SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Dramatic Arts (DRAM)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
ENROLLMENT

- There has been a decline in majors from spring 2020 - spring 2023. Mirroring the district wide pattern.
- We are small, but we are mighty. However, the overall decline of enrollment for whatever reasons has had a profound impact on our numbers over the last few years. I think it is important to note however, that in the last three semesters we have had a slight increase in drama students and majors; which we feel is directly related to bringing our core classes fully on campus face to face.

See Enrollment Data 1

A PROGRAM IN FLUX

Loss of fulltime faculty

- For years there were only two full-time contract faculty in Dramatic Arts. At the start of 2017 we acquired Jesse Keller to spearhead the development of a new curriculum in Digital Storytelling. From 2017 to 2020 Drama employed 3 fulltime faculty working in Dramatic Arts, and 3 to 5 adjunct instructors.
- Kris Clark, retired after 27 years in the spring of 2020 during quarantine. At that same time the program was wrestling with enrollment issues and striving to negotiate teaching modalities online which were highly challenging for our discipline.
- We went from three down to two contract faculty in one semester with no additional reassign time to split the mounting duties of rapid changes in curriculum, program planning.
- To replace Kris Clark, we hired two adjunct instructors to teach specialized courses in lighting and scenic design and redistributed chair and DOC responsibilities among remaining faculty, (AKA assistant chairs).
- Both newly hired adjuncts moved on after a year - one to a full-time position at Mira Costa, and the other to pursue more lucrative employment in corporate events planning.

Turn- over in adjunct Faculty and Support staff.

- The budget cuts and minimal FTE has forced Drama to be highly creative in our scheduling strategies from 2019 - 2023. We have had to cut multiple sections of courses which resulted in fewer assignments for adjuncts, and limited options for students seeking to take Drama courses.
- On a more positive note, we hired an incredible instructor to teach scenic design, and Kris Clark has been brought back into teach part-time.
- We employ one year-round/part-time classified staff in our program. Due to the union mandate for that individual to use their vacation hours, we essentially have been operating with limited support. Yet, at the same time Drama could benefit by having a full-time classified staff member around full-time to assist with program operations, faculty support, and properly maintain facilities, and production operations; etc.
- The unique skills required of our NANCE employees makes it a little more difficult to recruit qualified people to fill these positions. We currently have a great set of NANCE employees in Drama
- We have high hopes for our currently assembled team of faculty, staff, and NANCE.
- It should be noted that the hiring process was so slow as the result of procedure and communication issues. NANCES were not allowed to start work until after the semester started in spring 2023.

GROWING AND MAKING CHANGES THOUGH BUDGET CUTS, ENROLLMENT ISSUES, AND QUARANTINE

FTE

Acknowledging the district's effort to prepare for the new state funding formula, the end of "hold harmless", reductions in spending, drama has found it difficult to strategize for growth and development with minimal FTE. In the fall of 2019, Drama schedule with a total of 5.8 FTE. In the spring 2023 Drama scheduled with a total 3.9 FTE. In the last three semesters Drama has seen small yet steady growth in majors; yet our overall course offerings continue to be limited.

Adapting to the new wave

Summary and Reflection

Over the last few years Drama has had to racially adapt modalities for all classes; (lecture, survey, production work and performance classes) to meet program outcomes that are essentially based on face-to-face instruction. We did mainly for enrollment and because of quarantine. We have restored most of our core classes to campus meeting times, however, other courses are still scheduled mainly online.

The Mesa College Theatre Company - DRAM 100, 200, 104, 204 A/B respectively - has adapted training and production process every semester for the last couple years as a result of covid. While it negatively impacted proper instruction in some areas; it did increase consistent enrollment and successful outcomes in other classes. DRAM 106 (acting for radio and voiceover) moved entirely online. Enrollment increased as well as outcomes. This course is now offered mostly online with successful enrollment numbers. We also have and continue to offer DRAM 105, a GE course successfully online and on campus every semester.

Standard with the six-year rotation, Drama at Mesa continued top review curriculum, and has worked closely and & Smoothly with our sister department at City College.

FACILITIES
Aging, failing equipment and facilities in the main theatre building continue to make it difficult to attain proper learning outcomes for our majors. It also limits our ability to provide appropriate support hosting guest departments such as Dance; and to accommodate any campus-wide needs. Recently the Drama program canceled classes to make the theatre available for the opening of the Pride Center ceremonies because rain was in the forecast. The current equipment in the theatre is inadequate, and there were dark areas of the stage which could not properly be lit for the event.

LIGHTING EQUIPMENT IN THE THEATRE
Upon returning to campus from covid the 60-year-old dimmer rack in theatre did not work. The drama program has had to develop various workarounds which do not meet standards for instruction and practical use. This remains to be a consistent deterrent in successful growth, training, and also equity for that matter. Students training on outdated and subpar equipment will be challenged when seeking employment and delayed in their training when transferring to four institutions.

