2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022- 2023   **PROGRAM: THEATRE**

CLUSTER: PERFORMING ARTS   **LAST YEAR CPPR COMPLETED: 2019**

NEXT SCHEDULED CPPR: 2024-25   **CURRENT DATE: 3/8/2023**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

AA-T in theatre

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

NONE

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

   Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
   No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

1 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.
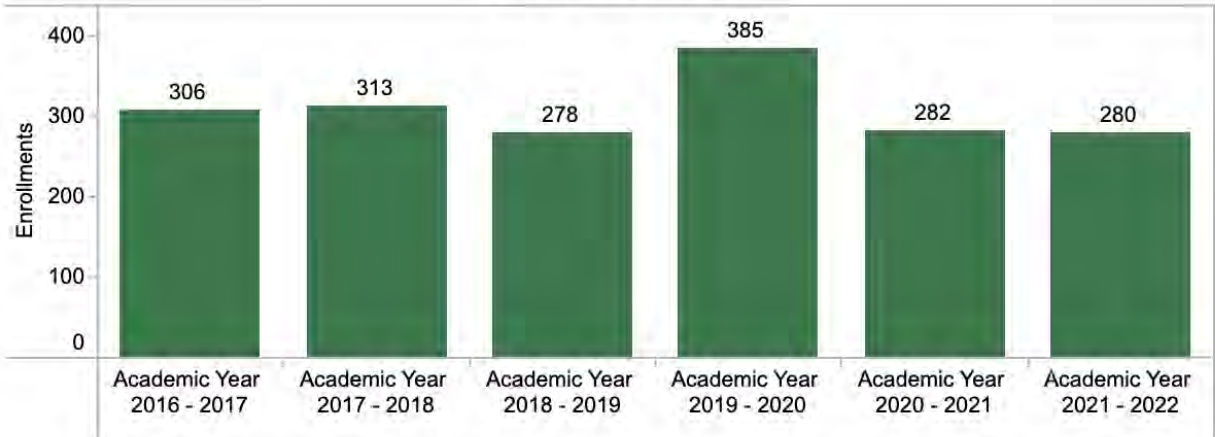
A. General Enrollment (Insert Aggregated Data Chart)
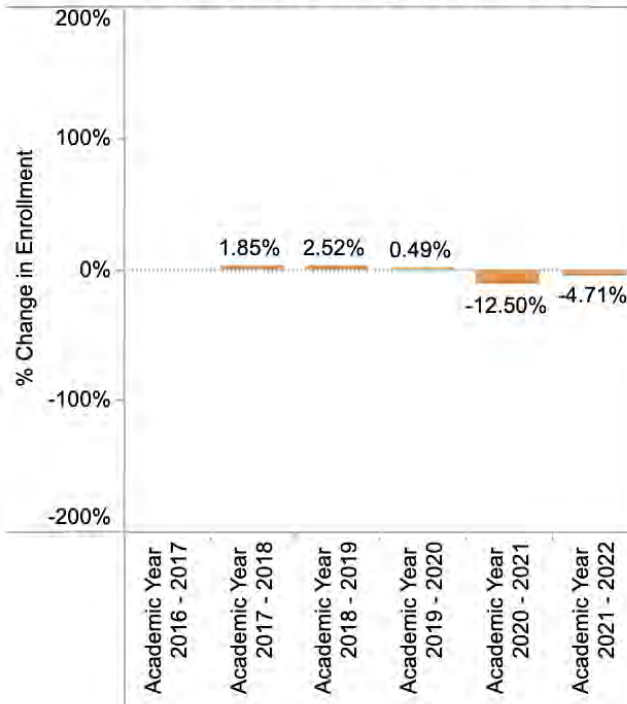   Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department: Drama

Course: (All)

Dual Enrollment: (All)

Prison: (All)

Region: (All)

Drama Enrollments

Academic Year	Enrollments
2016 - 2017	306
2017 - 2018	313
2018 - 2019	278
2019 - 2020	385
2020 - 2021	282
2021 - 2022	280

% Change - Overall College Enrollments

Academic Year	% Change in Enrollment
2016 - 2017	
2017 - 2018	1.85%
2018 - 2019	2.52%
2019 - 2020	0.49%
2020 - 2021	-12.50%
2021 - 2022	-4.71%

