**Program Efficacy Report
Spring 2011**

**Name of Department**: Theatre Arts\_Dance

**Efficacy Team: Damon Bell, Caleab Losee, Rocio Delgado**

**Overall Recommendation (include rationale): Conditional**

**Next Report: Efficacy Update, Spring 2012**

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| **Although the document could have answered the questions more directly and with more specificity, it is clear the Theater Arts/Dance programs are meeting the needs of the students, faculty, staff, and community. Though massive cuts have been levied on Dance, it does not mean planning should be shelved. However, linking Theater and Dance classes to appeal to a broader range of students, as well as making the best out of a bad situation, seems to be working. Furthermore, looking at alternative spaces on campus to accommodate Dance classes, including wheelchair accessible rooms, shows that plans are being made to accommodate students, even during such economical hardships.** **Furthermore, The allocation of $3 million will help them to expand their programs. Our overall recommendation is continuation.** |

| **Strategic Initiative** | **Institutional Expectations** |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** |
| ***Demographics*** | *The program does not provide* *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population*  | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.**If indicated, plans or activities are in place to recruit and retain underserved populations.* |
| **Efficacy Team Analysis and Feedback: MEETS – The document identifies a number of demographical variances. Although the document provides limited analysis of the higher percentages of women, citing that it “reflects the historical gender breakdown of participation in community dance programs,” it notes that these numbers are “commensurate” with the college’s demographical statistics. The document also identifies that the programs serve a higher percentage of Hispanic and Black students, which is also commensurate with the college’s demographics, while it also serves a lower percentage of disabled students, citing that this is due, in part, to wheelchair accessibility issues. Plans are being made to offer classes in alternative classrooms as well as offering night classes to accommodate more students.** |
| ***Pattern of Service*** | *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.* *If indicated, plans or activities are in place to meet a broader range of needs.* |
| **Efficacy Team Analysis and Feedback: MEETS – Document cites that the Dance program has been cut from 4-5 classes to just 2 and that these courses are offered only in the morning and afternoon on weekdays. However, the document also states that it has linked some Theater Arts and Dance classes to broaden availability. These courses are offered as part of the musicals. Theater Arts courses are being taught weekdays, weekends, morning and evening. Also, Dance plans to offer classes in the new music hall NHR 164 and is looking to broaden enrollment by expanding hours.** **Adding two technicians to the theater program is helping to serve a larger community of users.**  |
| **Part II: Student Success** |
| ***Data demonstrating achievement of instructional or service success*** | *Program does not provide an adequate analysis of the data provided with respect to relevant program data.* | *Program provides an analysis of the data which indicates progress on departmental goals.* *If applicable, supplemental data is analyzed.*  |
| **Efficacy Team Analysis and Feedback: DOES NOT MEET – Document does not analyze data or narrative from EMP nor does the program provide departmental goals. However, efficacy form does not ask for goals but the rubric does. Either way, this document provides neither.**  |
| ***Student Learning Outcomes*** | *Program has not submitted student learning outcomes for all courses certificates or degrees. Does not have a three-year plan on file.**Program has not analyzed assessment results and implemented changes where appropriate.* | *Program has submitted student learning outcomes for all courses certificates or degrees. Program has a three-year plan on file.**Program has analyzed assessment results and implemented changes where appropriate* |
| **Efficacy Team Analysis and Feedback: MEETS – Dance and Theater have both submitted SLO’s for all courses. Part of their 3 year plan is to fully assess the SLO’s, to fully link SLO’s to core competencies, and to include SLO’s on instructor’s syllabi. Both programs have not fully assessed their SLO’s as the document cites that “ELumen” failures have hindered their ability to do so. However, ELumen failures should not prevent identification and assessment of SLO’s.**  |
| **Part III: Institutional Effectiveness** |
| ***Mission and Purpose*** | *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |
| **Efficacy Team Analysis and Feedback: MEETS – These programs have missions that link clearly with the institutional mission, citing that they “provide quality education in Dance and Theater to a diverse community of learners.” The programs understanding of diversity includes, but is not limited to: Hispanics, African Americans, women, and students with disabilities.** |
| ***Productivity*** | *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |
| **Efficacy Team Analysis and Feedback: MEETS – Although the document ostensibly does not provide any data in this section showing that Dance is productive at an acceptable level, it does show that despite the massive cuts in the program that it is operating at a minimal level. Dance also cites that fluctuations in FTES is due to the “stacking” of classes. On the other hand, Theater Arts cites that an increase in FTES between 08-09 and 09-10 is a result of the “increased size of the casts in the musical theater productions” which also involves Dance courses as noted in this document’s “pattern of service” section. Therefore, Dance and Theater show that they are productive at an acceptable level.** |
| ***Relevance, Currency, Articulation*** | *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.* *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |
| **Efficacy Team Analysis and Feedback: DOES NOT MEET – Document states that 8 out of nine Dance courses and 16 out of 28 Theater courses have not been reviewed for nine years. Document also states that plans are in motion to update curriculum, citing a two month time frame for completion. However, as the document also states, many of the courses are “woefully” out of date. As a result, this section does not meet.** |
| **Part IV: Planning** |
| ***Trends*** | *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The programidentifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.*  |
| **Efficacy Team Analysis and Feedback: MEETS – Document notes that due to the state of the economy, the department has been asked to cut 35% of its courses. Program will offer 1 Dance and 3 Theater classes. However, we do not see a bad economy as a “major trend” in the field, though the document does try to provide a plan for it, looking at building these programs around certificates, awards, and degrees.**  |
| ***Accomplishments*** | *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |
| **Efficacy Team Analysis and Feedback: DOES NOT MEET – Theater and Dance cite that they are playing to their strengths by maintaining the musical theater production widely popular with students and the community, yet the document does not state how many musical productions they do, and how this constitutes a “substantial” accomplishment.**  |
| ***Weaknesses/challenges*** | *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |
| **Efficacy Team Analysis and Feedback: MEETS – Document states that their main weakness is that these programs have not focused on “certificates or degrees.” It also states that although interest in these programs are high and there are an array of classes available, lack of funding continues to hinder their offerings.** **Curriculum updates should have been listed as a weakness.** |
| **Part V: Technology, Partnerships & Campus Climate** |
|  | *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.* *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.* *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |
| **Efficacy Team Analysis and Feedback: MEETS – Theater was allocated $3 million to address questions of “safety, access, lighting, sound, availability, theatrical and dance opportunities.” The money has already been allocated. Although there were no specific references, the document states that Dance has frequently collaborated with outside troupes and programs, while both programs incorporate traveling performances and grade school invitations to attend musicals.**  |