer. We have started researching what resources our majors need for this day to prepare portfolios. So far, we know that many students are not even aware of portfolio requirements or where to find them. We also think students need help documenting their work, as well as writing artist statements and

resumes. Having workshops on finding portfolio requirements, documenting work and writing alone could be highly beneficial to our students.

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

We will follow up to see how many new articulation agreements were created, Track transfer degrees, follow-up with graduates, follow up with students after Portfolio Day with survey from IE.

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?

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	
Title (including number:	*Creative Arts Success Team Portfolio Workshop Day*
Planning years:	*Spring, Summer 2024*

Description:
Theater Arts majors need help preparing their portfolios for transfer. The Creative Arts Success Team has planned a Workshop for the beginning of Fall semester that will help students who are nearing transfer to do this. The workshop will include helping them find portfolio requirements of programs they would like to transfer into, enable them to document their work (photographing), prepare digital files, construct resumes and write artist statements.

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

	Ed Master Plan	x	Student Equity Plan		Guided Pathways		AB 705
	Technology Plan		Facilities Plan		Strong Workforce		Equal Employment Opp.

☐ **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.

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.

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

EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	Drama 103/104 OER Textbook
Planning years:	*(The academic years this will take to complete)*

The Drama Program is moving to an OER textbook for its Theater History classes. The goal is to offer several sections and to have everyone using the OER by Fall 2025.

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

Revised 8.28.2023

Program Review Signature Page:

John Hood _____   May 28, 2024 _____
Program Review Lead   Date

Rick Rank _____   May 29, 2024 _____
Program Dean   Date

_____   Jun 17, 2024 _____
Vice President, Academic Affairs   Date

F23-S24 YPU and Educ and Industry Partnerships - DRMA_6.17.24

Final Audit Report   2024-06-17

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