The Dramatic program revels in the idea that the district may pursue an initiative for a performing arts building, and we are actively and consistently evaluating how Dramatic Arts can grow and change to meet the demands and needs of future students, appropriately serve the mission of Mesa and the District, and become an exemplary training ground for future scholars and artist working technically, academically,
and professionally in the performing arts and communication industries.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
The story of DIGITAL STORY TELLING

Since 2018 the drama program has submitted curriculum for approval at the CIC level yet was running into opposition from City College RTVF. After literally years of negotiations and modifications the proposed drama courses were final approved this year at the CIC level. This paved the way for the development of a new certificate in Digital Story Telling which will serve student needs and compliment the current degrees and certificates in Dramatic Arts – a conceptual design which started in 2014. The long-time head of Drama retired in spring of 2020 during Covid Quarantine. This changing of the guard, and weathering of budget cuts, enrollment issues, and covid encouraged rigorous review and analysis of program mission statement, goals, and program processes. Some actions included:

1. Addition of DRAM 114A/B which goes online this Fall 2023
2. A comprehensive list of course activations, deactivations, updates and modifications.
3. Degree requirement revisions affected by activations, and updates.
4. Proposal of a new certificate in Digital Story Telling authored by Jesse Keller.
5. Drama AA, ADT, and Certificate modifications to integrate and complement new programing.
6. Modification of the production and class process of the Mesa College Theatre Company and it's relevant courses.

PARTNERSHIPS
- To engage more students, audiences, and offer opportunities to students across campus and to the community, Drama

as begun to explore sharing the Theatre with outside programs and community organizations.
- We hosted the annual dance concert in 2021 and 2022, and we will be doing so again this Spring.
- We hosted Playwrights Project of San Diego during intersession of 2022.
- We've conducted interviews and negotiations with outside community organizations in an effort to engage in community outreach. At this time, however, technical resources and labor support are not established to successfully and fairly work with outside productions and community events. This inhibits the Mesa2030 initiative for community.

POSITIVES
- After an informal survey among all students enrolled in Drama courses in the Fall of 2021, we learned that many enroll in drama courses with a deep curiosity to study and explore theatre and performing arts. A lower percentage tended to enroll in Drama courses to fulfill transfer credits.
- We learned that it is imperative that we maintain face to face instruction to meet successful outcomes.
- We have established a team of Drama Faculty, and support staff that are bringing new energy, excitement, original thinking to the program.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
N/A

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs
Enrollment Data 1.png

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
The number of degrees conferred seems erratic since 2016. This also reflects a reduction in majors in 2017 and 2018. We heard that some of our students did not want to take classes until we were going to be back on campus. Which may be see in the increase of conferred degrees last year. Note: we have some alum who finished course work, and have transferred, but may not have petitioned for a certificate or degree. We are working to inform all majors to complete that process.

See Data Reflection 1

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Below is a look at outcomes from 2016 – 2018, and 2019 – 2022 broken down by (All, white, Asian, Latinx, BlkAA)
The collected slides only included data from the GE courses offered by drama. The core courses for the major which include (DRAM 100/104/200/204/244/268/235) is traditionally comprised of students who identify as white, Latinx, Asian, yet rarely black AA.
See Data Reflection 2 All 2016-2018
See Data Reflection 3 WHITE 2016-2018
See Data Reflection 4 ASIAN 2016-2018
See Data Reflection 5 LATINX 2016-2018
See Data Reflection 6 BLK.AA 2016-2018
See Data Reflection 7 All 2019-2022
See Data Reflection 8 WHITE 2019-2022
See Data Reflection 9 AAPI 2019-2022
See Data Reflection 10 LATINX 2019-2022
See Data Reflection 11 BLK.AA 2019-2022

There is a clear difference between the performance of students identifying as Black African American and those who identify

as White, Asian, and Latinx. The courses examined are Drama courses that students enroll in for transfer, (105,150,151, 112).

The outcomes for our core drama courses for the major tend to be higher, yet sampling those courses does not provide a good sampling of how the Drama curriculum impacts non-majors seeking transfer. However, this data is worth discussing among faculty to see how success outcomes can be come more equitable.
See Data Reflection 12

Related Documents for Charts and Graphs
Data Reflection 1.png;
Data Reflection 10 LATINX 2019-2022.png;
Data Reflection 11 BLK.AA 2019-2022.png;
Data Reflection 12.png;
Data Reflection 2 All 2016-2018.png;
Data Reflection 3 WHITE 2016-2018.png;
Data Reflection 4 ASIAN 2016-2018.png;
Data Reflection 5 LATINX 2016-2018.png;
Data Reflection 6 BLK.AA 2016-2018.png;
Data Reflection 7 All 2019-2022.png;
Data Reflection 8 WHITE 2019-2022.png;
Data Reflection 9 AAPI 2019-2022.png

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Our faculty meets regularly to discuss learning outcomes. We address existing equity gaps and potential methods to reduce those gaps, and to improve our outcomes in general. Methods involve diversifying and decolonizing course material, rethinking evaluation strategies, and by providing extra support for students in need of it. We also are in the process of exploring ways in which we could edit our stated Program and Course Learning Outcomes so that they better reflect our department's mission and the "soft skills" that an education in the Dramatic Arts provides our students, as well as providing a way for the Dramatic Arts department to broaden our reach among underrepresented student groups. We believe our majors learn and engage in many hand-on transferable skills that will develop and apply to many of their future endeavors.

