

SAN DIEGO  
MESA COLLEGE



# Program Review

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

Instructional Program - Dramatic Arts (DRAM)

### Executive Summary

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**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

## Summary and Reflection

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

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:

## Summary and Reflection

- 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

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### 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

## Summary and Reflection

**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

**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.

### 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](#)

## Summary and Reflection

[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](#)

### Data Reflection Complete

Yes

## Practice Reflection

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**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.

### 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.

## Summary and Reflection

### Related Documents for Charts and Graphs

#### Practice Reflection Complete

Yes

### Mid-Cycle Updates

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Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

## Summary and Reflection

### Goal 1: Community

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**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: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 4: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> GOAL 1: COMMUNITY</p> <p>SO: Develop Activities and spaces that support a sense of belonging with focus on antiracism, inclusion, and awareness.</p> <p>" 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.</p> <p>" 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.</p> <p>" Update some production software for the theatre spaces.</p> <p>SO: Remove barriers to equitable participation.</p> <p>" 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.</p> <p>" Framing and outlining select resource material that embraces diversity</p>	



## Summary and Reflection

Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

### Goal 2: Completion

**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: (X - Highlight the X to Align)

- Completion - Objective 1: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> GOAL 2: COMPLETION</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>" Program is and has been recently engaged in curriculum review and modification to facilitate path to degree completion within proper timeframe and streamline ADT.</p> <p>" This includes updating legacy program requirements and committing to consistent and effective curriculum review to better serve students and facilitate pathways.</p> <p>" Investigating the possibility of cross-referencing relevant courses in outside programs.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

### Goal 3: Pathways and Partnerships

**Unit Goal:** {enter unit goal description}

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

## Summary and Reflection

Projected Completion Year: 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> GOAL 3: PATHWAYS AND PARTNERSHIPS</p> <p>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.</p> <p>" 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.</p> <p>" 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.</p> <p>" Align students with organizations, theatres, companies, personal to grant opportunities for real work experience.</p> <p>SO: Expand partnerships with K-12 to enhance program offerings and increase access for minoritized students.</p> <p>" Revisit high school Internships programs which were extant prior to covid. (MET, and/or other schools)</p> <p>" Explore Possible collaborations with Media Arts school to engage interested students in college training.</p> <p>" Explore local interest in CCAP courses in Dramatic Arts.</p>	

## Summary and Reflection

Action Plans	Action Plan Update
<b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

### Goal 4: Scholarship

**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: (X - Highlight the X to Align)

- Scholarship - Objective 3: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> GOAL 4: SCHOLARSHIP</p> <p>SO: Assess impact of prerequisites and corequisites on student success and revise curriculum as needed.</p> <p>" Faculty has engaged in curriculum changes this year to address this specifically.</p> <p>SO: Reduce costs associated with instructional materials to support the elimination of equity gaps.</p> <p>" 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.</p> <p>" 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.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

## Summary and Reflection

### Goal 5: Stewardship

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**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: (X - Highlight the X to Align)

- Stewardship - Objective 2: X
- Stewardship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active	

## Summary and Reflection

### **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

## Summary and Reflection

Action Plans	Action Plan Update
<p>environment.</p> <p>" Note: Newer LED theatrical instruments use fraction of the electricity than older traditional lighting instruments. They are also capable of doing more with less.</p> <p>" 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.</p> <p>" Weekly review faculty about software, hardware, and material needs to keep all course work current.</p> <p>" 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.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	