Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Dance

Term/Year of Review: Fall 2020
Summary of Program Review:

The dance program has been organized around the new AA Dance local degree. This degree provides a comprehensive foundation in Dance. The Associate of Arts (AA) degree in Dance will provide knowledge and skills that can be applied to a variety of educational and vocational pathways. The new dance degree prepares students for CSU/UC transfer, independent, and/or out-of-state four-year institutions with four-year dance programs, and potential candidacy for graduate studies in Dance. It also provides continuous training and preparation for performance artist and preparation for teaching at a private studio. Professional preparation for Choreographer. Professional preparation for dance critic, dance manager, dance promoter, director of a dance company. Some examples of educational pathways are Performing Arts and Dance Sciences when supplemented with Theater Arts or Kinesiology curriculum. Examples of vocational pathways in Dance are: Supplemental degree for therapist/art therapist, studio owner or company director. We recognize we have work ahead of us to re-establish the momentum for the department and the program review will reflect this.

A. **Major Findings**
1. **Strengths:**

New dance degree. This new degree is a local AA in Dance in which students can personalize their electives to attain their goal; transfer, double-major (i.e. World Cultures and Dance, Theater and Dance, Dance and Art therapy with Psychology major, etc.), performance, dance physical therapy/science.

Two new GE "C" Humanities online theory courses: Dance Appreciation and Dance History. Asynchronous courses will appeal to and allow busy students to attain one of the GE requirements.

All curriculum has been updated to include hybrid and online options.

Creation of families of courses: allows for logical progression of skills, appeals to dancers that have trained outside of NVC who do not want to join at entry level, allows transfer students to keep training before they go on to complete their 4-year degree.

New technique offerings: World Dance, Contemporary Dance and Broadway Jazz. These new courses will rotate into the schedule one time every 4th semester, or may be used for specialized short-term semesters such as Summer or Winter Break. Allows dance students to expand their cultural understanding of dance and diversify their skills. Will be a great way to connect with existing student and community groups.

Current outreach: the annual dance degree has been effective at increasing visibility to the program and participation in Napa High School's dance day is assisting in networking.

Continuous advocacy for CSU transfer degree.

2. Areas for Improvement:

Outreach: -Work with counseling department to encourage students to declare major early and create marketing and incentivization at the program level to encourage students to declare major early and follow guided pathways educational plans. -Develop a plan to reach the numerous students that expressed interest in Dance in their CCCApply applications and NVC registration forms, -Work with or align with existing campus groups to foster intrinsic relationships that guide schedule build, -Work with Office of Academic Affairs to develop social media, marketing and promotional plans for courses and degree. -Create small specialized certificates of completion. An example would be a certificate for the aspiring dance studio owner/teacher and could include small business courses. - Work with Admissions department to encourage early enrollment during registration

3. Projected Program Growth, Stability, or Viability:

Stability to Viability: Plagues, tempests, fires, earthquakes and incendiary politics aside, the dance program is stable and poised to meet the demands of current and future students alike. The degree was approved in 2017, revised in 2019, and is continually developing. The first wave declared majors have graduated last spring. Curriculum is also evolving to address campus needs such as creating the much in-demand need for online courses that fulfill the C section of GE. To recap from above- The outlook for the next three years will involve marketing and outreach, strategic and judicious schedule builds, campus and local relationship-building and collaboration, and incentives and motivation for early declaration of the dance major.

B. New Objectives/Goals:

1. Work with counseling department:
   a.to encourage students to declare major early and create marketing and incentivization at the program level,
   b. to encourage students to declare major early and follow guided pathways educational plans,
   c. Identify ED plans for schedule courses at optimal times to garner larger enrollments,
   d. Connect with Transfer Center for TAGS, and
   utilize STARFISH program to also guide schedule build and reach perspective dance students.

2. Develop a plan to reach the numerous students that expressed interest in Dance in their CCCApply applications and NVC registration forms,

3. Work with, or align with, existing campus groups to foster intrinsic relationships that guide schedule build and garner interest in the dance program.

4. Work with Office of Academic Affairs to develop social media, marketing and promotional plans for courses and degree and to increase department visibility.

5. Create small specialized certificates of completion. An example would be a certificate for the aspiring dance studio owner/teacher and could include small business courses.