Our DOC has facilitated brainstorming discussions around strategies and interventions to promote equity in our program. We explored potential actions such as targeted support services, inclusive curriculum development, and professional development for faculty to promote culturally responsive teaching practices.

Additionally, we discuss the importance of ongoing data collection and assessment to monitor progress and evaluate the effectiveness of our outcomes. We have conducted student surveys, have started to utilize the data dashboards more, and we make continuous subjective observations to ensure that our efforts to promote equity are effective and sustained over time.

Overall, the discussions about the Dramatic Arts program's learning outcomes assessment data with a focus on equity have been proactive, collaborative, and action oriented. We encourage dialogue, critical reflection, and a commitment to equity and inclusivity in all aspects of our program assessment and improvement efforts.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
- Engaging in conversations with faculty on the subject.
- Participation in AEM lunchbox meeting and committing to curriculum updates and changes that will address equity issues.
- Select mainstage and capstone projects that will invite and embrace participation from a cross-section of all our Mesa students.

Summary and Reflection

PRODUCTION WORK AND CAPSTONE PROJECTS

- The following program initiatives focus mainly on core courses and work students participating in the Mesa College Theatre Company.
- Collaborated with students on a devised theatre project titled Dear 2020 which engaged all participants in challenging and honest communication on major cultural events in 2020; from George Floyd, to Covid, to how it had all impacted their current plans for education.
- Production of Student Written One Acts in Fall of 2022 – Production gave voice to student authors and Mesa College Theatre Company provided a platform for their new plays to be seen, heard, discussed, and celebrated.
- Production of ROASH – co-directed by multiple drama faculty. Random Acts of Shakespeare brought a non-traditional approach to casting, staging, and interpreting Shakespeare to the rest of campus by moving it outdoors away from the theatre into the Quad.
- Current Production of Dog See's God – This play explores issues of gender identity, bullying and acceptance. In part paired with the opening of the Mesa Pride Center we hope to further positive dialogue, awareness, and sensitivity toward others.
- In DRAM 105 instructor John Polak calls on students to share their "stories of origin" through self-authored performances. He generates competent and respectful dialogue in a safe space that results in profound and powerful expression of family, culture, and identity. This assignment is done every semester; and perhaps the impact could be measured somehow in the following semesters.

What other factors (internal or external) might also impact the above data trends and equity gaps?

- Budget cuts have resulted in decreased course offerings in our program.
- Adjuncts lost assignments and limited course offerings reduced student access to multiple course sections.
- During and after covid Drama hired replacement adjuncts and NANCE support staff.
- Scheduling face to face classes online, while being very adaptive, hindered growth and retention in the major for a time.
- Informal survey of majors revealed that several majors were waiting to come back on campus before continuing to take theatre courses because they sought more legitimate training and didn't want to waste time taking dramatic arts classes online and off campus.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

No updates

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
No updates

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.
No updates

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
No updates

Summary and Reflection

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
UPDATE:

In our effort to serve and provide creative and academic opportunities for everyone represented on our campus we noticed:
- In FA23 – SP24 6 – 7% enrolled in production courses are non-binary students
- About 3% non-binary were enrolled in all other Dramatic Arts Courses.
- Since the opening of the LGBTQ center across from the theatre more of our major have engaged in activities and events offered through the center.
- We've observed subjectively an odd trend. There's an increase of neurodivergent, and DSPS students enrolled in our Drama classes. A handful who are Autistic. We strive to maintain equity in the classroom for all students regardless of ethnic identification, sexual orientation, socio-economic background, religion, etc; and we are committed to finding ways to engage and challenge all students enrolled in our classes fairly. There additional challenges when working with autistic and neurodivergent students in performing arts. This is something that has come up in department meetings and something we continue to address. We continue to examine ways to engage, challenge, and help all students succeed.

AWARDS
The dashboard numbers show a lower number of AA, ADT, and Drama Certificates than our program suggests based on reports from students who have successfully completed course work and transferred to four-year institutions. We question why there's a discrepancy in these numbers albeit small. We plan to boost communication with students and majors, and reach out to alumni to encourage all to petition for degrees for which they are eligible.

