

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name _____ **Drama** _____ **Academic Year** _____ **2024-25** _____

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, the two-year program map is in place. I am still waiting for corrections to be made to the pathways on the college website. I participated in the All Staff Day workshop that was aimed at making these corrections and I have been told that programs across the college need corrections.

4. Were there any staffing changes?

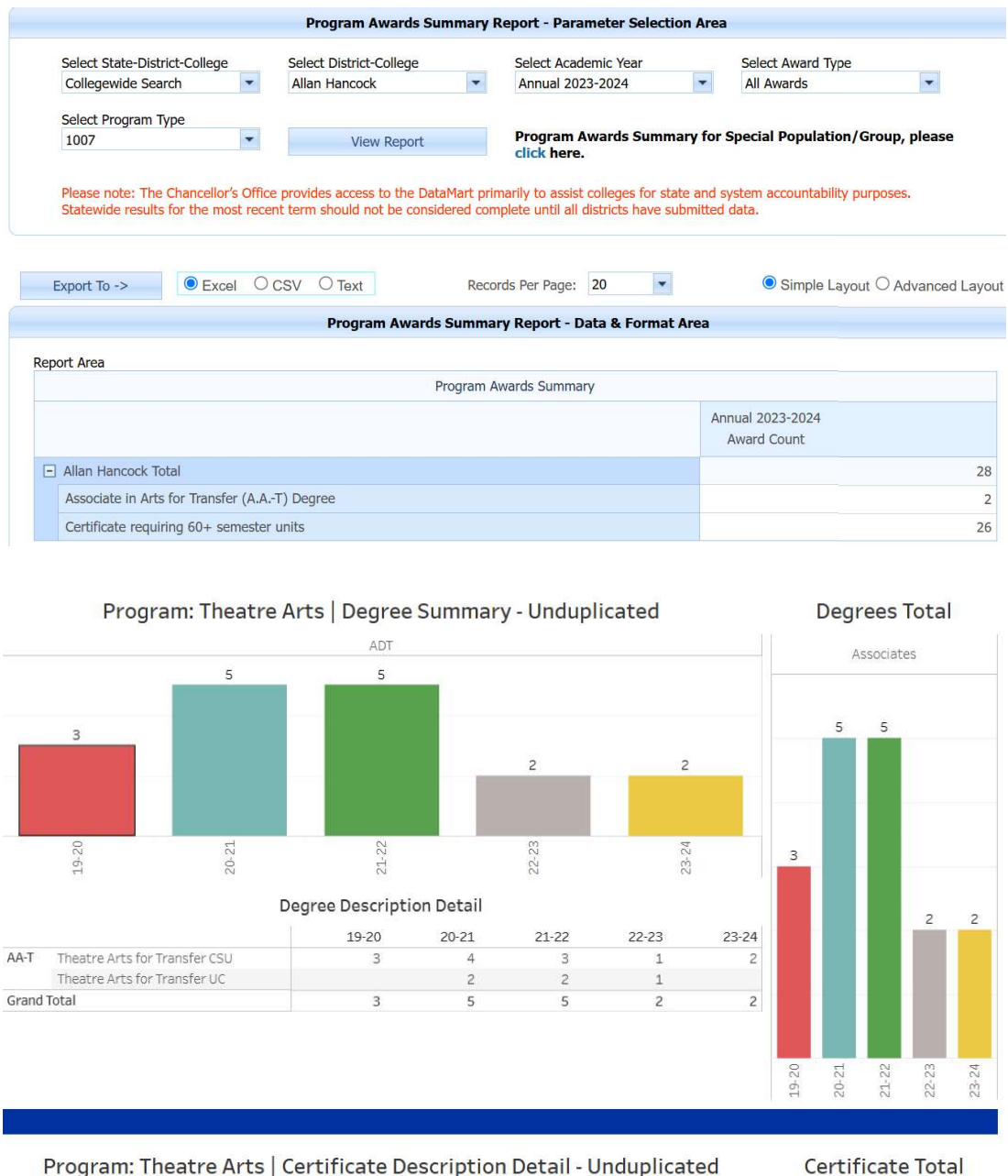
We hired:

- Kitty Balay to teach Introduction to Theater
- Danielle Durbin to teach Acting 1 & 2
- Joe Shelly to teach Stagecraft
- Caroline Rien to teach Make-up

The department will need to find a replacement for Michael Dempsey who was the FT coordinator. As of the last two year we are running the program with PT faculty and with assistance from the Chair of the Department.

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

The Drama Program successfully offered all the courses required in the current pathways. I was pleased with the support of our administration in sticking with the low enrolled courses as we continue to grow. We also successfully modified several courses in the degree to update language to be more in line with articulation. In 2023-2024 we had 2 awards according to the Chancellor's Office DataMart. It was 2 transfer degrees, and 26 certificates. For 2024-25 we expect awards to double with the inclusion of both Drama 124 and Drama 128 offered to help students complete degrees/Certificates.



