De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 20, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Dance and Theater |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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 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? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal enrichment |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. If you do not offer Certificates of Achievement please state “none offered”. | None offered |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. If you do not offer Certificates of Achievement” please state “none offered”. | None offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. If you do not offer Associate Degree Transfer, please state “none offered”. | None offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None offered |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | Not applicable |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | No awards are offered, and the faculty have not proposed the creation of Dance or Theater awards. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. | Not applicable |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. | Not applicable |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. | Not applicable |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. | Not applicable |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. | Not applicable |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | There is one FT faculty member who teaches in both Dance and Theater.  Dance: 1.0  Theater: 1.3 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | None |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | Dance: 63.2%  Theater: 40.7% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | None |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | The support of the Video Engineer supervised by the Instruction office is critical to conducting the Acting for the Camera class. This staff member supports faculty and students in setting up and maintaining the technology.  Dance shows have not been offered due to the pandemic, but when it becomes possible to offer them once more the continued support of the Campus Facilities Coordinator is crucial. Department B budget resources can pay for lighting and sound technician needs. Theater might also need this support if shows are offered in the theater. This support provides an elevated learning experience for students.  Other instructional support has not been requested. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Dance - Between 2017-18 to 2020-21 the census enrollment declined from 930 to 462. Most of this decline occurred in the 2019-20 academic year due to the elimination of sections after the retirement of the second full time faculty member. However, enrollment increased in 2020-21 (during the pandemic). The productivity rate is 677, the highest in the division. Enrollment has only declined when fewer classes were offered, thus offering the possibility of increasing enrollment by offering more sections again.  Theater– From 2017-18 to 2020-21 the census enrollment declined from 390 to 342. This is a smaller decline than the college average. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | Dance – When compared to the college percentage African-American enrollment is 6% (2% higher), Latinx is 23% (just below), while Filipinx and Pacific Islander are the same.  Theater – When compared to the college percentage African-American enrollment is 5% (1% higher), Latinx is 30% (5% higher), and Filipinx is 1% lower, but no Pacific Island students were enrolled.  In Dance the Hip Hop class has been a success, and when combined with the coverage of African and urban dance in the DANC 38A lecture course the program can not only encourage enrollment by African-American students but also provide an appreciation for these cultures. We plan to continue offering Hip Hop as often as possible.  In both Dance and Theater the freedom to explore texts and creative performance in a way that expresses people’s unique ethnic and cultural background may be contributing to the higher enrollment of these groups.  Most classes are taught by faculty who are African-American or Latinx, so the instructor is diversity is high. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Dance success rates declined during the pandemic from 87% in 2018-19 to the current 2020-21 average of 84%.  Theater success rates during this same time have decreased from 87% to 77%.  The factors influencing these changes are uncertain, but during this time period the pandemic forced all classes online. Since in-person instruction is crucial to these performance-based disciplines the inability to teach in person has likely hampered student success.  Classes have increasingly been held in person, and it is anticipated that this will result in better success rates. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Dance:   * The success rates for the 20 African-American students demonstrated the largest gap, 19%. This was higher in the online courses (22%). * Conversely, the Latinx gap increased from 5% to 11% when using online delivery. * Low income students had an 18% gap, which was lower in the online courses (13%). * Filipinx students scored higher than the average regardless of course delivery format.   Theater:   * The success rates for the 18 African-American students demonstrated the largest gap, 23%. The gap was smaller in online courses (17%). * Low income students had an 11% gap, which was lower in the online courses (8%). * Latinx students have a 2% gap, but their success rate rises to 4% above the average in online courses. * Filipinx students score well above the average whether in general (14%) or online (10%).   Clearly efforts need to be made to help African-American and low income students succeed. The instructors will work with the Dean to address this. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | The limitation of FTEF in Dance and Theater has severely curtailed course offerings. During the pandemic the Dance Production class could not be offered, so the FTEF was used to maximize enrollment by offering activity courses. It is hoped that the District will allow more FTEF to be used to offer Dance Production and other classes once more that can only be held on campus. When combined with the limitations of the recent return to campus agreement and an instructor accommodation it is not possible to offer all of the course offerings in person for both Dance and Theater.  The lack of diversity in course offerings, and the lack of new classes written by faculty has limited the ability to write certificates and allow for completers in each area. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | The Korean Pop and the GRAND (Generosity-Respect and Nurturing of Dancers) dance clubs were supported by providing rehearsal space and by being included in the dance concerts each quarter. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | Prior to the pandemic the Dance program 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. It is hoped that this can resume in the next year.  Prior to the pandemic the Theater program began performing 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.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Counseling for students is requested. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | The following resources would help:   * Professional Development: Hold a class on Students with Disabilities that would include how to increase accessibility for them. * 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. * Departmental Collaborations – Offer a joint Dance and Theater show. * Best Practices – Learn how to assist students working in groups and engendering collaboration among students. * Build on and broaden our existing relationships in the high schools and within the community to improve the college readiness of entering new students |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022. | The requested enhancements in Dance mostly involved practicing or performing outside of class, but these activities have been restricted by the pandemic.  In Theater more in-class script work and daily improvisational work was incorporated due to SLO data for THEA 20ABC Acting. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | 58.6% of courses have been assessed. This is largely due to the inability to offer courses due to FTEF limitations.  Only two classes are currently being held: DANC 22KLM (Ballet) and DANC 38A (Appreciation of Dance). These can be assessed.  THEA 1 (Appreciation of Theatre) and THEA 80AB (Acting for the Camera) can be assessed. The other courses can be assessed when they are next offered. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students. | The inability to offer Dance productions during the pandemic, or hold in-person classes during the first year, has limited expenditures. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | While monies are available for the department the limitation on the number of classes that can be offered has restricted overall enrollment capacity. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | None needed |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | Not applicable |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None needed unless vacancy |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | Not applicable. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | Boxes and blocks for class use.  Furniture: bench, table, 4 chairs for class use. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Storage space for Theater props.  The new Creative Arts building should have a 100-seat black box theater. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Online teaching resources ($230): annual National Theater at home, Broadway HD subscriptions. These can be used in all Theater classes.  Annual subscription to TBA-Theatre Bay Area ($100): Provides students with career information and opportunities, and can be used in all Theater classes. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | None |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | NA |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | The last five years have been dominated by first personnel changes due to the loss of a FT faculty member followed by the move online necessitated by the pandemic. Success has been measured in the increasing enrollment and productivity for Dance and the resurgent enrollment in Theater as classes have returned to campus.  We plan to measure future success by the increase in student success due to better access to teaching resources, a variety of classes, and performance opportunities. |
|  | Submitted by: | APRU writer’s name | Daniel Smith |
|  | Last Updated: | Give date of latest update | 5/26/22 |