SLIGHT BOOST IN ENROLLMENT
Over the past year we've seen a notable increase in enrollment across the board not only in our GE courses, but also in our core courses for the major. We also have seen an increased participation in courses associated with the Mesa College Theatre Company. While enrollment has gone up across campus, we think increased enrollment in our production and major's courses are because of certain changes we made to the schedule and programing:
- We started offering DRAM 244 concurrently with DRAM 100/200/104/204
- Non-majors are now allowed to participate and train with majors on Theatre productions thus opening opportunities to a broader group of students.
- Through this we recruited a few majors and increased participation, diversity, and enrollment.
- Selection of shows. Last semester we produced William Shakespeare's, The Tempest. This production alone boosted enrollment, and recruited majors. We think because of the following:
1. Interdisciplinary partnership with the Fashion Department.
2. Fashion Faculty co-taught costume design and integrated fashion majors directly into the production process in The Dramatic Arts Program.
3. We opened participation to local community members to audition as well as assist on crews and design work on the show.
4. This Fall 2024 we showcased original work by students from our Playwrighting class.

FTE
The program still wrestles with limited FTE to offer courses. With limited offering of GE courses we also limit feeder courses for the major and inhibit growth, opportunity and equity.
Yet, positive enrollment over the last two semesters could indicate that additional courses offered could fill.

UPDATE
NEW CURRICULUM AND CERTIFICATE
- We will contact our current majors and past alumni and encourage them to properly petition for all degrees and certificates to which they are eligible.
- The Certificate in Digital Story Telling is now active and new curriculum has been passed and integrated into the certificate

alone with our AA and ADT.
- We've executed a number of changes to all our degrees and certificates in order to help facilitate student success in a timely and effective manner.
- We have revised all degree requirements to better reflect course offerings, and to simplify and clarify pathways to completion for them.

CAREER CONTACT FOR MAJORS
Over the year we've scheduled pannels, workshops, and master classes with Alumni and industry professionals.
- Alumni visiting campus: Lexi MKowan, Kaivan Mohsenzadeh, Emilee Zuniga, Deepti Kingra
- Visit with Malachi Beasly – Yale Graduate
- Visit with Andrew Sellon – professional actor
- Visit with Eric Luling – Professional Scenic Dresser in Hollywood
- Visit with Stephen Metcalf – professional screenwriter, playwright, director, Hollywood

To help promote the new certificate program we hosted the second Digital Story Telling @ Mesa Film Fest in Spring 2024
- Festival Included films submitted by SDCCD faculty, staff, students, HS students
- In part to help get the word out about our new certificate in Digital Story Telling

UPDATE FACILITIES:
- With the success of proposition HH, the District and Mesa can move forward with the plans to build a new Performing Arts/Administration building at Mesa.

Dramatic Arts is committed to excellence in all areas - outcomes, enrollment, degree, and curriculum in order to prepare and align appropriately with the new challenges and opportunities an upgraded facility will deliver.

- At the top of Fall semester 2024 The Drama Program procured some new LED lighting instruments, and a new lighting board console. This additional hardware has and will continue to help the program meets its outcomes for technical theatre training, and enhance and boost production standards on all capstone projects.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
- We have assessed 20% of our listed courses
- We're on track to complete 50% of course assessments this Fall 2024
- Benchmarks for Drama are 38.5% unaggregated.
- Most course are meeting desired CLO benchmarks.
- Faculty have discussed challenges that lie ahead and issues that could be impacting ratings.

Faculty have observed retention issues in some courses mostly hybrid and On line. There is some suspicion that those students often deal with social and economic challenges which also correlate with inequities tied to ethnic, economic and language barriers. Engaging in open and honest conversations about these factors has brought pedagogic habits and standards into question. The Drama faculty realizes that to better serve those students they need to be more proactive in communication, and follow up.

Some challenges:

- Limited FTE restricts offering of some courses, and possibly reduce individual student contact time with faculty.
  - A known issue – The aging facilities
  - Proper Staffing to assist instruction and better support programming.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
- We continue to review basic needs to stay inovative and current on all technical practices of theatre making.
- We strive to find ways to open channels of communication with students, and potential majors and make clear the pathway to

Summary and Reflection

AA, ADT and Drama Certificates.
- We continue to look for ways to welcome community participation in all aspects of our program.
-We look for ways where faculty and staff continue to effectivly support one another to serve student learning outcomes and prepare for the future as the program and facilities develop and change.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
-Faculty wants to contine discussions started with the AEM Lunchbox workshops.
-It is belived that a major challenge to meeting CLO benchmarks lies in reaching out providing a nurturing and safe space for all students and narrow equity gaps.

