

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025 PROGRAM(S): THEATRE

CLUSTER: PERFORMING ARTS AREA OF STUDY: DRAMA

LAST YEAR CPPR: 2024 NEXT SCHEDULED CPPR: 2027 CURRENT DATE: 2/28/2025

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**, which can be downloaded from the [IPPR Program Review Documents 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 programs of study (degrees and/or certificates):

Drama AA-T

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. 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.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

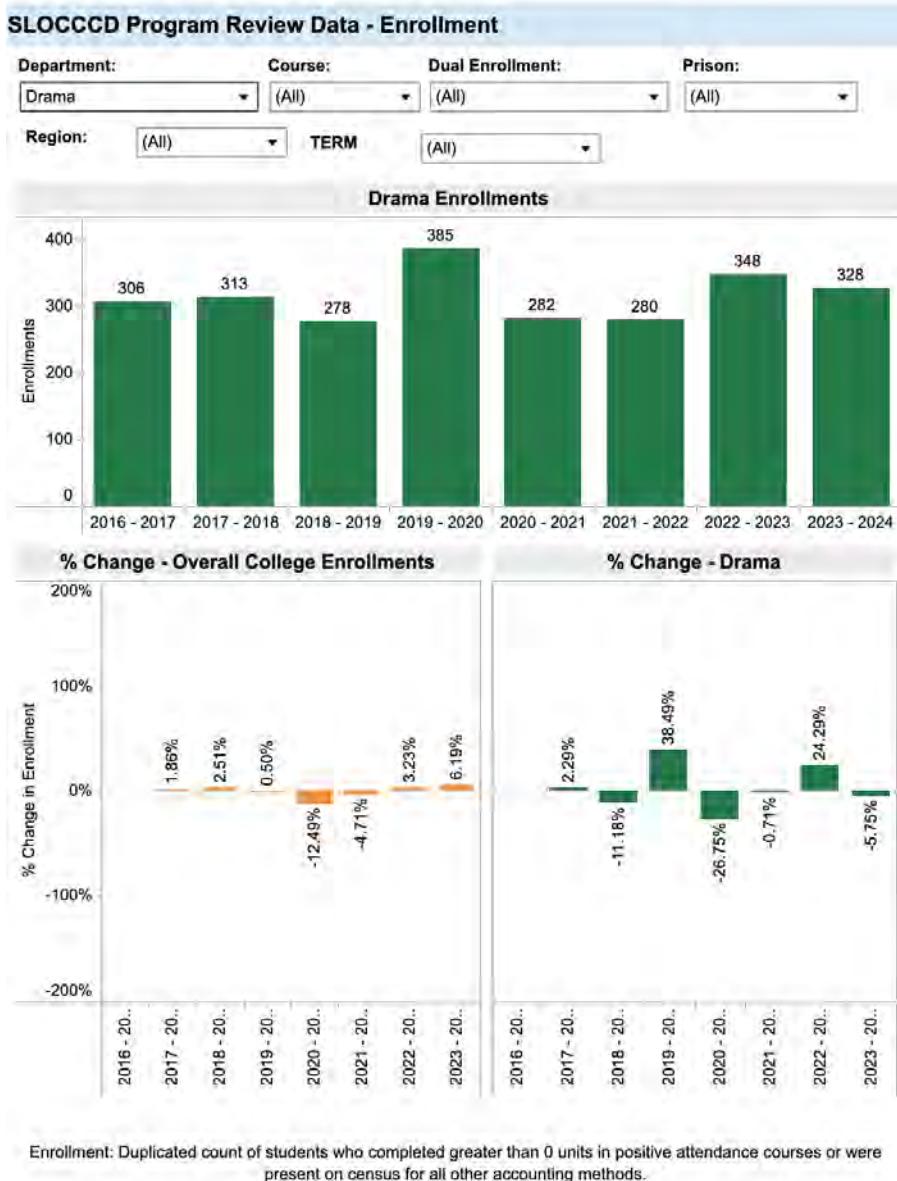
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Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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