6. Organize data in one central location for department insight into changing program needs.
7. Work with facilities to ensure the new safety wall is installed between 601a and 601b as originally planned.

8. Improve media and recording capabilities for up-to-date assessments of dance students.

9. Continue to improve adjunct teaching pool for more diversified course offerings.

10. Work with adjunct dance faculty to promote the program and provide early intervention for declaring dance major and retention.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Dance
Degrees/Certificates	Dance: AA
Courses	DANS/PHYE/KINE-101
	DANS -127
	DANS-128/A/B/C/D
	DANS-129
	DANS-130
	DANS-132
	DANS-133
	DANS-134/B/D
	DANS-135/B/D
	DANS-136/B/D
	DANS-137A/B/D
	DANS-138/B/D
	DANS-140
	DANS-140C
	DANS-141
	DANS-142
	DANS/KINE-154
	DANS-160
	DANS-170
	DANS-199

Taxonomy of Programs, July 2020

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	327	259	271	-17.1%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
DANS/PHYE/KINE-101	15	15	11	-26.7%
DANS-128	68	32	54	-20.6%
DANS-128B	12	9	9	-25.0%
DANS-128D	8	3	2	-75.0%
DANS-133	24	14	--	-100%
DANS-134	13	8	8	-38.5%
DANS-134B	15	2	2	-86.7%
DANS-134D	2	3	2	0%
DANS-135	48	32	30	-37.5%
DANS-135D	13	5	4	-69.2%
DANS-136	23	13	18	-21.7%
DANS-136B	11	10	3	-72.7%
DANS-136D	1	2	2	100%
DANS-138	28	32	8	-71.4%
DANS-138B	10	8	3	-70.0%
DANS-138D	5	4	3	-40.0%
DANS-140	28	16	18	-35.7%
DANS-140C	14	6	3	-78.6%
DANS-141	12	14	--	-100%
DANS-142	--	--	7	--
DANS-160	105	112	148	41.0%
Within the Program	455	340	335	-26.4%
Across the Institution	36,115	32,545	33,102	-8.3%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Dance Program decreased by 17.1% over the past three years, while headcount across the institution decreased by 7.5%. Enrollment within the Dance Program decreased by 26.4%, while enrollment across the institution decreased by 8.3%.

Enrollment in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

*   Courses with enrollment increases:*
- *DANS-136D (100%)*
- *DANS-160 (41.0%)*

Course with enrollment decreases:
- *DANS-133 (-100%)*
- *DANS-141 (-100%)*
- *DANS-134B (-86.7%)*
- *DANS-140C (-78.6%)*
- *DANS-128D (-75.0%)*
- *DANS-136B (-72.7%)*
- *DANS-138 (-71.4%)*
- *DANS-138B (-70.0%)*
- *DANS-135D (-69.2%)*
- *DANS-138D (-40.0%)*
- *DANS-134 (-38.5%)*
- *DANS-135 (-37.5%)*
- *DANS-140 (-35.7%)*
- *DANS/PHYE/KINE-101 (-26.7%)*
- *DANS-128B (-25.0%)*
- *DANS-136 (-21.7%)*
- *DANS-128 (-20.6%)*

Among courses offered in two of the past three years, DANS-141 enrollments were relatively consistent, while DANS-133 enrollments decreased by 41.7% between 2017-2018 and 2018-2019.

*Note: While enrollments among concurrent courses are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.

Program Reflection:

Data would be more useful to group courses that are taught concurrently and combine headcounts. When course families are viewed collectively, a clearer picture emerges. Level 1, 2 and 3 are taught concurrently, and the progression of levels 2 & 3 will naturally be smaller and will be primarily dance majors. Dans 133, 141, 140c and all level D courses are more specialized to student's performance and/or career (pedagogy) goals and will also be smaller. The schedule build is such that not all courses are offered every semester, in some cases, every academic year. While this is economically prudent, it may not reflect well in the way data is currently collected. Traditionally, courses have been cut from the schedule long before the enrollment period ends, which impacts course offerings and may also reflect inaccurately in the data provided. Some unavoidable staffing issues have happened in the last 3 years. The dance department has only one FT instructor/coordinator who is responsible for outreach, organization, scheduling and "presence" for the program. (4 surgeries and radiation and a pre-scheduled sabbatical contributed to the loss of cohesion and momentum for the department.) Also, our popular Salsa class lost students when the instructor left mid-semester due to a bad injury in which she could not drive or teach for months. It is important that the facilities and equipment also be evaluated and updated to meet current needs, standards and most importantly, safety. The deterioration of the physical space of the program directly impacts enrollment negatively.