-Season selection:
New Play Festival of Fall 2024 showcased new works by students reflecting specifically and beautifully their gender, ethnic, social, and cultual diversity.
Careful consideration and debate continues to go into selection of projects for the Theatre Company

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
DECEMBER 2025 UPDATE

Dramatic Arts Program Update Fall 2025
This report summarizes recent developments and statistics regarding enrollment, staffing, facilities, and program growth within the Dramatic Arts department.
Enrollment

Enrollment in Dramatic Arts has shown robust recovery and growth since the pandemic-related downturn.
- Overall Trends: Since 2020, we have seen a marked increase in enrollment across both online and face-to-face scheduled courses. While our face-to-face classes have grown, online GE courses continue to maintain full loads, mirroring campus-wide trends.

- Headcount Data:
  - Pre-COVID (Fall 2019) headcount: 377 students.
  - Pandemic low (Fall 2021) headcount: 215 students.
  - Current (Fall 2025) headcount: 318 students.
  - Note: The Fall 2025 figure already exceeds pre-COVID numbers.
- Retention: A subjective assessment based on faculty input suggests a higher degree of retention and fewer drops throughout the semester compared to previous years.
- Outreach: We have increased outreach to local high schools, leading to new collaboration opportunities, particularly in the area of Technical Theatre. We are actively analyzing the factors attracting majors to our production and digital storytelling classes.

Faculty, Staff, and NANCE Updates

Contract Faculty
The department is currently operating with reduced full-time faculty capacity.
- Staffing Levels: The department is currently down to two full-time faculty members, a decrease from three previously. Both current faculty serve as department liaisons under the ART/DRAMA umbrella.
- Responsibilities: These two faculty members maintain all expected duties as co-chairs, including outcome assessments, program review, scheduling, budget control, production work, curriculum development/maintenance, staff supervision, and addressing faculty/student concerns, and more.
- Hiring Efforts: Long-time tenured faculty member Kris Clark retired in 2020 but has been rehired as an adjunct instructor. We are actively searching for a design instructor to cover the classes she previously taught in design.
- FTE Increase: Drama was granted a small increase in Full-Time Equivalent (FTE) over the past year, which has been used primarily to add General Education (GE) courses and balance faculty compensation due to previously overloaded course schedules.

Adjuncts

Summary and Reflection

- Drama currently employs four adjunct instructors. One retirement is effective this Fall, requiring us to replace that faculty member to manage course assignments and maintain program growth.

Staff and NANCE (Non-Academic Non-Credit Employees)

- We have consistently been able to hire three NANCE positions over the past few years, which have proven extremely beneficial to department operations.
- Last year, we successfully filled a vacancy in our year-round, part-time classified staff position. The new hire's relevant skill set and experience in the discipline have been instrumental in enhancing student outcomes and overall program support. We will continue to advocate for this position to be upgraded to a 1.0 full-time position.

MCTC – Mesa College Theatre Company

We have seen steady growth and increased participation in the Mesa College Theatre Company (MCTC) and among students seeking an Associate of Arts (AA) in Dramatic Arts.

- Growth Drivers: We attribute this growth to the return of students to campus, strategic season selection, specific outreach initiatives, and positive word-of-mouth.
- Degree Navigation Note: While counseling often directs students toward our certificate programs and the Associate Degree for Transfer (ADT) only, students often discover the AA degree option once they enter the program and frequently choose that path.

Facilities

- Prop HH: Proposition HH passed, and the Drama department was among the first programs selected to receive support. Drama faculty, school administration, and stakeholders have been meeting with design and construction teams throughout the Fall 2025 semester to plan facility improvements.

Film Program Development

Jesse Keller, MFA, is leading the development of a new AA in Film.

- Progress: The immediate next step involves activating Film Production and Media Justice (FPMJ) courses at City College for Mesa students. Once activated, the Drama department can author and propose a new AA in Film specifically for Mesa College.
- Program Assets: The department already possesses dedicated spaces for training in production, film studies, and post-production; a collection of equipment; a certificate in Digital Storytelling; and a tenured faculty member with professional experience and graduate training from USC; nations leading film school.
- Outlook: Despite previous resistance in getting curriculum approved, we look forward to finalizing this offering and providing students the film program they have requested for many years.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

No comprehensive updates.

Something the faculty noted was that there are fewer than 10 completions a year. We know there are majors who have successfully transferred and others who have completed their BA degrees. We are concerned that not all those who have completed units for our Degrees and Certs have not petitions for them properly. We are planning an initiative to inform current students while connecting with Alum to have a truer reflection of completions out of our program.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Program Status and Future Needs

Current Successes and Alignment

- As of Fall 2025, all target benchmarks for assessed classes have been successfully met. All faculty syllabi were also reviewed to make sure they met ACCJC accreditation mandates.
- The Drama program continues to streamline course offerings while planning for the future Film program and potential increases in Full-Time Equivalent (FTE) enrollment. This is achieved by ensuring that relevant General Education (GE)

courses remain active and available for scheduling. Some courses have been deactivated, while some are not either core requirements or electives for our degrees offered.
Technology and Equipment Needs
To make sure learning outcomes for the new Associate in Arts in film stay current with industry standards, and offer students an equitable training experience, the Drama program requires updated technologies:
- Updated camera equipment, accessories, and associated post-production gear.