The Drama Club has emerged with a new advisor to create a strong presence on our campus. Drama Club is actively engaged in most campus activities and continues to meet on a regular basis.

Drama Program students continue to transfer to four-year colleges. We had students from the program transfer to both Cal Poly SLO and CSU Long Beach. Both of which are very strong programs.

Learning Outcomes Assessment

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

Our students continue to meet learning outcome standards for our program.

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

Allan Hancock College works hard to promote student success so that our students have what they need to be successful. Programs like Basic Needs have been instrumental in helping our students meet the challenges of academic life. The Fine Arts Complex provides an engaging and professional context for learning.

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

The Drama Program has been fortunate to find outstanding Part-Time Faculty to serve our students. As the Department Chair, I have stepped in as the faculty in charge of Drama in my spare time (this is not sustainable). Without a full-time faculty member in this program 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.

Another challenge for students continues to be the cost of supplies and consistent availability and delivery of supplies at our campus bookstore and through online companies.

We are looking into creating Supply Kits for Studio courses, such as Make-up and Stagecraft courses.

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

I am currently modifying the program's certificate of accomplishment to add Stagecraft as a selected unit and delete a two dance courses. There is a need to update language for courses regarding textbooks (we are moving toward OER options to help students with zero textbook costs).

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)?

The Drama Program has been fortunate to work with Dee Dee Stephens who teaches the online DRMA 110 course. Nichole Dechaine was able to review her class, and the findings are listed here.

- b. What were some key findings regarding RSI?

- Some strengths:

1. There were 5 good class discussion assignments among the students for the semester.
2. There was a great introduction video from the instructor at the beginning of the course.
3. There were a few comments to some of the students on an introduction discussion in Canvas.
4. The students were given 5 class/group discussions assignments. They were required to interact and comment on the submissions of at least 2 peers for watch assignments.

- Some areas of possible improvement:

1. Discussion boards and test area feedback

- c. What is the plan for improvement?

1. I could not see emails in Canvas, but I can't see student/professor emails where this may have occurred. Instructor could provide Canvas emails as proof of interaction.
2. Over the course of the semester, it would be beneficial to have more, perhaps weekly discussions in which everyone participates. Weekly modules with regular discussions would increase regular

and substantive interaction rather than 4 or 5 longer modules spanning a few weeks.

3. It would be great if there could be more lectures or discussion videos from the instructor throughout the semester.

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

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

NA

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

NA

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

NA

- 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?

NA

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

NA

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.*

NA

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.
-

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

Data from Tableau is used to make scheduling decisions. Below are changes made over the past three years:

1. According to the Heat Map, for both Fine Arts courses and campus wide courses Monday-Thursday between 12:00 and 2:00 and Monday-Thursday at 9:00 am are the most scheduled timeframes.

FALL 2023

DRMA 103 Introduction to Theatre B - T R 9:30am-10:50am
DRMA 103 Introduction to Theatre C - M W 11:00am-12:20pm
DRMA 104 Acting I B - T R 12:45pm- 2:50pm
DRMA 124 Stagecraft A - M W 12:45pm- 3:05pm

SPRING 2023

DRMA 103 Introduction to Theatre B - 9:30am-10:50am
DRMA 103 Introduction to Theatre A - T R 9:30am-10:50am
DRMA 104 Acting I B - 12:45pm- 2:50pm
DRMA 106 Acting II A - T R 2:15pm- 4:35pm
DRMA 128 Stage Makeup A - M W 3:15pm- 5:35pm