Late-start courses have been helping to increase headcount. We have created a four-semester schedule build plan that includes all courses necessary for dance students to complete the major.

2. **Average Class Size**

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
DANS-101	1	15.0	1	15.0	1	11.0	13.7	-26.7%
DANS-128/128B/128D	2	44.0	2	22.0	2	32.5	32.8	-26.1%
DANS-133	1	24.0	1	14.0	--	--	19	--
DANS-134/134B/134D	2	15.0	1	13.0	1	12.0	13.8	-20.0%
DANS-135/135D	2	30.5	2	18.5	2	17.0	22	-44.3%
DANS-136/136B/136D	2	17.5	2	12.5	2	11.5	13.8	-34.3%
DANS-138/138B/138D	2	21.5	1	44.0	1	14.0	25.3	-34.9%
DANS-140/140C	1	42.0	1	22.0	1	21.0	28.3	-50.0%
DANS-141	1	12.0	1	14.0	--	--	13	--
DANS-142	--	--	--	--	1	7.0	7	--
DANS-160	4	26.3	4	28.0	5	29.6	28.1	12.8%
Program Average*	18	25.3	16	21.3	16	20.9	22.6	-17.4%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files
Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:
<div align="center">

Total # Enrollments.

Total # Sections
</div>

It is not the average of the three annual averages.

Cross-listed and concurrent courses are reported as one observation.
- o DANS/PHYE/KINE-101 are reported as DANS-101.
- o DANS-128/128B/128D are reported as DANS-128.
- o DANS-134/134B/134D are reported as DANS-134.
- o DANS-135/135D are reported as DANS-135.
- o DANS-136/136B/136D are reported as DANS-136.
- o DANS-138/138B/138D are reported as DANS-138.
- o DANS-140/140C are reported as DANS-140.

RPIE Analysis:
Over the past three years, the Dance Program has claimed an average of 22.6 students per section. The average class size in the program has been lower than the average class size of 25.0 students per section across the institution during this period. Average class size in the program decreased by 17.4% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

> *Course with an increase in average class size:*
> - *DANS-160 (12.8%)*
>
> *Courses with decreases in average class size:*
> - *DANS-140/140C (-50.0%)*
> - *DANS-135/135D (-44.3%)*
> - *DANS-138/138B/138D (-34.9%)*
> - *DANS-136/136B/136D (-34.3%)*
> - *DANS-101 (-26.7%)*
> - *DANS-128/128B/128D (-26.1%)*
> - *DANS-134/134B/134D (-20.0%)*

Program Reflection:

We acknowledge the decreases in enrollment (both internal and external contributing factors.) With new plans for; outreach, OAA support for marketing and promotion of the degree, early intervention for undeclared majors, building relationships with department and community, provide information on a clear pathway for graduation, create social media presence, creation of certificates of completions, all-in support from faculty (the one fulltime instructor and all adjunct faculty) the program will regain its momentum. Working with administration, the faculty will examine and provide guidance for the tracking and analysis of concurrently listed classes. The statistics for class size should reflect global enrollment as they are combined, not as individual sections. Faculty will work with administration to adjust class size to reflect actual capacity. Faculty will continue to work to build average class size.

3. **Fill Rate and Productivity**

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2017-2018	455	610	74.6%
2018-2019	340	510	66.7%
2019-2020	335	470	71.3%
Three-Year Program Total	1,130	1,590	71.1%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTES	**FTEF**	**Productivity**
2017-2018	28.0	1.7	16.5
2018-2019	36.0	2.3	15.7
2019-2020	27.6	2.5	11.0
Three-Year Program Total	91.6	6.5	14.1
Source: SQL Enrollment and Course Sections Files			

> *RPIE Analysis: Fill rates within the Dance Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 71.1% to*

institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to the higher rate of decrease among enrollments). Between 2018-2019 and 2019-2020, enrollment remained relatively stable while capacity decreased, resulting in an increase in fill rate.