- Enrollment Growth Strategies

Program goals for growing enrollment remain on track through several initiatives:

- Outreach to local high schools.
- Hosting a Spring Film Festival open to submissions from local high school students.
- Collaborating with interns from the MET high school program.
- Working with mentee interns via the UCSD/SDCCD PATH program.

Classified Staff in Dramatic Arts
The quality, commitment, and skill of our single classified staff member remain vital to the program. This individual significantly supports instruction, program development, production work, facility and equipment maintenance, scheduling, safety protocols, campus outreach, outcome assessment, and interdepartmental communication.
This critical position has been year-round but part-time for several years. Our current staff member has been intimately involved in developmental conversations regarding the new Performing Arts Center while maintaining all other extensive duties. As the department prepares to move into a new facility in the next 5-6 years, the workload will substantially increase, underscoring the future need for additional staff support within the dramatic arts department.

Growth and change
We are currently in conversation with the Art Department about how Drama may be come an independent department breaking away from Art/Drama. Part of this will include offering more classes, and possibly hiring a third full-time faculty member.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
I. Dramatic Arts Program Updates: Fall 2025
Equity and Inclusion Enhancement

Faculty is actively engaged in ongoing discussions to review and refine departmental procedures, policies, and practices to enhance equity and inclusion within the Dramatic Arts program. Optimizing Online Course Modalities
Considering attrition rates in online classes, faculty continues to discuss strategies to:
- Maintain and improve student engagement.
- Ensure all online coursework is accessible, relevant, and engaging for all students.

While participation remains high in practicum, lab, and performance courses, the faculty is exploring how to effectively adapt specific courses—namely DRAM 105, 106, 112, 108, and 118—to the online modality.

II. Production Work and Capstone Projects: Spring 2025
The MCTC programming demonstrated a commitment to celebrating diversity, equity, and inclusion through a series of intentional production choices.

Mainstage Production: Clybourne Park
- The production of Clybourne Park provided a unique opportunity to cast two African American actors in lead roles within the major.
- The program partnered with Black Studies, and Professor Michael Odom provided historical and cultural context for the company, led a post-show discussion, and contributed program notes to frame the subject matter effectively.

Diversity and Equity Staged Readings

Summary and Reflection

A series of staged readings were produced to celebrate authors and stories from diverse cultural and ethical backgrounds:

- Oedipus El Rey by Luis Alfaro: This reinterpretation of a classic Greek tragedy through a Chicano/a lens was led by a student director and featured a cast that was over 95% of Latin descent and bi-lingual.
- Woman From the Other Side of the World by Linda Faigo Hall: Rooted in Filipino mythology, the play addresses shedding cultural identity for survival in the U.S. The cast and director were all of Asian descent.
- The Laramie Project by Moises Kaufman: Focusing on the tragedy of Matthew Shepard, this production generated important conversations about the inherent conflicting messages society has toward homosexuality, providing a validating space for LGBTQ+ cast members to share their experiences.

The selection of these projects was specifically intended to celebrate and validate the diversity of our student body while educating audiences from authentic cultural perspectives.

III. Alumni Spotlight and Industry Inspiration

In Fall 2024, the Dramatic Arts program hosted alumnus Malachi Beasley for a highly anticipated talk with students.
Mr. Beasley shared his inspiring journey, tracing his path from Mesa College to Cal State Long Beach, culminating in him earning a graduate degree from the prestigious Yale University.
As an African American actor, he offered candid insights into the challenges of succeeding in the industry, yet his presentation was overwhelmingly enthusiastic and inspirational.
At the time of his visit, Mr. Beasley had been cast in a film scheduled to shoot in Washington D.C. This fall, that film was released on Netflix, providing a powerful, second source of inspiration for the students who heard him speak by allowing them to witness his current professional success firsthand. He set an example and showed students that their future goals are accessible with hard work and commitment.

IV. Film program

The film program is making significant progress toward establishing a new academic degrees.
Jesse Keller is actively working to activate new film classes at the district level, a necessary step toward building and launching an Associate in Arts (AA) degree in film at Mesa College. We anticipate receiving approval from the District Curriculum Committee on our course activation proposal by December 13, 2025.
Student support for this initiative is strong: this semester features a large, active film club and a substantial number of students who advocate for the need and desire for a dedicated film degree at Mesa. We are committed to meeting the needs of our students across all programs. These newly activated courses will address changing industry demands. For a number of years, tech/design resumes and auditions have required applicants to submit video and media samples. This curriculum provides essential training and common skills necessary for success in any of our majors, ensuring our students are well-prepared for the modern workforce.