% Change - Drama

Academic Year	% Change
2016 - 2017	
2017 - 2018	2.29%
2018 - 2019	-11.18%
2019 - 2020	38.49%
2020 - 2021	-26.75%
2021 - 2022	-0.71%
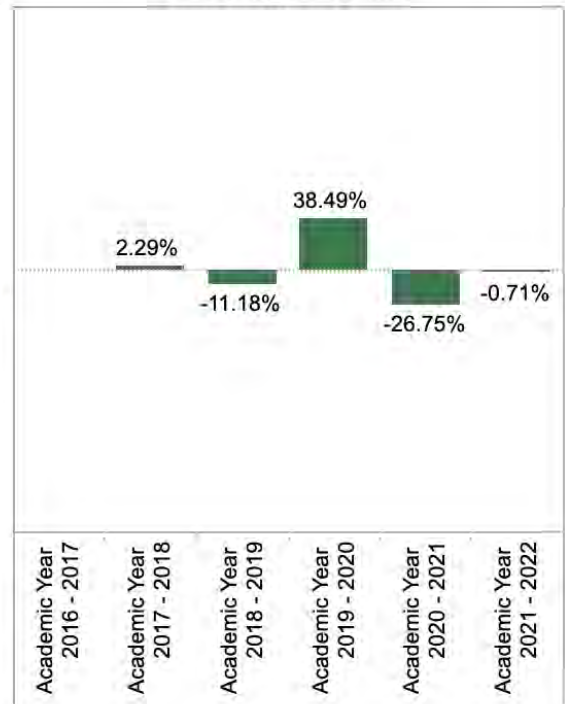
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.
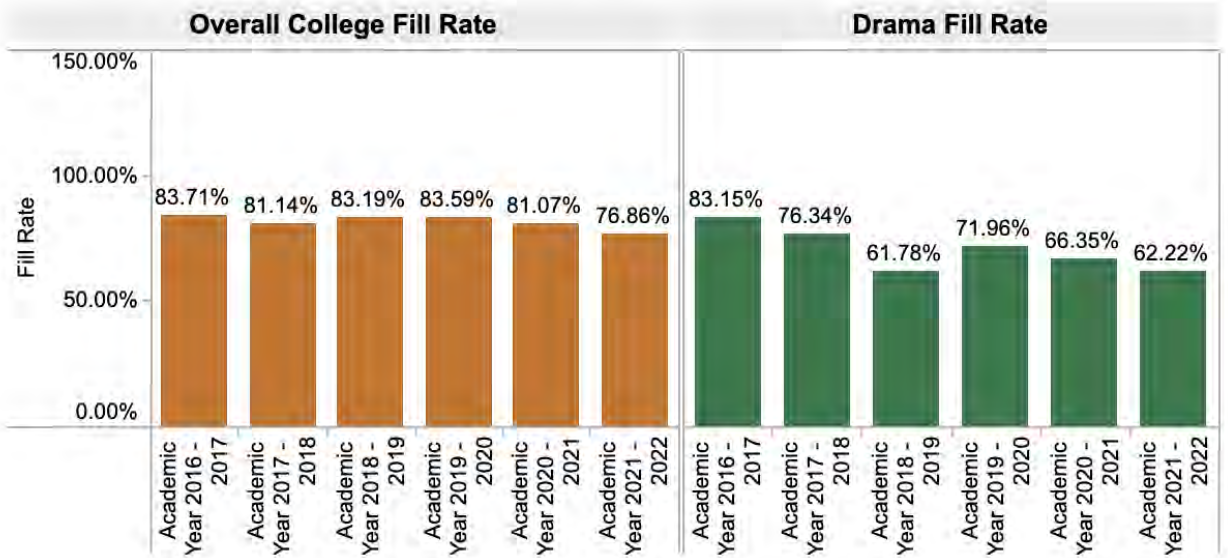
✦ +ableau

