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Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.



Dept - (CA) Dance and Theater



2019-20 Annual Program Review Update Submitted By: Daniel Smith

APRU Complete for: 2019-20

Program Mission Statement: Our classes promote physical health, and mental wellness. Our productions use words, images and movement together, to create expressive theatrical performance experiences that stimulate critical thinking, and are progressive and transformational for our students and community.

The Dance/Theatre Department's mission supports the core competencies of the college in many ways, including the following:

1. Communication and expression – Students learn how to connect and communicate with audiences in creating performances for the stage, and learn how others do so in non-performance classes.
2. Information literacy – Students learn to critically evaluate visual and verbal communications in various formats.
3. Physical/mental wellness and personal responsibility – the classes promote physical health and mental awareness through learning how to exercise and move the body.
4. Civic capacity for Global, cultural, social and environmental awareness – students learn cultural diversity from the artistic expression of their own and other cultures.
5. Critical thinking - In productions the students use words, images and movement together to create expressive theatrical performance experiences that stimulate critical thinking.

The Program Learning outcome for Dance is "Students will demonstrate awareness of their body movement."

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Personal Enrichment

I.B.1 Number Certificates of Achievement Awarded: 0

I.B.2 Number Certif of Achievement-Advanced Awarded: 0

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 0

I.B.4 # AA and/or AS Degrees Awarded: 0

I.B.5 Trends in # Degrees Awarded: Not applicable; no awards offered

I.B.6 Strategies to Increase Awards: Not applicable; no awards offered






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I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes

Metrics: Not applicable

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: Not applicable

I.D.1 Academic Services & Learning Resources: #Faculty served: Not applicable

I.D.2 Academic Services & Learning Resources: #Students served: Not applicable

I.D.3 Academic Services & Learning Resources: #Staff Served: Not applicable

I.E.1 Full time faculty (FTEF): 2.1

I.E.2 #Student Employees: None

I.E.3 Full Time Load as a %: Dance – 92.8% Theater - 0% Note: reorganization in 2019-2020 has changed the above figures to 100% for Dance and approximately 92% for Theater Arts.

I.E.4 # Staff Employees: None

I.E.4 #Staff Employees: 0

I.E.5 Changes in Employees/Resources: There has been no change in employees and resources.

Students do not have tutoring support outside of that provided by instructors.

Students have supported themselves by forming active dance clubs to practice and rehearse for outside performances.

Staff and independent contractor help is provided by the Campus Facilities Rental Coordinator. Lighting and sound designers work with students and instructors to help students and instructors create the productions in the VPAC.

II.A Enrollment Trends: Dance - From 2016-17 to 2018-19 the census enrollment declined from 1121 to 835, a decrease of 25%. This has declined further in the 2019-20 academic year due to the elimination of sections after the transfer of the second full time faculty member to Theater. However, there are high fill rates in Dance classes. In order to increase enrollment more sections can be added.

Theater- From 2016-17 to 2018-19 the census enrollment declined from 373 to 331, a decline of 11.3%. However, during the first two quarters of the 2019-20 academic year total enrollment has been 240, which if extrapolated to spring would provide an increase to 360 students (an increase of 8.1%).

II.B Overall Success Rate: Dance success rates have climbed from 87% in 2016-17 to a current 2019-20 average of 93%.

Theater success rates during this same time have decreased slightly, from 84% to 81%.

The factors influencing these changes are uncertain. In order to increase success rates both programs are seeking to engage students with

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increased productions and a continued creative freedom in choosing material for those productions.

II.C Changes Imposed by Internal/External Regulations: The Dance FTEF formerly taught by the second full time and multiple part time faculty was removed. The limitation of FTEF in Dance severely curtailed course offerings.

Conversely, the full-time faculty member from Dance was transferred to Theater, which left only one part time assignment rather than three. The lack of diversity in course offerings, and the lack of new classes written by faculty, will limit the ability to write certificates and allow for completers in each area. This will be especially noticeable when the state's Student Centered Funding Formula is implemented in 2022.