V. New Performing Arts Complex (PAC) Opportunities

For many years, the Dramatic Arts program has sought to offer separate, specialized design classes, a goal previously limited by facility constraints.
The planned New Performing Arts Complex (PAC), scheduled to open by 2030, will directly address this need and create significant new opportunities for the program.
Expanded Curriculum and Student Benefits
The new facility will allow Drama to:

- Offer specific design and technical theatre courses.
- Grant more students enhanced opportunities to develop high-demand production skills.

This expansion will make our students more competitive for transfer to four-year institutions and significantly more employable upon graduation. Future Industry Partnerships

The PAC will also serve as a catalyst for developing professional partnerships:

- We look forward to establishing collaborations and internships with theatre unions and local and regional industry professionals.
- This expansion will also invite future opportunities for collaboration with the local film, video, and media employment sectors.

VI. Dance on the forefront

Summary and Reflection

In the new future the Dance Program will be integrated into the School of Arts and Languages. To that end the dance program will also move into the new PAC. They are currently meeting with Architects and Contractors about their specific facility needs. This is extremely new and will require careful and on-going discussion pertaining to shared spaces and potential scheduling conflict. The concept is exciting, however.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Community

Unit Goal: Comunity and Dramatic Arts

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/29/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: GOAL 1: COMMUNITY SO: Develop Activities and spaces that support a sense of belonging with focus on antiracism, inclusion, and awareness. " The program is participating in AEM (Assignment with Equity in Mind) workshops and making course changes to address specific issues regarding inclusion and representation in our discipline. Post discussion with dept faculty will hopefully inspire all instructors to participate on a continual basis with this initiative. " Faculty will keep equity in mind when working on capstone projects and season selection for our mainstage performance projects in core classes for the major. " Update some production software for the theatre spaces. SO: Remove barriers to equitable participation. " Discussion among faculty regarding use of textbooks, OER, and advance notice to book orders to keep students informed of course fee obligations and spare them from excessive expenses. " Framing and outlining select resource material that embraces diversity **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: All actions plans for Goal 1 Community are ongoing. SO: Develop Activities and spaces that support a sense of belonging with focus on antiracism, inclusion, and awareness. GENERAL REPORT - The Drama program has held various workshops with professionals and Drama Alumni to connect majors with career professionals to learn specifics about the working in the industry, or expectations for transfer into four year programs. Workshops included: Eric Luling - Professional Scenic Dresser Andrew Sellon - Professioal Actor at the Old Globe, in Television and Film. Steve Metcalf - Professional Screenwriter Malachi Beasley - Alumni who completed his MFA at Yale School of Drama and is a working profesisonal actors. SO: Remove barriers to equitable participation. " Discussion among faculty regarding use of textbooks, OER, and advance notice to book orders to keep students informed of course fee obligations and spare them from excessive expenses. " Framing and outlining select resource material that embraces diversity **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: Completion

Unit Goal: Generating Pathways to completion for Drama Majors

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** GOAL 2: COMPLETION SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. " Program is and has been recently engaged in curriculum review and modification to facilitate path to degree completion within proper timeframe and streamline ADT. " This includes updating legacy program requirements and committing to consistent and effective curriculum review to better serve students and facilitate pathways. " Investigating the possibility of cross-referencing relevant courses in outside programs. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/29/2024 **Action Plan Update**: * New Certificate in Digital Story Telling now Active * DRAM 114(A/B Digital Story Tellling course not active * Modifications to AA, ADT, and 2 Certificates made to alighn with requested updates * Modifications to AA, ADT, and 2 Certificates made to stream line and help insure complete with in a timely manner and optimize ability for majors to enroll successfully in other required GE courses **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 3: Pathways and Partnerships

Unit Goal: {enter unit goal description}

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

Unit Goals, Action Plans, and Updates

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/29/2024 **Action Plan Update**: Technologies: Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning. - Procurement of new light board, LED instruments and moving lights is keeping student current with industry standard making them more competitive and employable in the industry. - Workshops with local talent and hosting the Mesa College Film Festival has aligned students with working professionals and lead some local jobs and work-related experience. - Faculty (who continue to work professionally in the industry) have connected students directly with industry professionals for employment. SO: Expand partnerships with K-12 to enhance program offerings and increase access for minoritized students. - Drama Program Faculty have committed to working with the MET highschool intern. - There are current conversations about a renewed collaboration with the MET and the Drama Program. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: GOAL 3: PATHWAYS AND PARTNERSHIPS SO Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning. " Update and maintain software and relevant technologies to keep students current with industry standards, enhance training, and make graduates more competitive when seeking work in the communication and performance industries. " Establish opportunities for majors either as apprentices, or interns for work-based learning experiences to prepare them for employment in the entertainment and communication industry. " Align students with organizations, theatres, companies, personal to grant opportunities for real work experience. SO: Expand partnerships with K-12 to enhance program offerings and increase access for minoritized students. " Revisit high school Internships programs which were extant prior to covid. (MET, and/or other schools) " Explore Possible collaborations with Media Arts school to engage interested students in college training. " Explore local interest in CCAP courses in Dramatic Arts. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