FALL 2024

DRMA 103 Introduction to Theatre B - T R 9:30am-10:50am

DRMA 103 Introduction to Theatre C - ONLINE

DRMA 104 Acting I B - T R 12:45pm- 2:50pm

DRMA 124 Stagecraft A - M W 6:30pm- 8:50pm

SPRING 2024

DRMA 103 Introduction to Theatre B - M W 9:30am-10:50am

DRMA 103 Introduction to Theatre A - ONLINE

DRMA 104 Acting I B - 12:45pm- 2:50pm

DRMA 106 Acting II A - T R 2:15pm- 4:35pm

FALL 2025

DRMA 103 Introduction to Theatre B - M W *9:30-10:50am*

DRMA 103 Introduction to Theatre C - ONLINE

DRMA 104 Acting I B - T R 12:45pm- 2:50pm

2. The Drama program has had a challenging time locating instructors to teach the history classes DRMA 110 History of World Theatre 1 and DRMA 111 History of World Theatre 2. We'd like to offer them online as two 16-week offerings. At the moment 111 is required for the certificate (but has not been offered since 2019). We are offering 110 currently for the Spring 2025 semester (the catalog two-year plan will need to be modified, 110 Spring and 111 Fall offerings).
3. Drama has not been able to offer any sections on the Lompoc campus. We'd like to see this develop via concurrent offerings (working to see what the options are).
4. Courses offered during Summer is desired as well. We have been skeptical that more sections of lecture or studio courses could make enrollment. With concurrent or mirrored courses this could be a possibility.
5. Currently I propose that the Acting 1 class be mirrored with Community Education. This would open it up to community members enhancing the ensemble feel to the theater experience. **Acting for film** will be another course to be researched to see if we can create it as a new course and add it to the degree/certificate. Currently talking with Cal Poly concerning their course to see what is needed for the COR.

- We have been exploring the idea of restructuring the Drama certification to add the studio offerings in the Core (DRMA 104 – Acting 1). Extracting it from the selected courses and moving it to the Core. DRMA 103 (Intro to Theater) would move to the selected courses. Deleting selected offerings (Dance Appreciation and Jazz 3. I would like to add DRMA 124 (Stagecraft) and DRMA 106 (Acting 2) to the selected options.

Examples are from the current catalog with proposed changes:

Program Requirements:

"Program Requirements" specify the courses required for this program. See suggested course sequence for additional information.

A MAJOR OF 15 UNITS IS REQUIRED FOR THE CERTIFICATE. REQUIRED CORE COURSES (9 UNITS)

| Course Number | Course Title | Units |
|--------------------------|----------------------------|---------------|
| DRMA 103 | Introduction to Theatre | 3.000 - 0.000 |
| DRMA 110 | History of World Theatre 1 | 3.000 - 0.000 |
| DRMA 111 | History of World Theatre 2 | 3.000 - 0.000 |

PLUS A MINIMUM OF 6 UNITS SELECTED FROM THE FOLLOWING:

| Course Number | Course Title | Units |
|--------------------------|--------------------|---------------|
| DANC 101 | Dance Appreciation | 3.000 - 0.000 |
| DANC 135 | Jazz Dance III | 3.000 - 0.000 |
| DANC 152 | Tap Dance I | 2.000 - 0.000 |
| DRMA 104 | Acting I | 3.000 - 0.000 |
| DRMA 106 | Acting II | 3.000 - 0.000 |
| DRMA 128 | Stage Makeup | 3.000 - 0.000 |

Program Requirements **Proposed changes to Certificate**

"Program Requirements" specify the courses required for this program. See suggested course sequence for additional information.

A MAJOR OF 15 UNITS IS REQUIRED FOR THE CERTIFICATE. REQUIRED CORE COURSES (9 UNITS)

| Course Number | Course Title | Units |
|--------------------------|----------------------------|---------------|
| DRMA 104 | Acting I | 3.000 - 0.000 |
| DRMA 110 | History of World Theatre 1 | 3.000 - 0.000 |
| DRMA 111 | History of World Theatre 2 | 3.000 - 0.000 |

PLUS A MINIMUM OF 6 UNITS SELECTED FROM THE FOLLOWING:

| Course Number | Course Title | Units |
|--------------------------|--------------------------|---------------------|
| DRMA 103 | Introduction to Theatre | 3.000 - 0.000 |
| DANC 130 | Jazz Dance I | 2.000 - 0.000 units |
| DANC 182 | Technical Production Lab | 3.000 - 0.000 units |
| DRMA 106 | Acting II | 3.000 - 0.000 units |
| DRMA 124 | Stagecraft | 3.000 - 0.000 units |
| DRMA 128 | Stage Makeup | 3.000 - 0.000 |

- 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?

We offer courses in the mornings and evenings. Since we are dependent on Part-time faculty (mostly from PCPA), the program offerings are built often to accommodate their schedules. We try to abide by the block schedule whenever possible.

Section Heat Map (data as of 8/12/24)

grouped by hour of section begin time

Click cell in heatmap to see data for the chosen time slot. Click course in detail to

Term Winter 2024, Spring 2024, Summer 2024 and 3 more|Campus All|Department Drama|

Course Attribute All | Part of Term All

| BeginTime | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------|---------|-----------|----------|--------|
| 6am | | | | | |
| 7am | | | | | |
| 8am | | | | | |
| 9am | 3 | 0 | 3 | 0 | 0 |
| 10am | | | | | |
| 11am | | | | | |
| 12pm | 2 | 1 | 2 | 1 | 0 |
| 1pm | | | | | |
| 2pm | 0 | 2 | 0 | 2 | 0 |
| 3pm | | | | | |
| 4pm | | | | | |
| 5pm | | | | | |
| 6pm | 1 | 0 | 1 | 0 | 0 |
| 7pm | 1 | 0 | 1 | 0 | 0 |
| 8pm | | | | | |
| 9pm | | | | | |
| ONLINE | | | | | |

- What are your plans for change or *innovation*?

