

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Humanities

Program: Theatre

Current Academic Year: 2018/2019

Last Academic Year CPPR Completed: 2015/2016

Current Date: March 2, 2019

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

The importance of theatre arts in education

Theatre arts provides students with the opportunity to engage the mind, body and emotions into a collaborative expression of all that it means to be human. Through study and performance, students explore and present great themes and ideas.

They discover their own voice, grow in confidence and develop empathy and ethical insight into the contradictions and paradoxes of the human condition. Performing arts students grown in understanding of what it means to not only be human, but to be good, noble, honourable, kind and compassionate.

The benefits of studying performing arts

1. Critical Reflection

Students gain valuable life skills by learning the importance of constructive feedback. The arts also provide a place of solitude, where students can immerse themselves without interference from their environment. Theatre Arts provides for students a space to engage in self-reflection – a vital skill for life after school.

2. Collaboration

Theatre arts is a discipline that encourages teamwork, whether that is in writing, creating or during the act of performing. Students have the opportunity to engage in creative collaboration, a skill they have limited chance to develop outside of a rehearsal space.

3. Creativity

Through creative expression students learn to understand the world in a unique way, preparing them to navigate the challenges after school. There is also great cross-over between performing arts and other disciplines – the creative thinking and study techniques learned during rehearsal can be transferred to all areas of study.

4. Communication

Communication skills can be accelerated through theatre arts, as students learn to use verbal and non-verbal techniques in new ways to deliver their message. Some students find new levels of confidence in their communication skills through their involvement in the performing arts.

Brief history of the program

The Cuesta College Theatre Program is dedicated to initiating students to the artistic process through the medium of theatre. It is our mission to provide students with a training and production program that will prepare them technically, conceptually, and personally to create their own work, and to meet the far-ranging demands of both contemporary and traditional directors, playwrights, choreographers, composers, and filmmakers.

The discipline of theatre arts includes theoretical and practical courses in all aspects of theatre, providing preparation in acting, directing, and technical theatre through productions. The degree program allows for a course of study that expands and increases creativity. It is a meaningful journey of personal discovery and self-expansion. It connects the study of script analysis to creating complex characters or theatrical designs.

In addition, a solid foundation of fundamental skills learned through a variety of performance as well as technical theatre courses helps students build confidence and emphasizes the importance of responsibility, dedication, collaboration and commitment.

The Theatre Program at Cuesta College has earned an International and National reputation for outstanding theatre training. Our students transfer to UCLA, UCSB, CSU Northridge, CSU Fullerton, CSU Long Beach, CSU San Francisco, Utah Valley University, CSU Sacramento, CSU Dominguez Hills, University of Oregon, to name a few. Many students move directly into the professional film/TV industry and have been featured in movies such as S.W.A.T., Crazy Ex-Girlfriend, Last Man Standing, Eighth Grade, Big Eyes; TV Programs such as Highschool Musical, Greeks, Nip Tuck, Be Our Muse, Star Trek; Commercials such as BMW, Gillette, CornFlakes, Diet Coke; Theatres such as LA Opera, Kingsmen Shakespeare Company, Utah Shakespeare. The program draws a diverse group of students to Cuesta from all over California through festivals, workshops, tours, and community performances.

The Theatre Arts program offers an Associate in Arts in Theatre Arts for transfer. The program provides students with the tools to transfer to a four-year institution and be academically successful in the fields of Theatre History, Stage Management, Acting, Theatrical Design and Technology, Communications, and/or take advantage of related vocational opportunities in our community. Theatre Arts students gain knowledge and the ability to think, speak, and write about that knowledge critically. Students use objective information to formulate and express meaningful personal and subjective judgments. Students describe and analyze both the similarities and differences between works of theatre art produced at different time periods or in different cultures, as well as within the same time period and culture, by different artists and appreciate the contributions of varied theatre artists in a global society.

The Theatre Arts faculty maintain high goals and standards for the program first by being accomplished theatre artists and educators. The faculty is committed to staying current in

their discipline and pedagogy. Both full-time faculty and part-time faculty work professionally within the county, state and nationally for other educational institutes, professional theatres and within the Film Industry. They have a deep understanding of the subject and fluency in the discipline. The maintenance of a strong professional network of fellow theatre practitioners provides students with credibility in the job market and priority at four year institutes. The faculty continually monitors the curriculum and makes necessary adjustments and improvements.

We have adopted the practice of hiring a guest artist every spring to direct one Main Stage Production. This practice gives our students a competitive edge when auditioning.

In response to declining enrollments and to further strengthen our program and support our students, Theatre Arts, continues to focus on outreach, community involvement, and increased efficiency, encouraging our students to complete one or more of our degrees. In addition, we are increasing efforts to create a sense of engagement and community among our student body, both within and outside the classroom.

Include significant changes/improvements since the last Program Review:

In 2018 major changes occurred to the Theatre Arts Curriculum.