← → ⇆ · |← ⤸ ⤓ ⛶
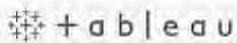
Theatre numbers are low as we have no in person classes during the pandemic. These numbers are forecasted to grow as we return to the performance spaces.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.
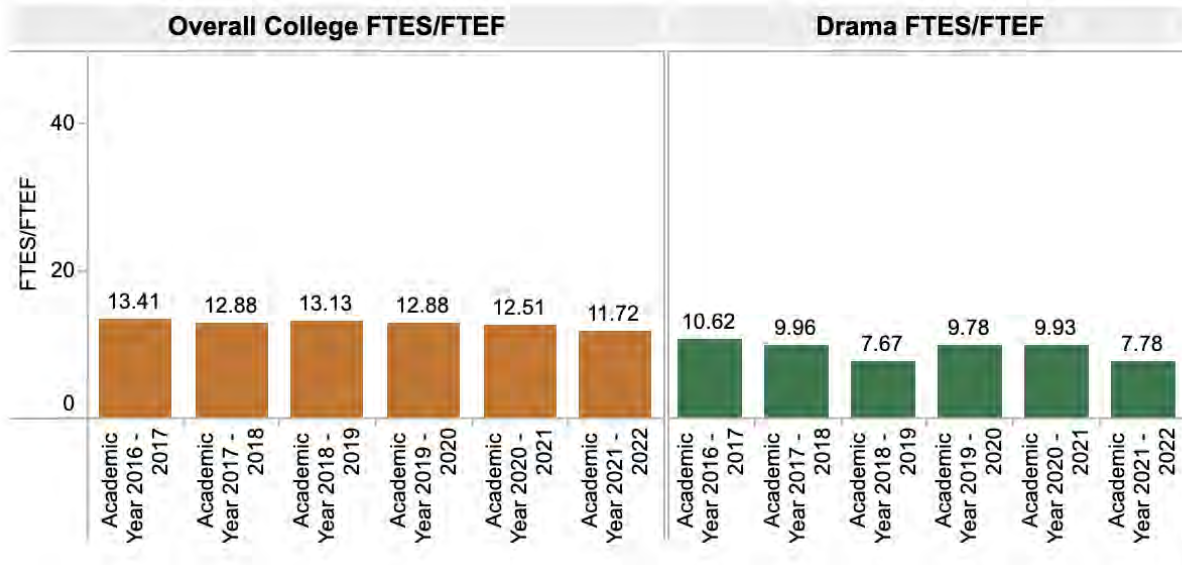
Our numbers suffered due to the pandemic and perhaps the implementation of guided pathways.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Drama   **Course:** (All)   **Dual Enrollment:** (All)   **Prison:** (All)

Overall College FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2016 - 2017	13.41
Academic Year 2017 - 2018	12.88
Academic Year 2018 - 2019	13.13
Academic Year 2019 - 2020	12.88
Academic Year 2020 - 2021	12.51
Academic Year 2021 - 2022	11.72

Drama FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2016 - 2017	10.62
Academic Year 2017 - 2018	9.96
Academic Year 2018 - 2019	7.67
Academic Year 2019 - 2020	9.78
Academic Year 2020 - 2021	9.93
Academic Year 2021 - 2022	7.78

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Pandemic measures do not attract students to an acting program. The required low teacher/student ratio of our individualized attention in a lab setting decreases "Efficiency"

D. Student Success—Course Completion by Modality (Insert Data Chart)
Insert the data chart and explain observed differences between the program and the college.

Instructional Annual Program Planning Worksheet
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Drama

Course: (All)

Legend:
- Face to Face Modality (green)
- Online Modality (red)