We plan to continue to look for opportunities to offer more courses. We are in the planning phase of launching a new mirrored course that will meet the needs of serving the community at large. We plan to look at the scheduling of this course through the same lens that we have with our other courses.

- How will you *measure* the results of your plans to determine if they are successful? We will utilize Institutional Effectiveness to collect data as well as poll our students to gain insight into their perspectives.

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

- 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)

The Dean of Fine Arts as well as current Drama faculty will assist in the validation of the findings presented here.

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

It was suggested to attempt to make connections with area HS Drama programs in the Santa Maria and Lompoc campuses. Outreach opportunities will be looked into in the next semester.

Part-time faculty suggested we add more course offerings (that relate to the film industry and possibly screenwriting)

They suggested collaboration between the dance and music programs as well as performing plays in the Boyd Hall.

Most agreed that more supplies for acting class would be most appreciated (we hope to have acting blocks by Fall 2025) as well as other items to be stored in the Dance area.

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: | <i>ER Obj-2 Video Speeches for Student Learning and enhancement</i> |
| Planning years: | <i>(The academic years this will take to complete) 2021-22 to 2024-25</i> |
| Description: <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> 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): <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 | ~ /ideo cameras \$600 each |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

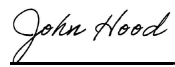
Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Ready Accessibility: Investigate

| New Program Planning Initiative (Objective) – Core Topic Only | |
|--|---|
| Title (including number): | Researching the feasibility of creating a new course offering (Acting For Film) |
| Planning years: | (The academic years this will take to complete) Spring 2026 |
| <p>Description:</p> <p>(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.)</p> <p>Currently Danielle Durbin teaches the Acting 1 and Acting 2 class. Students have had quite a bit of interest in attending an acting class directed towards film. The current courses are very much theatre rooted.</p> <p>Cal Poly acting for film courses have the screenwriting students write out scripts and they're filmed by the film dept and acted by film acting students. We are looking to see if this collaboration is something the film program is interested in (as well as Dance).</p> | |
| <p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input checked="" 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 type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p> | |

Program Review Signature Page:



Program Review Lead

06/18/2025

Date



[Rick Rantz \(Jun 20, 2025 11:49 PDT\)](#)

Program Dean

06/20/2025

Date



Vice President, Academic Affairs

Sep 19, 2025

Date









DRMA - Innovative Scheduling_6.18.25

Final Audit Report

2025-06-20

| | |
|-----------------|---|
| Created: | 2025-06-18 |
| By: | Maryfrances Marecic (mmarecic@hancockcollege.edu) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAAoRScqg3W7s3nyDqOPRIssoyWDrfULnWk |

"DRMA - Innovative Scheduling_6.18.25" History

-  Document created by Maryfrances Marecic (mmarecic@hancockcollege.edu)
2025-06-18 - 3:26:41 PM GMT- IP address: 209.129.94.61
-  Document emailed to John Hood (jhood@hancockcollege.edu) for signature
2025-06-18 - 3:27:47 PM GMT
-  Email viewed by John Hood (jhood@hancockcollege.edu)
2025-06-18 - 4:24:57 PM GMT- IP address: 98.37.90.225
-  Document e-signed by John Hood (jhood@hancockcollege.edu)
Signature Date: 2025-06-18 - 9:46:24 PM GMT - Time Source: server- IP address: 98.37.90.225
-  Document emailed to Rick Rantz (RRANTZ@HANCOCKCOLLEGE.EDU) for signature
2025-06-18 - 9:46:25 PM GMT
-  Email viewed by Rick Rantz (RRANTZ@HANCOCKCOLLEGE.EDU)
2025-06-20 - 6:49:25 PM GMT- IP address: 104.47.70.126
-  Document e-signed by Rick Rantz (RRANTZ@HANCOCKCOLLEGE.EDU)
Signature Date: 2025-06-20 - 6:49:38 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.
2025-06-20 - 6:49:38 PM GMT






Drama - Innovative Scheduling 2024-25

Final Audit Report

2025-09-19

| | |
|-----------------|--|
| Created: | 2025-09-19 |
| By: | Christy Lopez (clopez@hancockcollege.edu) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAAmKxqcrmKI86Nt60T-KTjVI5EyVxx4jPs |

"Drama - Innovative Scheduling 2024-25" History

-  Document created by Christy Lopez (clopez@hancockcollege.edu)
2025-09-19 - 4:02:46 PM GMT- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2025-09-19 - 4:03:03 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2025-09-19 - 6:52:09 PM GMT- IP address: 104.47.70.126
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2025-09-19 - 6:59:18 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.
2025-09-19 - 6:59:18 PM GMT