The following new courses were added to the curriculum to better serve our students: DRA 260 REHEARSAL AND PERFORMANCE: CHILDREN'S THEATRE, DRA 261 REHEARSAL AND PERFORMANCE: SHAKESPEARE/CLASSICAL, DRA 262 REHEARSAL AND PERFORMANCE: MUSICAL THEATRE, DRA 263 REHEARSAL AND PERFORMANCE: DEvised/NEW WORKS, DRA 264 REHEARSAL AND PERFORMANCE: MODERN THEATRE, DRA 241 TECHNICAL THEATRE PRACTICUM II, DRA 242 THEATRICAL DESIGN PRACTICUM, DRA 243 TECHNICAL THEATRE MANAGEMENT PRACTICUM, DRA 212.

The following courses were adjusted to meet changing educational trends DRA 201 ACTING II - ACTING FOR THE CAMERA, DRA 209 INTRODUCTION TO THEATRE DESIGN, DRA 240 TECHNICAL THEATRE PRACTICUM

One of the priorities of the Theatre Arts program is to increase student degree completion and transfer rates. Our Theatre Arts Associate in Arts for Transfer Degree replaced our AA in Theatre degree in 2017. We expect to increase the number of students who will earn degrees and be transfer-prepared. All Theatre Arts Program instructors are promoting our transfer degree in the classroom; we are also promoting this degree at various campus events, including orientation day events such as Cuesta Connect, the Student Success Fair, and High School Outreach Visits, in one-on-one meetings with students, and our soon to be published Theatre Arts Program Brochure.

We are scheduled to increase our on-line DE DRA 207 course offerings from three per year to eight in the 2019/2020 school year.

We now have a 75% CPAC Supervisor position.

List current faculty, including part-time faculty.

bree valle (Full Time) Richard Jackson (Part Time)

Describe how the Program Review was conducted and who was involved.

Through program and course reviews lead faculty member – bree valle participated in the evaluation of our courses and program. valle reviewed the program and course assessments as well as the Annual Program Planning Worksheets from the years since our last CPPR was written. Institutional data on enrollment, retention, and course and degree completion was reviewed. This review clarified our needs and the program review was drafted.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

“Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals. We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce. Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.”

When Theatre Arts students engage with culturally or temporally remote subject matter on their own terms, they are empowered to make meaningful connections with the presented material and cultivate critical thought. Program faculty facilitate this highly individual process by helping students construct questions that will broaden and deepen their understanding of diverse peoples and cultures, both past and present. Theatrical elements – and concepts – are made tangible by examining theatre in the classroom or taking students to PCPA, CalPoly or KCACTF Region VIII. Local theatre and art factor into the development of class projects. Pairing class assignments with area art environments and local theatre permits students to have individual and more tangible engagements with theatre and reinforces the use of formal analysis.

The classroom is not only a space to transfer knowledge, but also a space of active learning that enables students to make material significant and meaningful in their lives outside the classroom.

Our Theatre Arts Program inspires our diverse population to achieve their educational goals. Theatre and art thrive on diversity, and celebrate it. Our “family” lives in an inclusive environment that supports all, regardless of race, gender, sexuality, culture or ability. The art we work on and study focuses on equality, justice, and peace; it often focuses on the horrible abuses to humanity when the aforementioned are ignored or trampled upon.

We support our students in their efforts to improve foundational skills, earn associate degrees, transfer to four-year institutions, and advance in the workforce. We offer introductory acting courses all the way through fully mounted stage productions and projects that will help them audition and be accepted into the best theatre and musical theatre programs in the country. Some of our students don't take the “college path,” and use the skills gained at Cuesta to go straight into touring, performing, and/or working with theatre technology.

“Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional

growth. We prepare students to become engaged citizens in our increasingly complex communities and world. “

Our Theatre program is cultural, intellectual, and personal. Theatre students gain an effective skills set they can use in our rapidly changing future: empathy, listening, improvisation, communication, historical context, and cultural sensitivity.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Objective 1.1: The Performing Arts is a language, and activates/stimulates parts of our brains more effectively than any other activity.

Objective 1.2: Students are focused on, nurtured by, engaged in, and connected with our theatre productions. Students create a “team” empowered by a singular focus. They are emboldened to be equals and empowered to create a performance troupe. Together these social “communities” help students feel valued, and have a sense of belonging to a built in family on campus. It is a common topic of our DRA 200, DRA 201 and DRA 260 – 264 courses to talk about how to maintain one’s health as an actor and how to play the ‘long game’ of pursuing theatre in a way that is healthy and effective. Making Theatre (or any art) is such an important part of mental well being that the mere existence of the Theatre program makes Cuesta a place that is better at promoting well-being.

Objective 2.1 Increase enrollment of low-income and underrepresented students through targeted outreach efforts. Theatre Arts has participated in the *Edúcate- Sí Se Puede* events every March since it’s inaugural event in 2016. The event has directly increased enrollment of underrepresented students in our theatre arts classes. **Objective 2.2:** Our production classes are perfect for community members who are 55 and older. Theatre Arts continues to increase enrollment opportunities for community members who are 55 years of age and older.