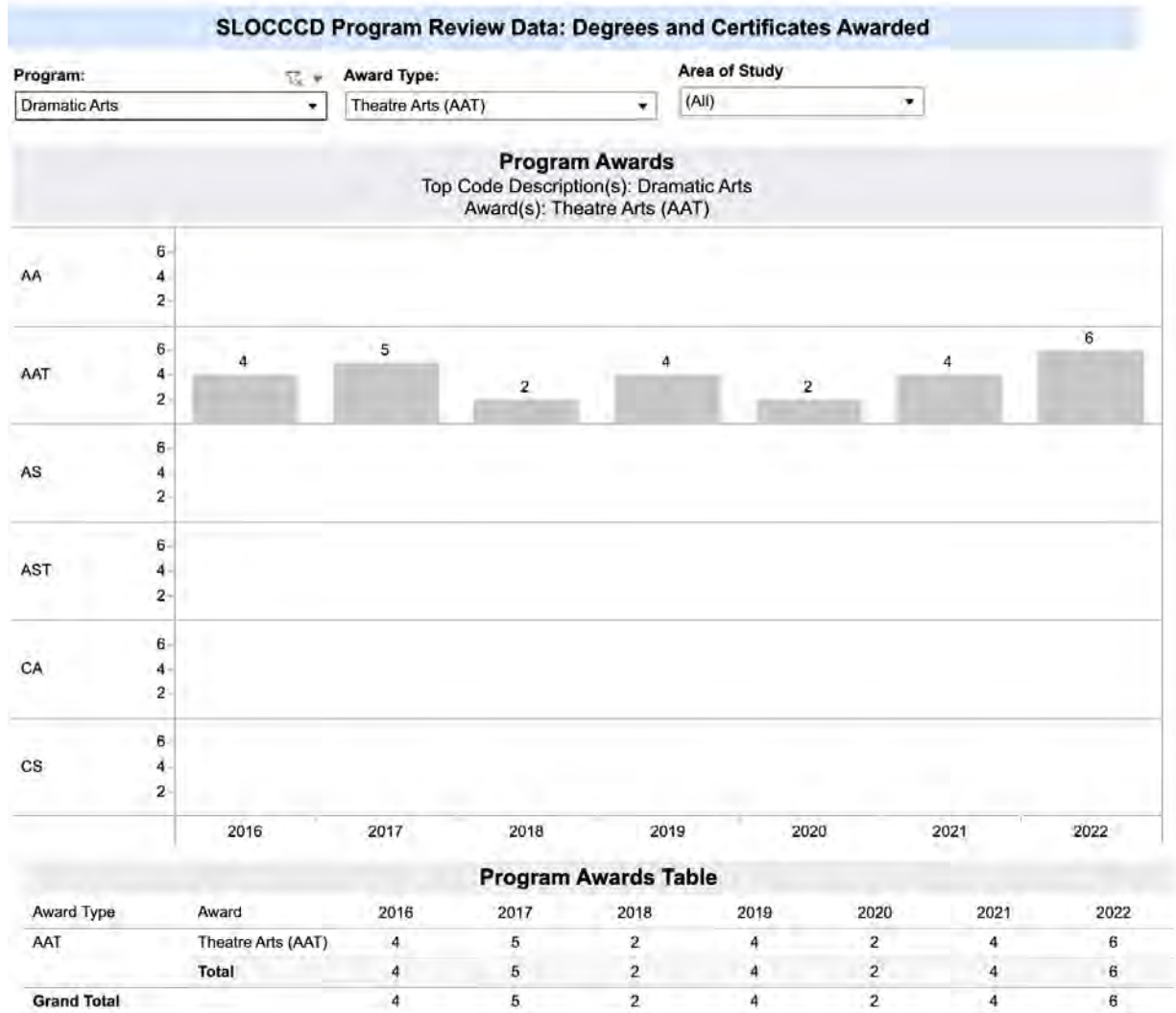### Successful Course Competion by Modality -Drama

Successful Course Competion by Modality Table - Drama

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	80.43%	83.75%	90.34%	100.00%	77.78%
	Total Department Enrollments	184.0	160.0	151.0	11.0	81.0
Online Modality	Department Success Rate	61.63%	58.95%	72.34%	67.29%	67.06%
	Total Department Enrollments	86.0	95.0	210.0	271.0	172.0

The pandemic negatively impacted student retention as students were forced to move from in person to virtual platforms. There is an insignificant difference between campus wide statistics and theatre's. The Face-to-Face modality (78%) has typically produced more success in the Theatre department than the DE modality (67%), but may be even more pronounced this past year because of many students taking online that would prefer and be more successful in a face-to-face course.

E. [Degrees and Certificates Awarded (Insert Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AAT	Theatre Arts (AAT)	4	5	2	4	2	4	6
	Total	4	5	2	4	2	4	6
Grand Total		4	5	2	4	2	4	6