Goal 4: Scholarship

Unit Goal: {enter unit goal description}

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** GOAL 4: SCHOLARSHIP SO: Assess impact of prerequisites and corequisites on student success and revise curriculum as needed. " Faculty has engaged in curriculum changes this year to address this specifically. SO: Reduce costs associated with instructional materials to support the elimination of equity gaps. " Invite faculty to expand use of digital media in the classroom and make course texts and require resources affordable (perhaps free) for all enrolled students. " Embrace digital media and student access to online collaborative software. This includes collaborations not only through CAVAS, but also through newly acquired Office 365 and other productivity programs with the advent of student sdccd emails and access to these programs. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/29/2024 **Action Plan Update**: On going on and on track. - We've been discussing how common course numbering will impact our degrees and curriculum. - Low priority at the moment as it will not affect Drama GE courses for at least another year. RE: use of Digital Media in the classroom. - The projector in CT (main lecture hall/Theatre) and slow computers in C121 have impeded instruction and lecture throughout the end of Spring and Fall of 2024. - Update or upgrade of new equipment which was requested in the Spring of 2024 has been slow. Faculty have consistenly had to modify lecture and presentations day of class. - A purchase is underway and may be installed before Spring 2025. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 5: Stewardship

Unit Goal: {enter unit goal description}

Goal Status: Active

Unit Goals, Action Plans, and Updates

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/29/2024 **Action Plan Update**: * New LED lighting has been purchased and integrated into classroom use, as well as production process in the Apolliad Theatre. * Multiple classes have agreed to use the same software reducing the need to purchase and use multiple machines for different courses in the Major. Specifically Sections of DRAM 100A and 100B will both use the License of Vectorworks. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 11/29/2024 **Action Plan Update**: Generating full faculty and staff meetings on a regular basis. * 2 Full time faculty meet regularly. * However, conflicts in Staff schedule has inhibited the ability for Facult the Staff to maintain regular conversations and updates throughout the year. * This has resulted in some impedence in updating equipment and classroom spaces namely video studio. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered
	Submission Date: 11/29/2024 **Action Plan Update**: Refresh, renew and update Main Lobby * Wall have been painted and redesign of the Lobby is currently in progress. * Althought Prop HH has passed the program will continue to update the lobby with the assumption it will increase enrollment, attract majors. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 11/29/2024

Action Plan: GOAL 5: STEWARDSHIP SO Support processes and initiatives that prioritize environmental sustainability and reduce Mesa's impact on climate change. " As stated above, invite faculty to expand use of digital media in the classroom " We are currently pursuing the "green leaf" by modifying curriculum for select classes in the program. To start with DRAM100/200/104/204 – theatre production courses. " Engage faculty and staff to generate ways to produce and operate in more sustainable ways and to minimize use of hazardous chemicals in production work. " Take advantage of modern advances in software and hard developed for theatre production that reduce carbon footprint. SO Help establish practice and schedule that addresses routine maintenance and renewal of equipment, facilities, and technology to ensure access to adequate and (Safe/healthy) resources and better serve students. " Refresh, renew, and update main lobby of the theatre building to " Address the decaying and cracked floors in the theater building that have asbestos. " Engage in regular staff and faculty meeting and discussion that address needs in the classroom and theatre spaces. " Continue to explore and support the process of upgrading the lighting systems in the theatre with LED instruments, digital dimmers, and modernize circuits on the raceway. " Note: Newer LED theatrical lighting instruments burn with minimal heat which almost eliminates all of the high BTU's generated by traditional lights. This keeps the building at a more stable temperature, minimizes potential for burns and injuries when training students and working on production; creates a safer and more flexible work environment. " Note: Newer LED theatrical instruments use fraction of the electricity than older traditional lighting	**Action Plan Update**: Program spaces * Updates to Video Editing Lab (now B108) has included a large touch screen monitor, an adopted sound system, and a full upgrade of Desktop Macs used for editing and light and scenic design instruction. A gracious thank you to all involved. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 11/29/2024 **Action Plan Update**: All faclities updates - * Prop HH has passed. * A new Performing Arts Buildling is in the planning. * Therefore any initiatives towards large scale facilties upgardes have been put on hold with the exception of: * Issues concerning saftey and sustainability. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed

Unit Goals, Action Plans, and Updates

Action Plans	Updates
instruments. They are also capable of doing more with less. " Note: Updated equipment provides students the opportunity to learn on contemporary industry standard equipment. Making their skills relevant and current and competitive when seeking transfer to four schools or work in the industry. " Weekly review faculty about software, hardware, and material needs to keep all course work current. " Program spaces and areas that require review and update are: sound department, video editing lab (B109), lighting department, costume storage, box office, the Black Box, the Greenroom/dressing room, and storage spaces. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	