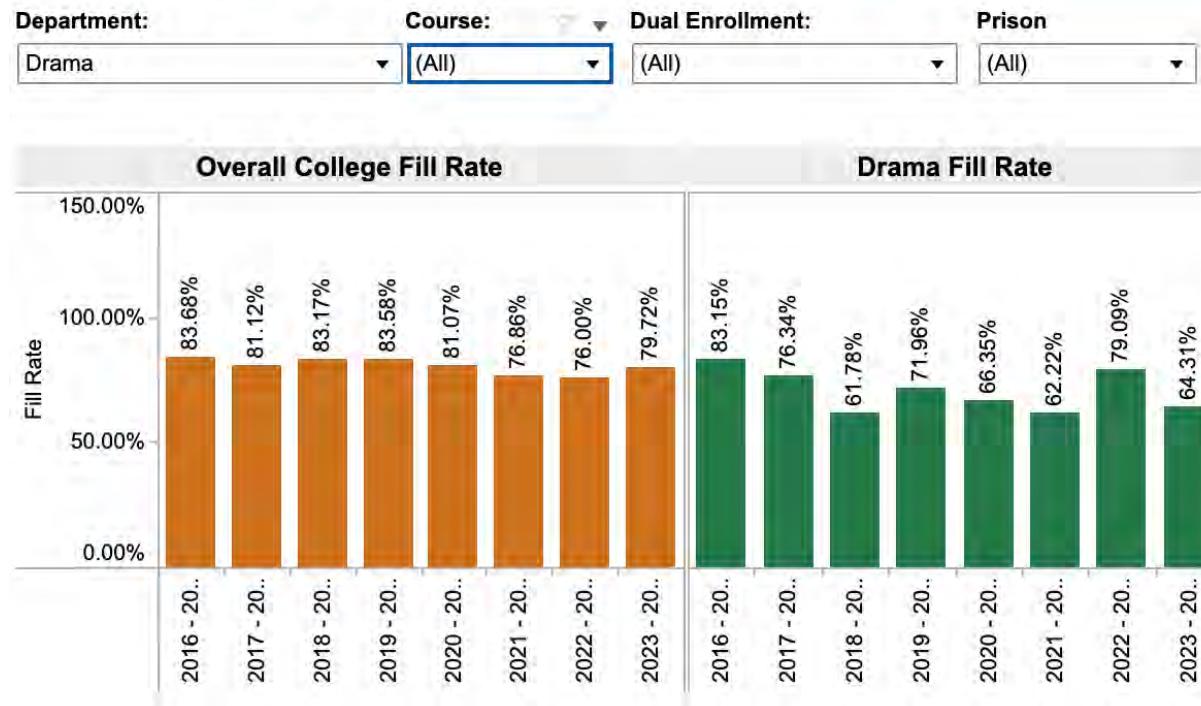


Theatre numbers decreased as the number of classes offered decreased due to the loss of Richard Jackson. We had no one to teach the technical theatre classes except for Costume Construction (Dra 236 & 237). We had no technical director. These numbers are forecasted to grow as we have since hired 2 part time faculty members and a Technical Coordinator.

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

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)



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.

