

# **CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW FOR 2025**

**Program Technical Theater      Program Planning Year: 2025      Unit: Technical Theater**

**Cluster: Creative Arts, Humanities, and Communication**

**Last Year of CPPR/Voc. Ed Review: None**

**INSTRUCTIONS:** CTE programs will complete and submit the below Two-Year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

## ***California Ed Code 78016***

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand.
2. Does not represent unnecessary duplication of other manpower training programs in the area.
3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

A. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.

B. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

C. This section shall apply to each program commenced subsequent to July 28, 1983.

D. A written summary of the findings of each review shall be made available to the public.

**NARRATIVE:** Review your CTE program according to the following three prompts with analysis of [data provided by the State](#).

If assistance is needed to retrieve data, please contact your Instructional Dean.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

**I. Meets a documented labor market demand, [data provided by the State](#).**

SOC Code <sup>[2]</sup>	Occupational Title <sup>[3]</sup>	Base Year Employment Estimate 2020 <sup>[4][5]</sup>	Projected Year Employment Estimate 2030	Numeric Change 2020-2030 <sup>[6]</sup>	Percent-age Change 2020-2030
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	398,100	468,200	70,100	17.6%
27-1000	Arts and Design Workers	136,800	154,600	17,800	13.0%
27-2000	Entertainers and Performers, Sports and Related Workers	94,600	116,900	22,300	23.6%
27-1027	Set and Exhibit Designers	3,000	3,100	100	3.3%
27-3000	Media and Communication Workers	102,600	117,900	15,300	14.9%
27-3099	Media and Communication Workers, All Other	6,100	7,300	1,200	19.7%
27-4000	Media and Communication Equipment Workers	64,000	78,000	14,800	23.1%
27-4098	Lighting Technicians and Media and Communication Equipment Workers, All Other	7,300	8,700	1,400	19.2%

The Arts, Design, Entertainment, Sports, and Media occupational group (SOC 27-0000) in California is projected to experience a 17.6% growth from 2020 to 2030, adding 70,100 jobs as employment rises from 398,100 to 468,200. This data reflects a well-documented labor market demand in California as of 2025.

Among key subcategories:

- Arts and Design Workers (SOC 27-1000) will grow by 13.0%, adding 17,800 jobs (from 136,800 to 154,600).
- Entertainers and Performers, Sports, and Related Workers (SOC 27-2000) will see

a 23.6% increase, gaining 22,300 jobs (from 94,600 to 116,900).

- Media and Communication Workers (SOC 27-3000) are projected to grow by 14.9%, adding 15,300 jobs (from 102,600 to 117,900).
- Media and Communication Workers, All Other (SOC 27-3099) will expand by 19.7%, contributing 1,200 new jobs (from 6,100 to 7,300).
- Media and Communication Equipment Workers (SOC 27-4000) will see a 23.1% increase, with 14,800 additional jobs (from 64,000 to 78,000).
- Lighting Technicians and Media and Communication Equipment Workers, All Other (SOC 27-4098) are expected to grow by 19.2%, adding 1,400 jobs (from 7,300 to 8,700).
- Set and Exhibit Designers (SOC 27-1027) will see a modest 3.3% growth, increasing employment by 100 jobs (from 3,000 to 3,100).

These projections of steady growth highlight the robust demand for professionals in creative and media-related fields, particularly in entertainment, media production, and digital communication roles. With California continuing to lead the field in creative industries and entertainment, there is a specific need to continue to train and prepare our students to meet the ever-expanding job market. The Technical Theater program supports and aligns with the region's workforce needs by thoroughly preparing students to thrive in these high demand jobs.

## **II. Does not represent unnecessary duplication of other manpower training programs in the area.**

California has long been, and continues to be, one of the largest hubs for the entertainment industry, with a rapidly expanding job market in theater, entertainment, media, and communications. The demand for skilled technicians in these fields consistently exceeds the available trained workforce. As new technologies and techniques continue to be integrated into the industry, the need for highly trained professionals capable of leveraging these advancements is increasing.

Although more than 20 technical theater programs are listed on the Labor Market Information website, the significant demand for specialized skills, combined with the geographic dispersion of these programs from Cuesta College, highlights the need for additional, innovative training opportunities at the local level. To address this, Cuesta Colleges' Technical Theater program is actively updating its equipment to include state-of-the-art 3D printers, CNC machines, laser cutters, and the supporting technology necessary to operate these tools. By incorporating these cutting-edge resources, Cuesta Colleges' Technical Theater department remains at the forefront of industry standards, ensuring that students develop relevant, in-demand skills that are highly valued in the field.

The curriculum has been designed to provide comprehensive training in a broad range of technologies and techniques specific to the technical theater industry, which encompasses a diverse array of career opportunities. This holistic approach cultivates graduates who are well-prepared for the future, equipped with expertise in design, communication, creativity, critical thinking, and hands-on experience. These competencies are essential for meeting the evolving demands of employers in the entertainment and media sectors.

While this program is still in its early stages and has yet to undergo formal review, the Technical Theater program remains committed to continuously updating its equipment, methodologies, and pedagogical approaches to not only meet but exceed industry standards. The goal is to provide an accessible, dynamic, and forward-thinking education that accommodates the diverse needs of the student population. The distinctive nature of technical theater ensures that this program does not duplicate existing training initiatives but rather complements and enhances learning opportunities across related disciplines.