All of our Theatre Arts course offerings appeal to non-traditional students. Every semester we have multiple courses containing students 55 and older. These students generally add much to our discussions and support good study.

Objective 2.3: We offer \$2,000+ in financial awards to our students, based on talent, need and merit. The funding for this comes from our patrons’ commitment to our program.

Objective 2.4: Theatre Arts has several clear career pathways, and our faculty is constantly advising and guiding our students. Each year there is a growing number of high school students participating in our Theatre Performance, Theory, and Technical classes.

Objective 3.1: Our program’s relationship and reputation with 4-year institutions have given our transfer students priority.

Objective 3.2 Our students have been offered jobs at local businesses based on skills they developed in our Technical Theatre Program. Our actors are hired through the SLO County Sheriff’s Department to train law enforcement new de-escalation strategies. We continue to support students in the Federal Work Study Program; we recently hired 2 students from this program.

Objective 5.1: The Program helps to build a sustainable base of enrollment and maintains strong partnerships with area K-12 institutions by maintaining constant and frequent contact with area public schools through its recruitment efforts, on-campus productions, and off-campus workshops. We continue to build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan. Many

Theatre Arts courses' FTES numbers are higher than the division and college, helping both to strive for annual goals.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

1. Personal, Academic, and Professional Development:

The study of Theatre Arts helps students successfully meet several Institutional Learning Outcomes in the following ways:

Theatre Arts is a discipline that requires very clear practice with clear outcomes that are easy to assess at each proficiency level. Students learn quickly the benefits of hard work and practice; audience feedback rewards them for their diligence. Their work in the rehearsal classroom is the same, but in addition the rehearsals/performances require instant and intuitive communication skills and focus on others. These skills pay off in all career pathways and job interviews. Students also contribute to all elements of productions. Every enrolled student in a Theatre Arts course is required to contribute to stage productions. Contributions to stage productions, create a sense of community and pride in the program. All Theatre Arts students are encouraged to start their performance/technical portfolio while they are at Cuesta and seek paid and non-paid acting/technical theatre/film opportunities.

Theatre Arts majors develop a range of skills that allow for personal, professional, and academic growth. Theatre Arts students learn to write creatively; analyze text and information; understand structure and style of language, visual, sound and movement work; find solutions to intricate problems; and perceive the world from multiple points of view. These skills are both personally enriching as well as 'transferable' to the academic and business worlds.

Theatre Arts students pursue careers as directors, researchers, art administrators, dramaturg, producers, choreographers, sound designers, lighting designers, master electricians, shop foremens, costume designers, grips, producer assistants, camera operator, film editors and educators in schools, colleges, universities, and in areas such as media, advertising, publishing, fashion, and design. Theatre artists often advise film makers on film locations. Theatre Arts can also serve as a launching pad into drama therapy, business, government, and non-profit organizations. The analytical skills and creative thinking skills learned in theatre arts also gets students ready for analysis positions in investment banking and financial services firms. The National Association of Colleges and Employers (NACE) lists leadership, ability to work in a team, written communicational skills, problem solving, strong work ethic and analytical/quantitative skills as the top ten skills sought out by employers. All of those skills are taught in theatre arts courses. Even non-majors benefit from taking theatre arts courses; for example, any good marketing executive should have a basic understanding of the power of visual language. Theatre Artists are also in high-demand in the technology sector, a growing local field in the San Luis Obispo area (in fact, San Luis Obispo's own MindBody was just named one of Glassdoor's "10 Best Tech Companies to Work For in 2015" along with Google, Facebook, and LinkedIn), where employees with liberal arts educations are sought out in order to bring balance to their highly technically-trained coworkers. Many of our former students work for the company. As Cuesta moves toward a Guided Pathways model, Theatre Arts sees a number of potential connections across disciplines We plan to explore greater student success

by collaborating with more departments within our college. Numerous studies show that medical field students benefit from theatre courses. We hope to reach out to the Sciences and counselors to discuss connections between our programs.

2. **Critical Thinking and Communication:** Theatre performance and effective rehearsal techniques require constant critical thinking and communication. Students must listen to themselves, to others in their classes, or to others on stage and make hundreds of adjustments to minute critiques about movement, tempo, style, emotional characteristics, articulation, narrative and balance. In rehearsals, students learn to communicate in a concise, courteous and professional manner.

Theatre Arts students develop the skills required for critical and analytical thinking, perceptive reading and observation, and interpretive analysis. Theatre Arts courses teach students to understand the power of images and story that surround us everyday. In a theatre class, students learn the formal language of theatre and how to interpret body language and vocal choices. Our rigorous approach trains students how to recognize what is important and how to think, write, and speak clearly, which in turn allows students to gain intellectual confidence. Students also learn to be critical of what they see and hear everyday thereby increasing their critical thinking skills. Theatre Arts, with a strong component of writing, allows students to develop their written communication skills, vital for any career. Most high school students have not been exposed to theatre arts prior to Cuesta College. High school curriculums erroneously navigate away from the performing arts. Many students will have their first exposure to theatre in our classrooms and thus how to interpret, evaluate and articulate the theatrical world.