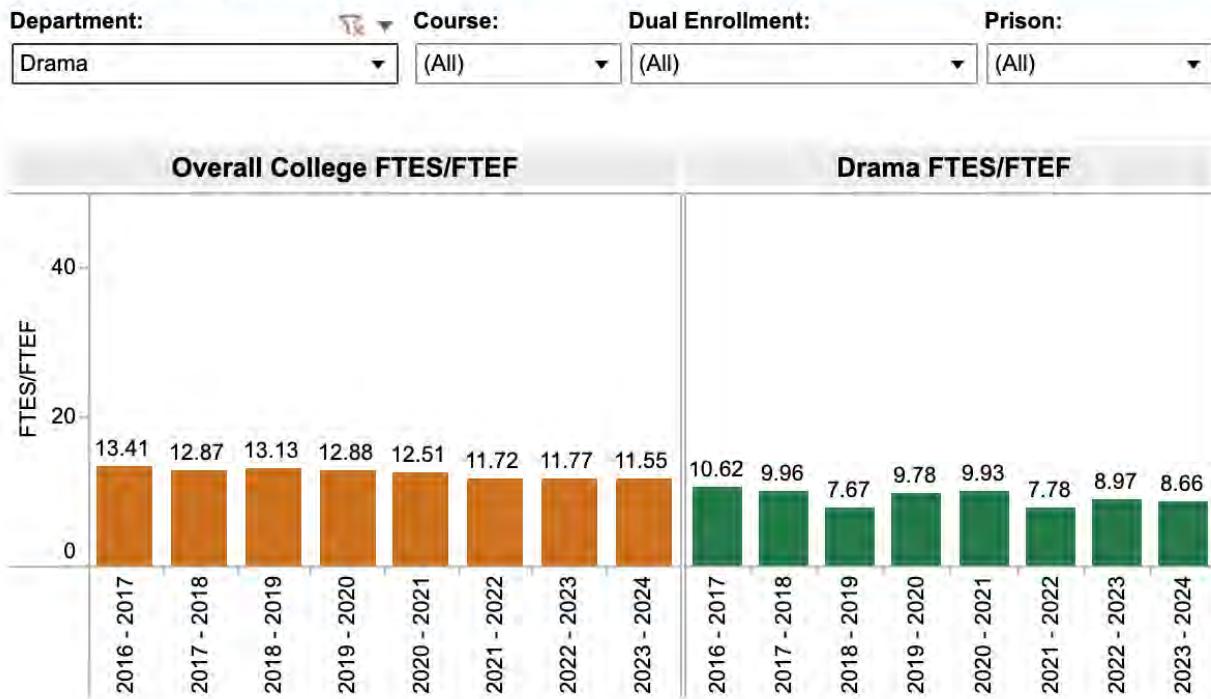
B. Theatre numbers decreased as the number of classes offered decreased due to the loss of Richard Jackson. We had no one to teach the technical theatre classes except for Costume Construction (Dra 236 & 237). We had no technical director. These numbers are forecasted to grow as we have since hired 2 part time faculty members and a Technical Coordinator. Our main stage productions generate excitement and student numbers for the program. We were unable to perform in the theatre due to the loss of

our Technical Director. This substantially impacted our class numbers as people want to take classes to perform in a theatre.

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)



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

Loss of the ability to have students perform in a theatre space does 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.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Drama

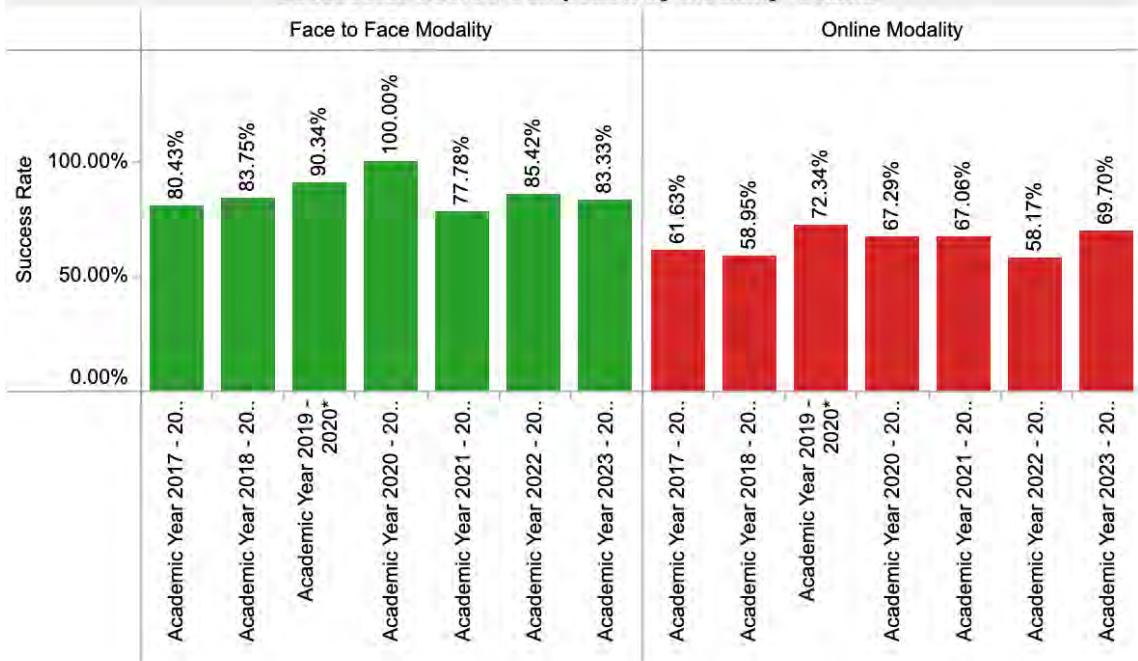
Course:

(All)

Legend:

- █ Face to Face Modality
- █ Online Modality

Successful Course Competition by Modality -Drama



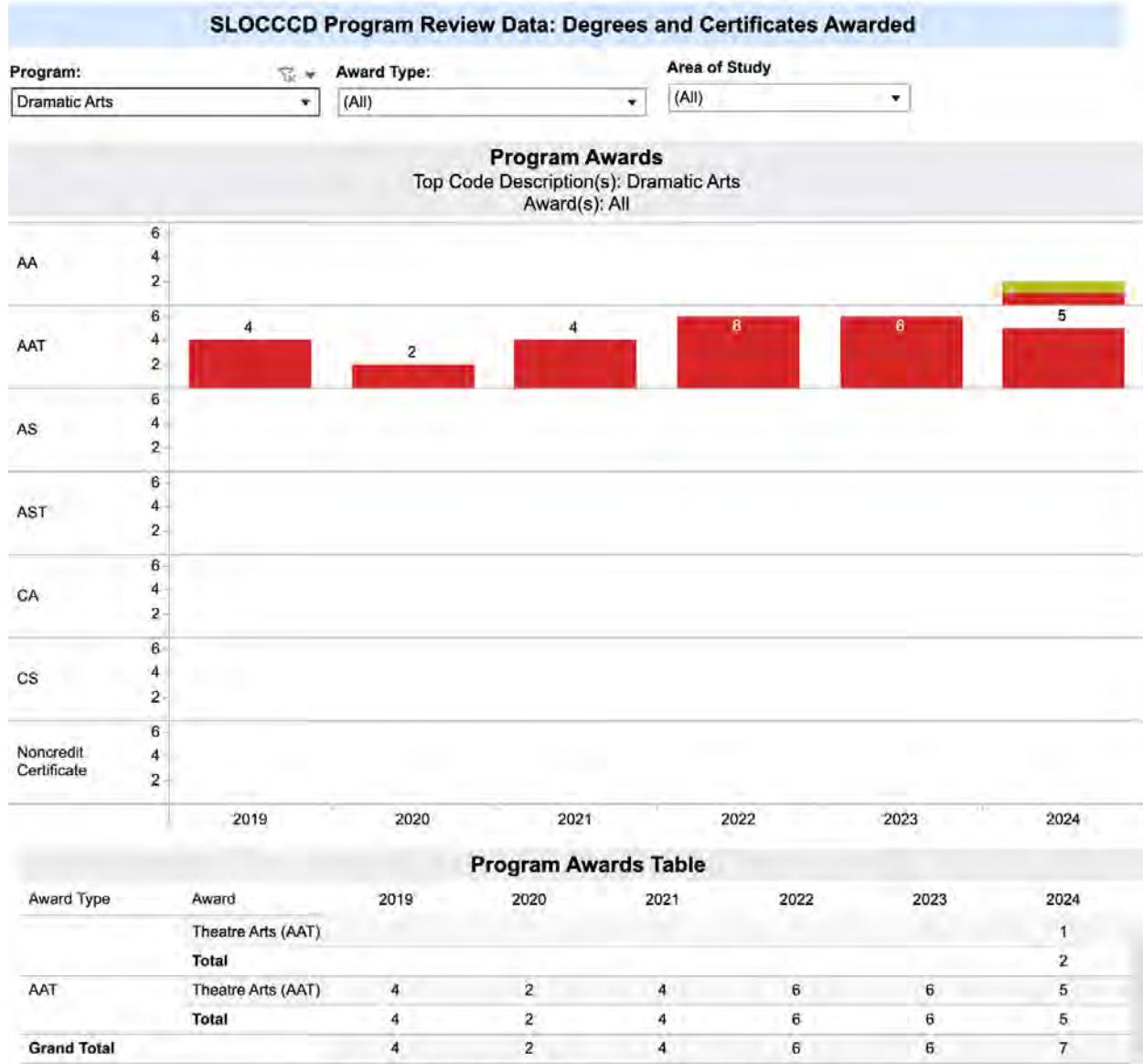
Successful Course Competition by Modality Table - Drama