**III. Is of demonstrated effectiveness as measured by the employment and completion success of its students, [Core Indicator Reports \(Summary by TOP code\)](#)**

As outlined below, Core Areas 1–3 at the District level exceed state-wide benchmarks. Core 1 (Skill Attainment) for the District is 100%, compared to the state average of 90.47%. Core 2 (Completions) is also 100% at the District level, surpassing the state-wide rate of 92.35%. Similarly, Core 3 (Persistence) stands at 100% for the District, significantly higher than the state average of 84.95%. Core 4 (Employment) data is not available, likely due to a significant number of students transitioning to four-year universities or enrolling in larger technical theater programs upon completing the Technical Theater CTE program.

Moving forward, we are committed to enhancing our data collection and tracking methods to better capture employment outcomes. We will explore innovative approaches to gather and analyze this information effectively. Our primary objective is to provide students with equitable access, comprehensive support, and the necessary resources to foster their academic and professional success. By equipping students with the skills and knowledge required for the evolving and expanding field of technical theater, we strive to prepare them for meaningful careers and active contributions as professionals in the industry.

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**PERKINS IV Core Indicators of Performance by Vocational TOP Code**  
**Indicators for 2020-2021 Fiscal Year Planning**  
**Summary by College for: CUESTA - SAN LUIS OBISPO**

**To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.**

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
⊕ 01	AGRICULTURE AND NATURAL RESOURCES	25.00	100.00	100.00	33.33	75.00	75.00
⊕ 02	ARCHITECTURE AND RELATED TECHNOLOGIES	93.10	100.00	93.10	40.00	27.59	32.00
⊕ 05	BUSINESS AND MANAGEMENT	85.62	97.42	94.50	73.91	52.21	55.39
⊕ 06	MEDIA AND COMMUNICATIONS	84.78	96.88	95.65	100.00	25.93	27.78
⊕ 07	INFORMATION TECHNOLOGY	97.30	97.87	91.89	55.56	9.46	8.16
⊕ 08	EDUCATION	95.00	87.50	90.00	75.00		
⊕ 09	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	91.23	85.23	88.30	82.29	6.44	7.45
⊕ 10	FINE AND APPLIED ARTS	100.00	85.19	90.48	86.67	50.00	47.62
⊕ 1005	COMMERCIAL MUSIC	100.00	100.00	100.00	100.00	28.57	68.67
⊕ 1006	TECHNICAL THEATER	100.00	100.00	100.00			
⊕ 1030	GRAPHIC ART AND DESIGN	100.00	88.89	92.86	80.00	55.17	44.44
103000	GRAPHIC ART AND DESIGN	100.00	88.89	92.86	80.00	55.17	44.44
⊕ 1099	OTHER FINE AND APPLIED ARTS	100.00	60.00	50.00	100.00		
⊕ 12	HEALTH	62.26	99.23	94.27	93.52	26.78	25.84
⊕ 13	FAMILY AND CONSUMER SCIENCES	80.16	96.14	94.95	59.35	7.50	9.05
⊕ 14	LAW	100.00	100.00	96.88	80.00	15.63	21.43
⊕ 16	LIBRARY SCIENCE	85.71	100.00	83.02	76.67	10.71	6.98
⊕ 21	PUBLIC AND PROTECTIVE SERVICES	87.59	98.85	96.35	50.91	45.33	46.94

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - ( 2017- 2018)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - ( 2017- 2018)

Core 3 - Persistence in Higher Education: 91.00% Performance Goal - ( 2017- 2018)

Core 4 - Employment: 73.23% Performance Goal - ( 2017- 2018)

Core 5 - Training Leading to Non-traditional Employment: Greater than 23.93% Participation & 28.02% Completion - ( 2017- 2018)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office,  
 UC Office of the President, 2000 Census, Student Loan Clearing House

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**Summary Core Indicators by TOP Code - Report**

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**PERKINS IV Core Indicators of Performance by 4-digit Vocational TOP Code**  
**Summary Detail Report for 2020-2021 Fiscal Year Planning**

**CUESTA COLLEGE**

**1006 Technical Theater**

	<b>Core 1 Skill Attainment</b>			<b>Core 2 Completions</b>			<b>Core 3 Persistence</b>		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	100.00	3	3	100.00	1	1	100.00	3	3
Female	100.00	1	1				100.00	1	1
Male	100.00	2	2	100.00	1	1	100.00	2	2
Non-traditional									
Displaced Homemaker									
Economically Disadvantaged	100.00	3	3	100.00	1	1	100.00	3	3
Limited English Proficiency									
Single Parent									
Students with Disabilities	100.00	1	1				100.00	1	1
Technical Preparation									
District	100.00	3	3	100.00	1	1	100.00	3	3
State	90.47	5,774	6,382	92.35	3,573	3,869	84.95	5,398	6,354

  

	<b>Core 4 Employment</b>			<b>Core 5a NT Participation</b>			<b>Core 5b NT Completion</b>		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total									
Female									
Male									
Non-traditional									
Displaced Homemaker									
Economically Disadvantaged									
Limited English Proficiency									
Single Parent									
Students with Disabilities									
Technical Preparation									
District									
State	72.89	1,457	1,999						
				0	0				
							0	0	

**The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.**

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2017-2018)  
Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - (2017-2018)  
Core 3 - Persistence in Higher Education: 91.00% Performance Goal - (2017-2018)  
Core 4 - Employment: 73.23% Performance Goal - (2017-2018)  
Core 5 - Training Leading to Non-traditional Employment: Greater than 23.93% Participation & 28.02% Completion - (2017-2018)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office,  
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