Program Awards: The number of degress and certificates awarded by program type

The number of students completing an AA-T in theatre has grown by 50% each year for the past 3 years. Students primarily use our courses for their general education requirement.
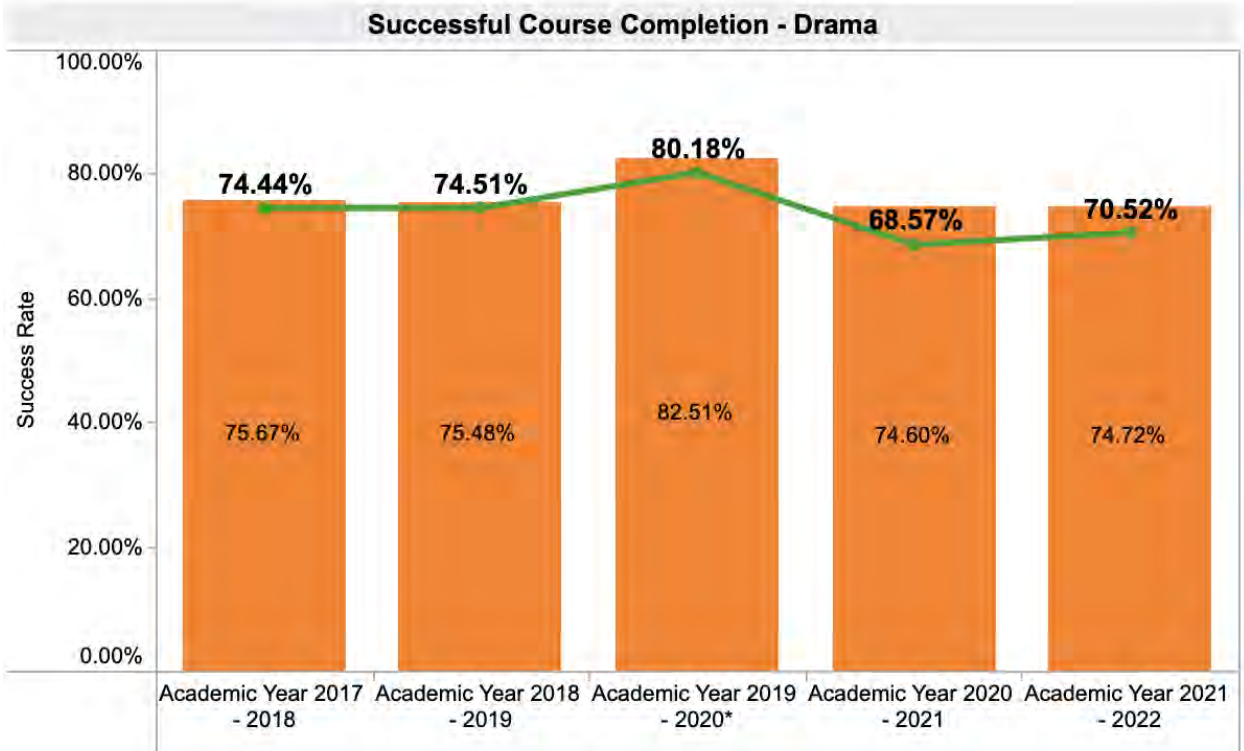
F. [General Student Success – Course Completion (Insert Aggregated Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Drama

TERM: (All)

COURSE: (All)

Measure Names
- Department Success Rate
- Overall College Success ...

Successful Course Completion - Drama

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success (green line)	74.44%	74.51%	80.18%	68.57%	70.52%
Overall College Success (orange bar)	75.67%	75.48%	82.51%	74.60%	74.72%

Drama Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	74.44%	74.51%	80.18%	68.57%	70.52%
Total Enrollments	270	255	361	282	253

Little discrepancy between the college and the program. Clearly there has been a decline due to pandemic measures.

G. Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?
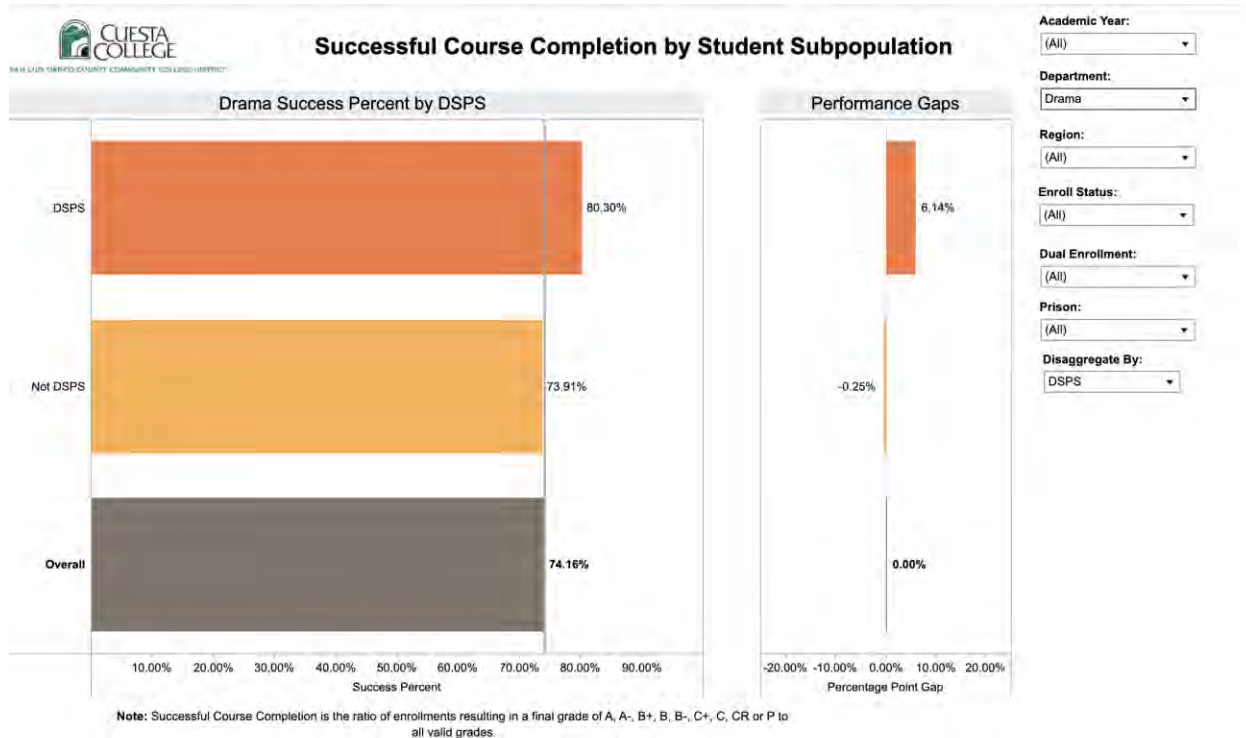
DSPS students have a higher success rate in Drama courses than the College average.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Cuesta College's Theatre Program is recognized as the best Theatre Program at a Community College in the USA by the Kennedy Centre American College Theatre Festival for the 9th consecutive year.

The global pandemic has crushed the theatre program, DRA 200 could no be effectively offered on a virtual platform. DRA 200 represents the gateway into the program. All technical theatre classes were cancelled in Fall 2020 due to the closure of the CPAC facility and sheltering in place mandates. In spring 2021 only one course offering in technical theatre was offered, DRA 236. We expect a rebound in course offerings and enrollment post pandemic.

We offered a DRA 237 in Spring 2022 and "crosslisted" it with DRA 236 to improve the fill rate of those courses.

We are excited about offering the DRA 214 course for the first time in Summer '23.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:
☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☒ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes

> Until the spring of 2020 we toured local schools offering workshops to theatre students as a recruiting effort. Our national reputation has attracted students from outside of our county into the program.
>
> o

B. Anticipated changes in curriculum, scheduling or delivery modality

> We added a new course, DRA 237, aimed at diversifying our offerings, building efficiency and retaining student engagement.

10 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

The Pandemic has clarified what classes transfer well to a virtual platform and the courses that require a face to face structure. We will be implementing these new findings.

   o

C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections

We will be hiring a part time faculty member to fill Jacqueline Heimel's vacancy as the Costume Construction teacher.

We will be hiring a part-time faculty member to teach DRA 261 and DRA 200 in the fall of 2023.

F. Other
   o The Theatre program is being strangled by having no district budget for classroom materials. The cost of building materials for our production-based courses continues to soar yet we do not have a budget to buy supplies. We exclusively rely on our trust accounts to stock our classrooms. This is not the intended use for these funds.
   o This year Cuesta College has been afforded a rare opportunity to perform our production of *The Curious Incident of the Dog in the Night-time* at this year's KCACTF festival. The Kennedy Center American College Theatre Festival (KCACTF) selects a few noteworthy productions from across Western United States—to restage the show for our professional colleagues and student peers. To afford this rare opportunity Students/Faculty/Staff were forced to work tirelessly to remount the show to raise funds because our Trust account had been depleted for classroom supplies. This is unacceptable.
   o Our Theatre program lead is exhausted to the point of refusing to direct theatre production at this college. The lack of support is to blame.

11 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.