4 Social, Historical, and Global Knowledge and Engagement

All of our theatre courses increase student's understanding of social, historical and global knowledge. The discipline of theatre is, in effect, the study of everything that a culture produces. Thespians study all aspects of the culture that creates a theatrical event, from its literature and philosophy to its science and politics. Thespians examine not only how all of these cultural aspects are evidenced in the narratives that these cultures make but also how these cultural practices are made, in fact are reinforced, through the production of story telling. Theatre holds clues to life in the past and present. In looking at the history of economics, education, fashion, transportation, and other historical markers students learn about the cultures in a way that is not open to other academic disciplines. When students compare theatrical productions from different perspectives, it gives them a well rounded way of looking at events, situations, eras, and people.

The curriculum approaches the theatre world through global themes that promote interdisciplinary and transcultural exchanges. The curriculum is designed to make material accessible to diverse student populations and promote critical inquiry through challenging discussions. In particular, Theatre Arts faculty are in the process of developing a new course offering: Rehearsal and Performance of Non-Western Theatre. This new course will expose students to the study of the religion, politics, and culture of people from Asia, Latin America, Oceania, Native North America, and Africa. By looking at what has been done before, especially in non-Western theatre, students gather knowledge that contributes to new insights about the

world and their own place in the global arena. Areas of study that our students otherwise may not be familiar with.

5. Artistic and Cultural Knowledge and Engagement

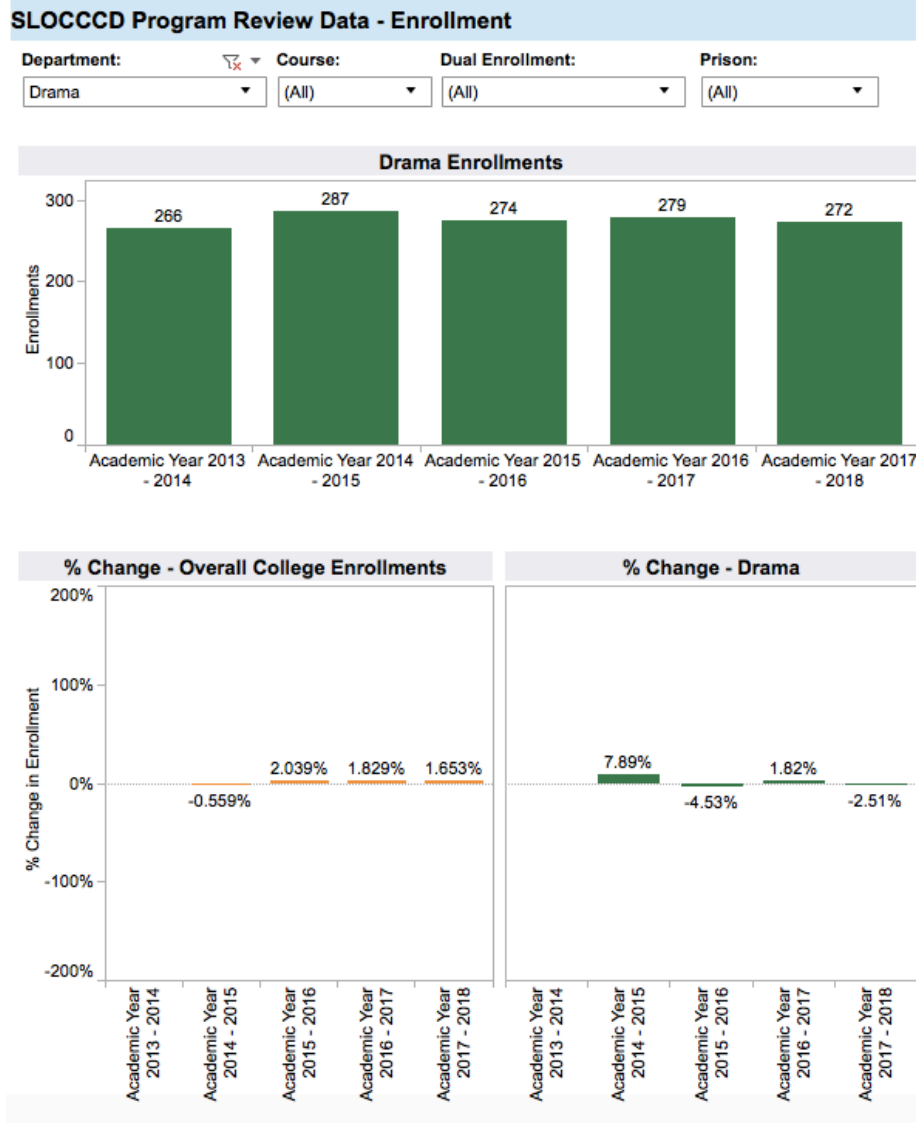
We interrogate the social and historical context of every script, movement and text choice. All of our classes present a large variety of scripts from many time periods and world cultures. Our students engage in this in a visceral way, by hearing, speaking, creating and performing it with an empathy towards the original artists. Our students travel and share stages with others across the state and around the world. In this capacity they can compare and contrast and find commonalities that no doubt help create a more harmonious, peaceful, and empathetic world. Theatre Arts immerses students in both artistic and cultural knowledge. Students of Theatre Arts are able to identify, create, and/or critique key elements of cultural significance. They can demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories. The study of culture through the lens of theatre arts is inherently interdisciplinary, as students need to understand the politics, history, economics, and more of a given era, and theatre arts is therefore rewarding in terms of the breadth of knowledge students gain. As issues of political power, race, gender and class dominate headlines, the careful analysis of how these same issues have been dealt with over centuries, help students gain not only artistic and cultural knowledge but also empathy. Empathy is the vehicle for engagement. Institutional Learning Outcome 5 is exactly what our Theatre Arts Program does.