III.A Program Success: The Dance program has encouraged and supported the Korean Pop and the GRAND (Generosity-Respect and Nurturing of Dancers) dance clubs. These student groups would otherwise have no place to practice or a venue to perform in.

The Theater program has begun performances of class projects in the VPAC, allowing those who have not had a chance to perform in a professional theater the opportunity to do so.

III.B Enrollment Trends - Equity Lens: The percentage enrollment of African American, Latinx, Filipinx, and Pacific Islander students is the same as the district-wide figures, with slight variations below (in Dance) and above (in Theater) for Latinx students. The trend appears to reflect the appeal of these performance art forms to all groups in equal measure.

III.C Success, Non-Success and Withdraw Rates: In Dance African American (-11) and Foster Youth (-12) had lower success rates, while Native American and Pacific Islander students succeeded at a rate 13 points higher. In Theater only Foster Youth are well below the average (-20), although this reflects data from only three enrollments. Pacific Islanders and Veterans perform well above the average (+13), although this is also based upon a small number (4-6) of credit courses. A better sample are students with disabilities, who enrolled in larger numbers and achieved success rates 5% above the 87% average.

Thus, it appears that Foster Youth consistently need help, and referrals to counseling and other support should be made. The success rate in Dance for African Americans can also be helped by referrals and counseling. Low income students are 5 points below the average, and similar efforts can be made for them.

III.D Equity Planning and Support: Counseling for students to help them, ideally with a dedicated counselor who can come to them is requested.

III.E Departmental Equity Planning and Progress: The following resources would help:

- Professional Development

Have a session on Canvas course site creation. This would allow access for those who need extra time to absorb material due to language barriers,

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learning disabilities, and other needs.

Hold a class on Students with Disabilities, which would include how to increase accessibility for students.

- Enhanced support for students

Improve transfer and graduation rates for disproportionately impacted students by providing Counseling and referrals to other resources for

students, especially special populations such as Foster Youth, Veterans, African Americans, and more.

- Best Practices – Learn how to assist students working in groups and engendering collaboration amongst students.
- Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: 58.6% of courses have been assessed.

IV.B Assessment Planning: Assess the following courses:

DANC 22K, DANC 22L, DANCE 22M
THEA 1, THEA 80A, THEA 80B

V.A Budget Trends: Budget reductions have severely impacted the program with number of full-time faculty in Dance going from 2 to 1, and the FTEF limited to that of the remaining full-time instructor. The impact has limited the program and its ability to serve students. The program offers only three different courses per quarter, precluding multiple subjects including Hip-Hop and Modern Dance that are not taught by the sole professor. The annual load limit has also cut the number of sections of DANC 38A, a class that is normally full.

V.B Funding Impact on Enrollment Trends: Enrollment is down due to the number of sections being cut. This has increased productivity, since a higher percentage of each class is now full. However, the supply of classes is lower than the demand.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): A vacancy will occur when the remaining full time Dance instructor retires in June 2020, leaving the program with no full-time faculty members. Since public performance is a basic expectation for training in this discipline, and part time faculty will not have the production of such performances as a part of their teaching load, it is anticipated that this would leave the students unprepared for transfer or further study.

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s)::

V.E Equipment Requests: No Equipment Requested

V.F Facility Request: See Spreadsheet

V.G Other Needed Resources: No "other" resources requested



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V.H.1 Staff Development Needs: Courses in Canvas Course Site Creation and Student Success and Retention

V.H.2 Staff Development Needs Justification: The goal of increasing student success can be addressed by working to retain students who withdraw (5% for Dance, 10% for Theater) and those who do not pass the course (4% and 7% respectively) by informing them of the expectations of the course (through the course), providing resources for referral and assistance (using the same method), and having instructors learn new methods of retaining students and helping them succeed.

V.I Closing the Loop: We plan to look at the retention and success rates of all classes, and stacked courses in particular, to see if they improve. This will be coupled with student surveys to see if students felt they were supported and able to do their best, as well as any further improvements they would like to see.

Last Updated: 02/07/2020

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