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	80.43%	83.75%	90.34%	100.00%	77.78%	85.42%	83.33%
	Total Depart..	184.0	160.0	151.0	11.0	81.0	144.0	114.0
Online Modality	Department S..	61.63%	58.95%	72.34%	67.29%	67.06%	58.17%	69.70%
	Total Depart..	86.0	95.0	210.0	271.0	172.0	153.0	165.0

The loss of Richard Jackson negatively impacted student retention as students were unable to perform in the theatre, take technical theatre classes and see other students perform in our spaces. There is an insignificant difference between campus wide statistics and theatre's. The Face-to-Face modality (83.33%) is significantly higher than the overall college statistic of 79%. The statistics for the Theatre program's DE modality classes continue to improve as new JEDI strategies are integrated (70%).

E. Degrees and Certificates Awarded (Insert Data Chart)

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



The number of students completing an AA-T in theatre continues to grow remarkably given the number of required courses decreased. 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)

Measure Names

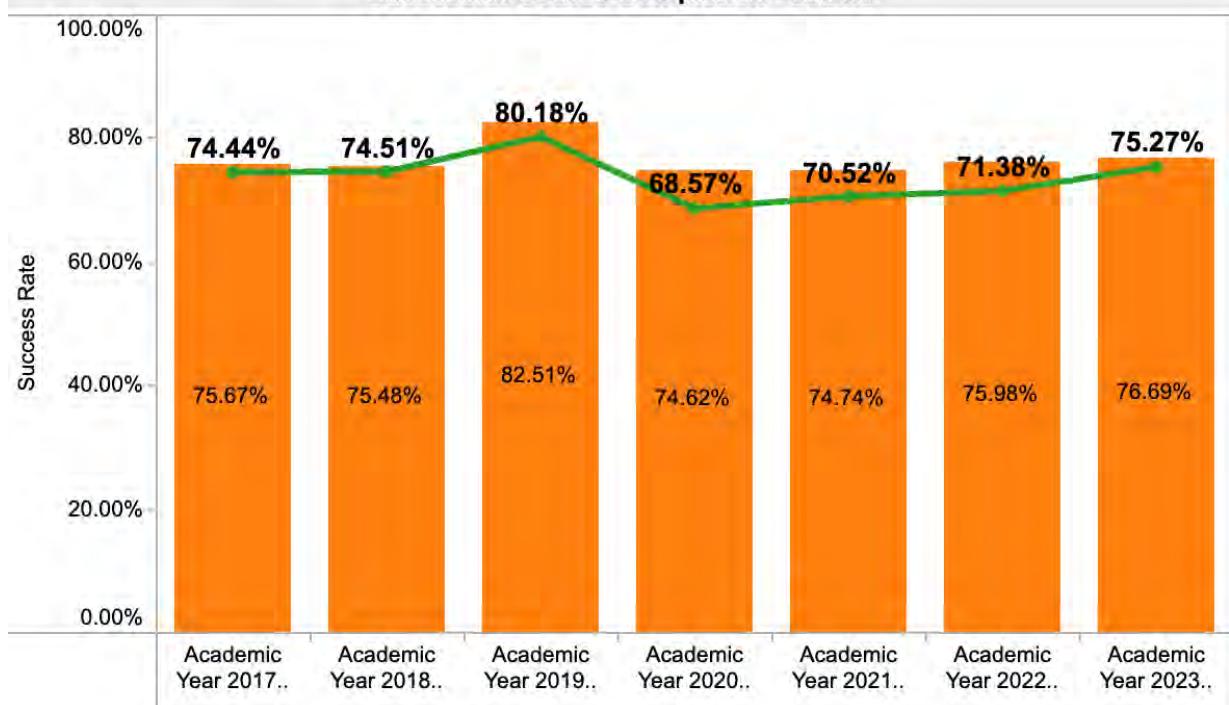
Department Success Rate

Overall College Success ...

COURSE

(All)

Successful Course Completion - Drama



Drama Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	74.44%	74.51%	80.18%	68.57%	70.52%	71.38%	75.27%
Total Enrollments	270	255	361	282	253	297	279

Little discrepancy between the college and the program. Clearly we continue to work on improving student completion statistics.