6. Technological and Informational Fluency:

All our Performance and Technical Theatre courses use technology in virtually every class meeting. Students do research, create complex documents, and share their projects in class using the the most recent software via the cloud, projectors, lighting, advanced drafting technologies and our sound systems. Theatre students complete theatre-related research papers, learning to locate and utilize diverse sources of information, including appropriate web sources, scholarly journals, and books. In learning how to assess the quality and reliability of information, students learn informational fluency. Annotated and research bibliographies help students value empirical research and realize that not all research is equal. Several of our theatre courses have students complete collaborative projects that include utilizing various software. Some students produce videos, which are then uploaded to video sharing sites such as YouTube. Through the assignment of these group projects, students also learn to navigate the sharing of electronic documents, images, and other modern software and technology. In studying visual culture, students gain knowledge of contemporary technology- based art (video, net, generative art, etc.), which deepens their technical and informational fluency.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

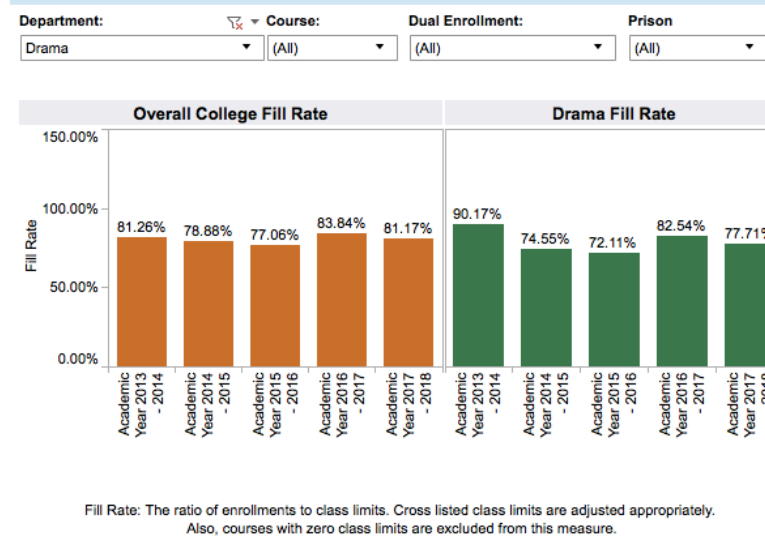
College enrollment has been virtually flat in the past 5 years. Our Theatre Arts program enrollment follows the same pattern. We will be offering more sections of our DRA 207 Introduction to theatre classes to increase our enrollment.



General Student Demand

The patterns are nearly identical between the College Fill Rate and the Theatre Arts Fill Rate. College rates were between 77.06% and 83.85%. Theatre fill rates were between 72.11% and 90.07%. We are seen an impact on our courses as Guided Pathways is initiated. We hope to increase our fill rates with more DE/online offerings.

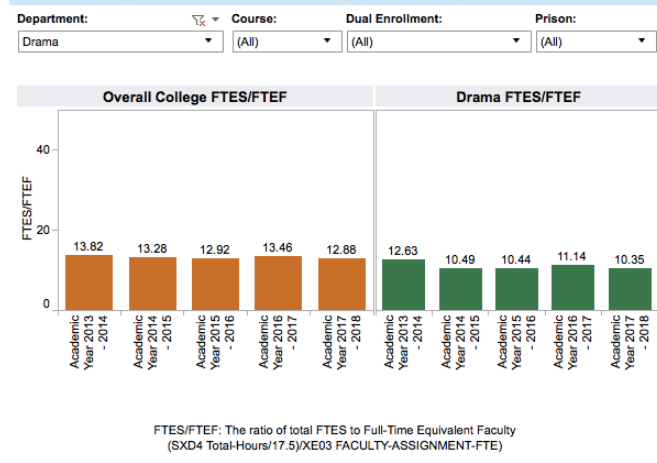
SLOCCCD Program Review Data - Student Demand (Fill Rate)



General Efficiency (FTES/FTEF)

