

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

### DRAMA Program Academic Year 2025-2026

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)

Changes were made to the program with DRMA 111 being offered DL to help not only boost enrollments but help students completed the certificate (it had not been offered in some time). Continue to solicit input from PT faculty for suggestions on improving the DRAMA program in our fourth year without FT support. We are asking the college to support the hiring of a new FT faculty position for the Drama program.

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

Yes, the map is in place. Looking for guidance from counseling to help support student success.

4. Were there any staffing changes?

Our current Stage Craft instructor, Joe Shelly, had to stop teaching for us. I am currently looking for a new instructor to teach in the Spring.

Our current Drama instructors continue to be extremely dedicated and nurturing to the students.

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

#### **The Drama Club**

We had a few members of the Club graduate, but the club continues to engage in campus activities throughout the year.

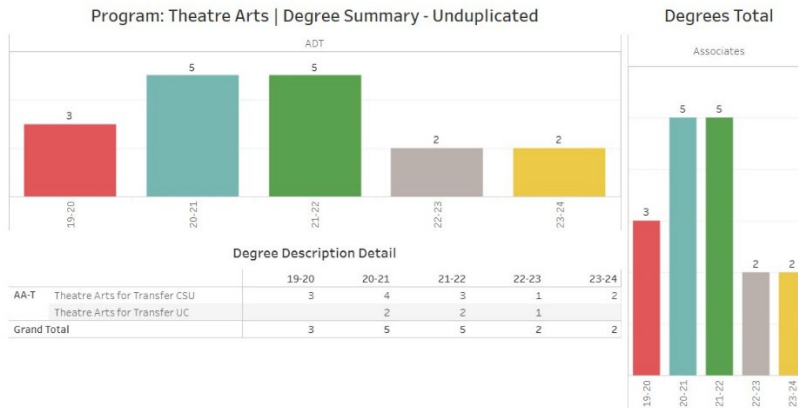
There was a dynamic performance by the club on April 16<sup>th</sup> (in F134) which as well attended and mentored by Darren Sullivan and Danielle Durbin.

Guest lecturers have been a common occurrence in the Acting and Make-up classes (PCAP instructors).

**Program Awards:** I do not see any improvements in students earning awards. The IE website lists the same data as last year 2023/2024 academic year, the Drama Program awarded 2 Transfer degrees.

## PROGRAM REVIEW: AWARDS

[AWARD CROSSWALK PDF](#)



Without a full-time presence to help guide, nurture and expand the program, I am afraid we will continue to stay stagnant in this area of study.

**Creative Scheduling and CCAP:** Last year's program review topic was creative scheduling. We decided to offer the Acting, Stagecraft and Make-up classes as mirrored courses. This should increase the collaboration between the community and the program. Seeing if there are any CCAP options available in the near future.

### Learning Outcomes Assessment

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

Assessments reflect improved student success.

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

Students and faculty continue to ask for more access to the Boyd Hall for performances. They are now in contact with the Boyd Hall Operations Supervisor, Connor Long to see how they can schedule events.

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

As the Department Chair, I have stepped in once again as the faculty in charge of Drama in my spare time. Without a full-time faculty member in this program, it struggles to provide guidance and opportunities for the students. The current part-time faculty are showing great effort in highlighting skills and finding opportunities that motivate our students but without a FT presence it will continue to have issues. We need someone who can get the word out into area HS and local theater groups.

They have continued with guest lectures, Erik Stein (PCPA was paid \$200 and Molly Kinnon (PCPA) paid \$100 as guest speakers. Drama showed cases of monologs and small displays of their work in stage make-up.

The Dean’s office has stepped up in helping create Supply Kits for Studio courses, such as Make-up and Stagecraft courses (this cost will be requested in supplies section as well as the need for an expanded supply line-item budget). See examples of costs below:

Amazon open POs were also requested using Restricted Lottery Funds \$2,210  
Frends Beauty Supply Inc orders below:

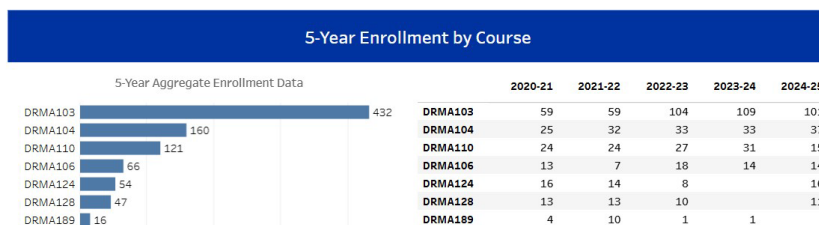
\$480  
\$1049.05  
\$438.10

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

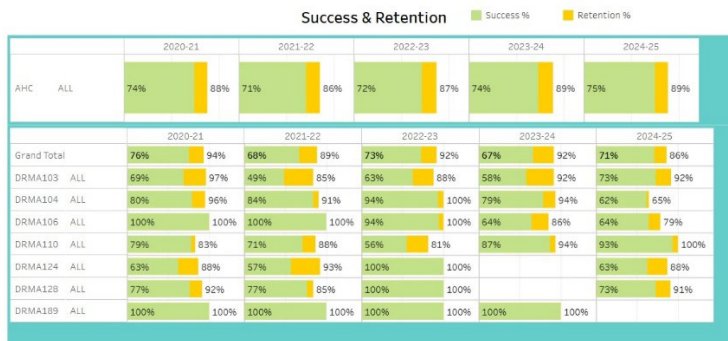
None at this time

Here are a few data screen shots to help paint a picture of the last year trends:

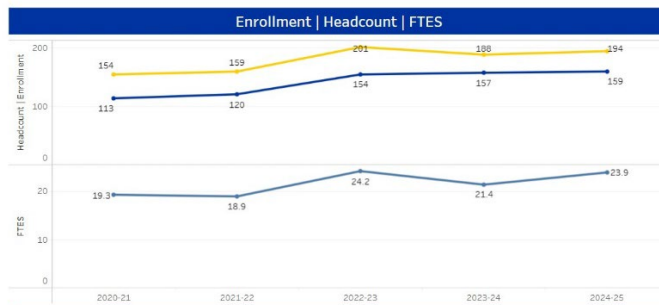
## PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



## PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



## PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



**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 interaction (RSI)?

There are two in the program (DRMA 110 and DRMA 111), 110 was reviewed during Fall 2025's annual Review. DRMA 111 will be reviewed next year.

- 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 - Not Applicable**

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

**None requested at this time**

## **Area of Focus Discussion Template**

### **ACADEMIC SERVICES AND SUPPORT**

**Academic Services and Support** – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

**Possible topics:**

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

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

**LAP :** The Drama Program faculty continue to work with students registered with LAP. Last semester we secured LAP chairs and lockers for students in need of accommodation. We had at least 3 utilize the bus pass that the school gives.

We are big fans of social services. LAP was the only one that didn't really yield many results, but that wasn't their fault.

One student who used the tutoring services this semester, but at least three use those services over the course of teaching here, and big on library and the print shop!

**ADA Compliance on CANVAS courses:** All Drama instructors are currently working through making their courses ADA compliant. It would be helpful if the college offered a comprehensive training or course on how to do this.

Drama Program instructors use SuccessNet to provide feedback to students enrolled in their courses. This has been constructive for those students in dire straits with grades.

**Drama Club :** The Program continues to work with Student Activities and Outreach through the Club. Depending on the membership of the club next year, the club could plan more ahead to secure funds for field trips and other educational activities. The club has been great for giving Drama students visibility on campus.

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?

**SEP** : Students do not always fill out their educational plan and still are unclear about which courses to take each semester. The Program could make more effort to get the information about which classes are only offered one semester a year to the counselors and students. A meeting with counseling faculty could help to facilitate a clear and accurate process. We realize the SEP will be required of students who wish to register in the near future.

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

Review resources for students with PT faculty  
Work with faculty club advisor to suggest additional opportunities  
Increase dialogue in the classroom concerning SEPS.  
Providing scripts for student uses

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

During PT orientation I will share resources that can be useful to students  
Meet with advisor at beginning of semester  
Work with Head of counseling  
Provide the program with an open PO to order these once the number of students is known

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

6. 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)

NA – Will select validation in 2027

7. Are there specific recommendations regarding the core topic responses from the validation team?


NA








Program Review Signature Page:

Program Review Lead  [John Hood \(Jun 3, 2026 10:35:26 PDT\)](#) Date Jun 3, 2026

Program Dean  [Monica Millard \(Jun 3, 2026 08:24:15 PDT\)](#) Date Jun 3, 2026

Vice President, Academic Affairs  Date Jun 4, 2026











# Academic Services and Support\_DRMA\_2025-26

Final Audit Report

2026-06-04

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