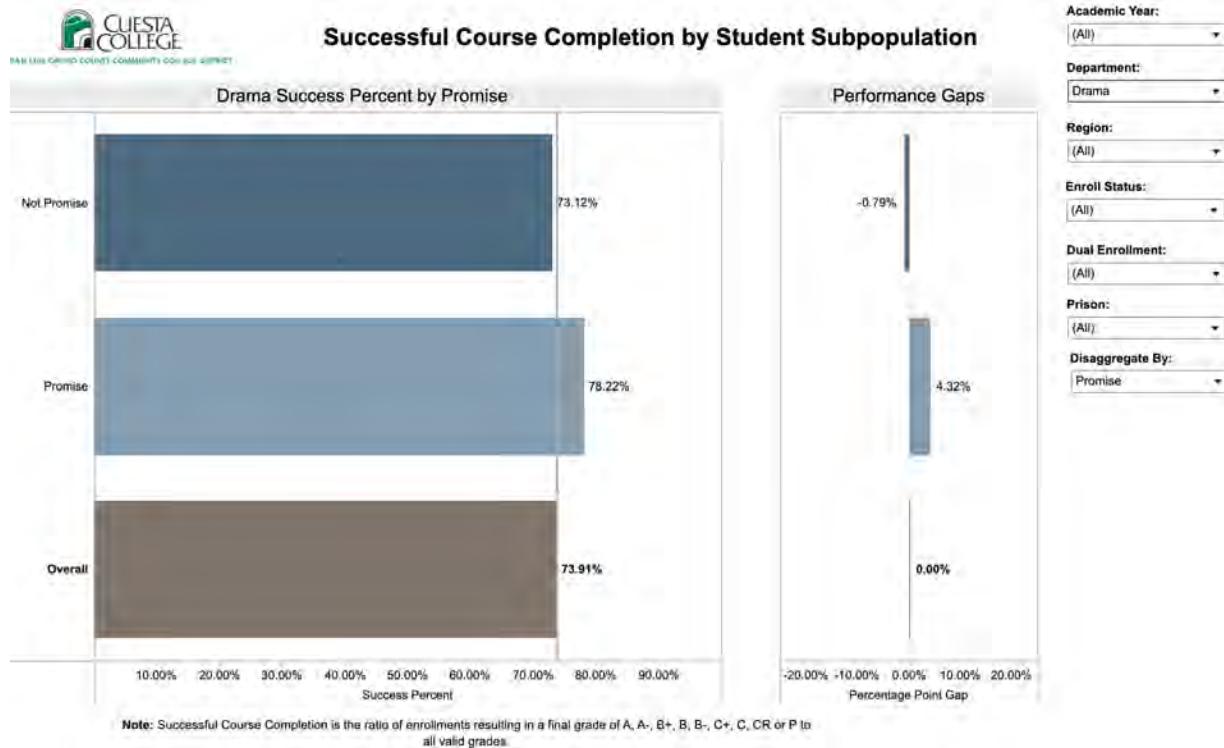
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

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- 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?



Students from local high schools are coming to Cuesta College's Theatre Program after seeing one of our mainstage productions and/or being part of one of our many outreach projects. We have a marked difference of 8% over the college as a whole in Promise student success rate.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year

calendar of the Curriculum Review Worksheet.

NONE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first box of the first row of the table.

Program of Study OR Prefix	Past Due Date for Modification	Re-scheduled date for	Completed (yes or

and Course #		modification	no)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

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.

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 and addressing equity gaps

Faculty are now participating in the Central Coast Highschool Theatre Festival and touring 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.

We have 4 new part time faculty members and a full time Technical Director this will and already has created a vibrant dynamic in the program

B. Anticipated changes in curriculum, scheduling or delivery modality

Most course offerings are now offered as short term classes allowing students to fill openings in their schedule $\frac{1}{2}$ way through the semester with another theatre offering.

C. Levels, delivery or types of services

D. Facilities changes

E. Staffing projections

F. Other

Facilities hired a Technical Director for the Theatre Program. This person is not equipped to serve the theatre program as a designer. Now there is over 5000 dollars of expenses needed to pay someone to design a theatrical element. Where does that money come from? It is not the job of the faculty to beg community members to contribute to an expense made by the college's error.

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		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> 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.