The average college efficiency over the past five years is 13.27. The average for our Theatre Arts program is 11.01. Theatre Arts is consistently below the Overall College levels by about 2-3 points. Theatre Arts involves several small and specialized classes and productions that make it less efficient. We are making several changes to move this efficiency up, and the past few semesters have shown improvement. We are offering more online only classes, and will be starting a late-start DE class this summer which has proven to be a popular time in other programs.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

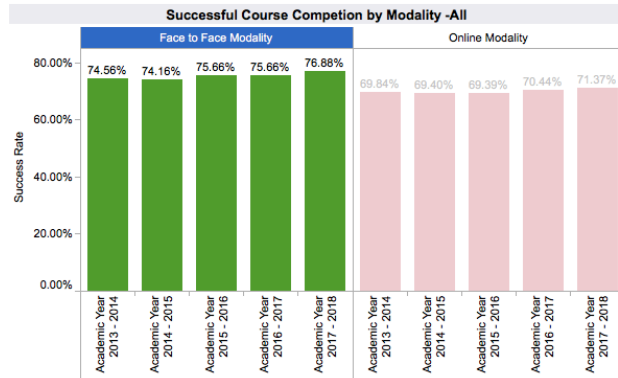


Student Success—Course Modality

Theatre Arts Face to Face Modality Courses’ success rates have consistently been higher than the overall college’s. We are continuing to hone the online DRA 207 course to find the right length and time to offer the course. Faculty continues to offer additional courses to provide students with more teacher/student contact time. We hope this will increase student success rate for online modality.

SLOCCCD Program Review Data: Successful Course Completion

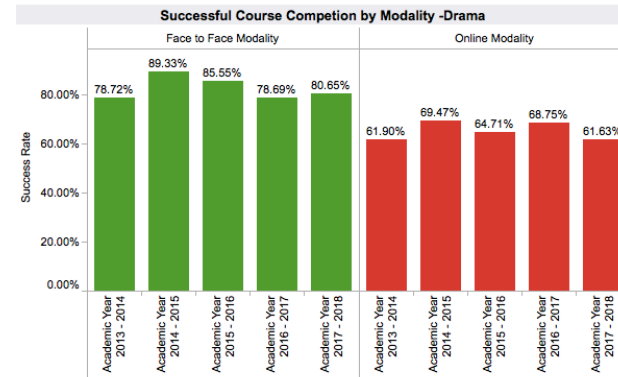
Select Department: Course: Legend:
■ Face to Face Modality
■ Online Modality



Modality	Department Success Rate	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	74.56%	74.16%	75.66%	75.66%	76.88%	
Face to Face Modality	Total Department Enrollments	51,005	48,714	48,233	47,128	44,806
Online Modality	69.84%	69.40%	69.39%	70.44%	71.37%	
Online Modality	Total Department Enrollments	7,101	8,112	9,950	10,442	12,312

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Course: Legend:
■ Face to Face Modality
■ Online Modality



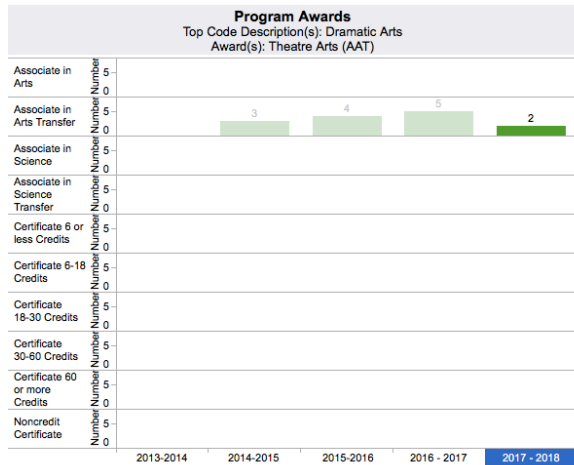
Modality	Department Success Rate	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	78.72%	89.33%	85.55%	78.69%	80.65%	
Face to Face Modality	Total Department Enrollments	141.0	150.0	173.0	183.0	186.0
Online Modality	61.90%	69.47%	64.71%	68.75%	61.63%	
Online Modality	Total Department Enrollments	126.0	131.0	102.0	96.0	86.0

Degrees and Certificates Awarded

The decline in the number of degrees students receive in Theatre Arts has come to an end. The secret is out. There will be a higher number of students receiving AA-T in Theatre Arts degree this year. Faculty now are encouraging students to fill our paper work that the instructors provide to apply for their degree.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Award Type:



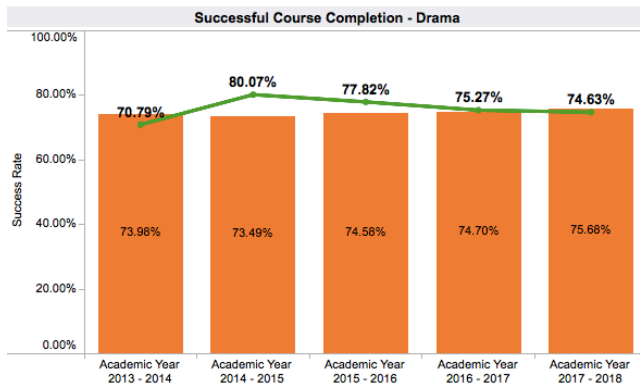
Award Type	Award	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Associate in Arts Tr.	Theatre Arts (AAT)		3	4	5	2
	Total		3	4	5	2
	Grand Total		3	4	5	2

General Student Success – Course Completion

Theatre Arts has scored higher than the overall college success rate since 2014 until last year. Our Technical Theatre Courses have seen a recent dip in student success.

SLOCCCD Program Review Data: Successful Course Completion

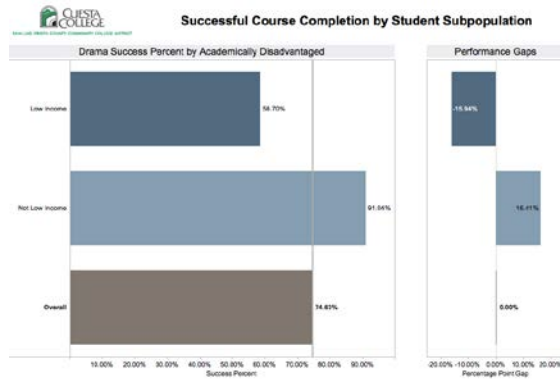
Select Department: COURSE: Measure Names: Department Success Rate, Overall College Success Rate



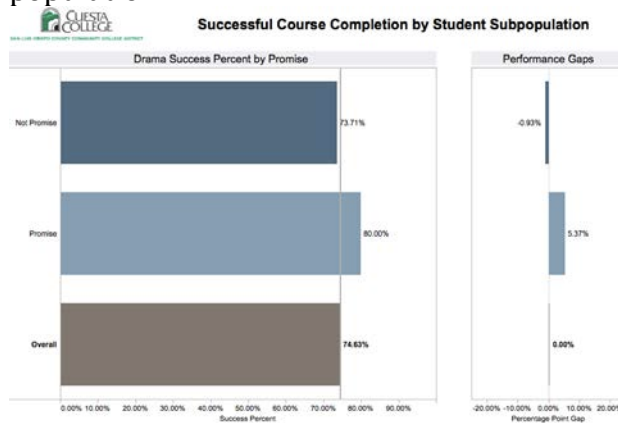
	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	70.79%	80.07%	77.82%	75.27%	74.63%
Total Enrollments	267	281	275	279	272

Review the Disaggregated Student Success charts:

Our low-income students are statistically less successful than the same population college wide. In attempt to change this we are currently replacing all our textbooks with free online textbooks.

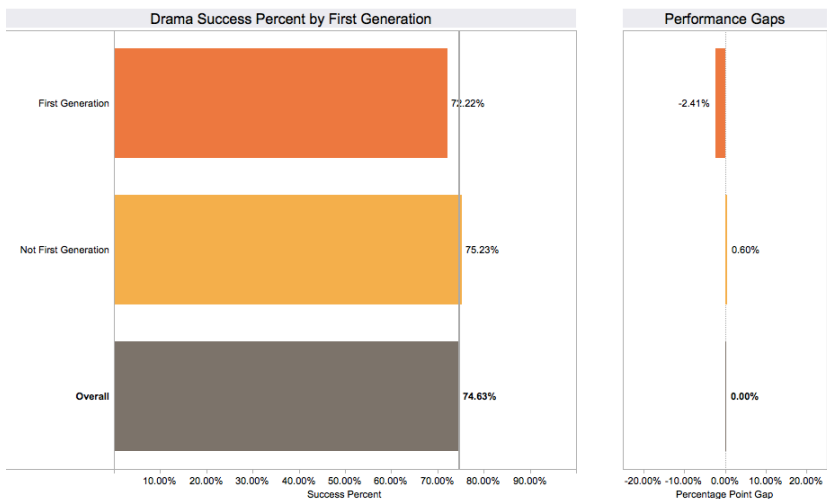


Our promise students have a higher success rate than the overall college statistics for this population.



There is little difference between the success rates of first generation non first generation students.

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all enrollments.

IV. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

All Theatre Arts Courses have been either modified or created since the last CPPR.

Modified

DRA 200

DRA 201

DRA 207

DRA 209

DRA 211

DRA 214

DRA 236

DRA 240

Created

DRA 212

DRA 241

DRA 242

DRA 243

DRA 260

DRA 261

DRA 262

DRA 263

DRA 264

DRA 253

- B. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

CURRICULUM REVIEW GUIDE and WORKSHEET Courses and Programs

Current Review Date: 3/3/19

Reviewer breve valle

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR
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					Notified impacted program(s)*
DRA 200	yes	no	no	Yes 2/18	no
DRA 201	yes	no	Yes 2/18	no /	no
DRA 207	yes	no	no	Yes 2/18	no
DRA 209	yes	yes: 2/18	no	no	no
DRA 211	yes	no	no	Yes 2/18	no
DRA 212	yes	no yes: date	yes: 2/18	no	no
DRA 214	yes	no	yes: 2/18	no	no
DRA 236	yes	no	no	yes: 2/18	no
DRA 240	yes	no	no	yes: 2/18	no
DRA 241	yes	yes: 2/18	no	no	no
DRA 242	yes	yes: 2/18	no	no	no
DRA 243	yes	yes: 2/18	no	no	no y
DRA 260	yes	yes: 2/18	no	no	no
DRA 261	yes	yes: 2/18	no	no	no
DRA 262	yes	yes: 2/18	No	No	No
DRA 263	yes	yes: 2/18	No	No	No
DRA 264	yes	yes: 2/18	no	no	no

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified
N/A		

2. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).

- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

ALL THEATRE ARTS COURSES HAVE BEEN REVIEWED AND ARE ACCURATE

Course Number	All
1. Effective term listed on COR	Date: Spring 2018
2. Catalog / schedule description is appropriate	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes
5. Grading Method is accurate	yes
6. Repeatability is zero	yes
7. Class Size is accurate	yes
8. Objectives are aligned with methods of evaluation	yes
9. Topics / scope are aligned with objectives	yes
10. Assignments are aligned with objectives	yes
11. Methods of evaluation are appropriate	yes
12. Texts, readings, materials are dated within last 5 years	yes
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
AA-T THEATRE ARTS	yes	yes: 2/2018		
AA in Drama	no			Yes 2/2018

4. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
AA-T Theatre	yes	yes	yes

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Spring 2020
200	X
201	X
207	X
209	X
211	X
212	X
214	X

236	X
240	X
241	X
242	X
243	x
260	X
261	x
262	X
263	x
264	x

PROGRAMS / CERTIFICATES

Program/Certificate Title		Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AA-T – Theatre ARts		2020	modify	2021	modify	2022	modify	2023	modify	2024

cm revised 11/08/16

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

No. We have only been using eLumen since Spring 2016. We have our prior assessments in a CPAS folder on our shared drive. We are on schedule to have all of our course SLOs assessed by our next accreditation visit.

C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Mapping source
SLOs

Organization: Drama | Outcomes Groups: - No Outcomes Group selected - | Terms: Current | Programs: AAT_THTR_ART | Program Information: Active since 8/2015

AAT_THTR_ART	Demonstrate acting tec	Demonstrate a fundam	Exhibit fundamental kn
Courses AAT_THTR_ART <input checked="" type="checkbox"/> Include inactive Courses			
DRA200 Acting 1 Active since 8/2015			
Develop fluency in the language of the discipline as an aesthetic and creative...	✓	✓	✓
Critically evaluate their progress and development.	✓	✓	✓
Collaborate with others and solve problems as an effective and committed member...	✓	✓	✓
Critique and analyze a theatrical production to develop a better understanding...	✓	✓	✓
Observe and analyze examples of written and performed dramatic literature to...	✓	✓	✓
Create and develop specific physical and vocal action to truthfully and...	✓	✓	
DRA207 Introduction To Theatre Active since 8/2015			
Analyze and evaluate the nature of theatre and its role in society through...		✓	✓
Assess the historical, artistic, social, and philosophical context in which...	✓	✓	✓
Critically analyze dramatic literature and performances of the past and...		✓	✓
Identify and examine theatrical components in production.	✓	✓	✓
Propose alternative solutions to theatrical production situations.	✓	✓	✓
Appreciate viewing theatre as an art form.		✓	✓

D. Highlight changes made at the course or program level that have resulted from SLO assessment. N/A

E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

Program Learning Outcomes

i. Demonstrate acting techniques in a performance setting.

Assessment:production log book post-production critique

ii. Exhibit fundamental knowledge of play structure and analysis .

Assessment:examination papers essays journals logbooks post production critiques

iii. Demonstrate a fundamental knowledge in core theatre elements including Acting, Technical Theatre, and Theatre History.

Assessment:quizzes exams projects demonstrations logbooks journals critiques essays

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

See previous information.

Indicate any anticipated changes in the following areas:

Curriculum and scheduling - We plan to continue offering more DE sections, and especially late-start 12-week and 9-week sections. We anticipate that Cuesta will be moving to a 16-week format, and having more online course sections will also free up some classroom space for the longer class times required by a 16-week schedule. We will be offering a summer children's production

Support services to promote success, persistence and retention - We would like to develop a Foundation budget, perhaps endowed to fund more tutoring services, and more financial awards, to ease the burdens on our students and improve their learning outcomes.

Facilities needs - The CPAC is now 10 years old, and elements are starting to depreciate. We need a plan to fund the CPAC, in addition or perhaps in replacement of the CPAC Council. We need to cover the floor in the Movement studio to save the Marlee Floor

Staffing needs/projections – We need to increase Richard Jackson to 100% - 12 months. We need to hire a part time faculty member to teach Costume Construction DRA 236. We need to increase CPAC Coordinator to 100% for 12 months

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

Offer more and more online classes.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.