Productivity decreased from 16.5 to 11.0 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 14.1 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

*Note: Fill rates and productivity reported in the table do not include one Dance section offering in a summer term over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.

Program Reflection:

Fill rates are also affected by the way we evaluate concurrent courses, using a skewed capacity. Each course does not fill to 30 students, for example. The combination of the concurrent sections should be the criteria used for calculating fill rates. It is still imperative that the department look at course and time offerings to better meet student needs. Faculty will continue to work with counseling staff to promote enrollment in classes to improve fill rates. Faculty will also work to evaluate rosters earlier on in the semester to determine inactive students to improve productivity. In the past, the department's philosophy was that it was the student's responsibility to drop classes. After analysis, we realize this negatively impacts our production statistics. The department now requests faculty drop students after two weeks of non-attendance which will also preserve a stronger GPA for students.

4. Labor Market Demand

This section does not apply to the Dance Program, as it is not within the Career Technical Education Division.

B. Momentum
1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
PHYE-101	95.0%	X		90.0%	*X*	
DANS-101	68.4%		*X*	63.2%		X

Course	Retention			Completion		
DANS-128	75.5%		***X***	60.1%		***X***
DANS-128B	92.6%	X		81.5%	X	
DANS-128D	75.0%		X	75.0%	X	
DANS-133	76.3%		***X***	71.1%		X
DANS-134	86.2%	--	--	65.5%		X
DANS-134B	89.5%	X		78.9%	X	
DANS-134D	100%	X		83.3%	X	
DANS-135	87.0%	--	--	75.0%	X	
DANS-135D	86.4%	--	--	68.2%		X
DANS-136	92.2%	X		80.4%	X	
DANS-136B	91.7%	X		83.3%	X	
DANS-136D	100%	X		100%	X	
DANS-138	83.1%		X	66.2%		X
DANS-138B	100%	X		83.3%	X	
DANS-138D	100%	X		100%	***X***	
DANS-140	96.1%	***X***		90.2%	***X***	
DANS-140C	100%	***X***		100%	***X***	
DANS-141	80.8%		X	80.8%	X	
DANS-142	100%	X		85.7%	X	
DANS-160	87.7%	X		69.6%		X
Program Level	**86.4%**			**72.9%**		
Institutional Level	90.5%			76.3%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Dance Program was significantly lower than the rate at the institutional level. The retention rates for DANS-101, DANS-128, and DANS-133 were significantly lower than the program-level rate. The retention rates for DANS-140 and DANS-140C were significantly higher than the program-level rate. The retention rate for the Dance Program falls in the 5th percentile among program-level retention rates (across 59 instructional programs, over the past three years).
Over the past three years, the successful course completion rate for the Dance Program was significantly lower than the rate at the institutional level. The successful course completion rate for DANS-128 was significantly lower than the program-level rate. Other

> *Dance Program courses (highlighted in the table) had successful course completion rates that were significantly higher than the program-level rate. The successful course completion rate for the Dance Program falls in the 27th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).*
>
> *Over the past three years, the difference between retention and successful course completion at the program level (13.5%) was lower than the difference at the institutional level (14.2%). (The difference was not statistically significant.) This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).*
>
> *The following Dance Program courses claimed differences (between retention and successful course completion) that exceeded 10%:*
> - *DANS-134 (20.7%)*
> - *DANS-135D (18.2%)*
> - *DANS-160 (18.1%)*
> - *DANS-138 (16.9%)*
> - *DANS-134D (16.7%)*
> - *DANS-138B (16.7%)*
> - *DANS-128 (15.4%)*
> - *DANS-142 (14.3%)*
> - *DANS-135 (12.0%)*
> - *DANS-136 (11.8%)*
> - *DANS-128B (11.1%)*
> - *DANS-134B (10.6%)*

Program Reflection:

The courses are more stable than they statistically appear. Whole families should be reviewed because combined, (and they are always concurrently enrolled only one section per genre) they constitute a natural progression. Level 1 there are more students and as the levels progress, the numbers decrease. Level 1 fulfills the highest amount of student needs (dance majors, prospective dance majors, GE students seeking to fulfill the GE Kinesiology requirement, community). Level 2 and 3 cater to dance students allowing them the competitive edge of continuing their dance training before either transferring or beginning a performing career. To cull the level "d"(now "c") out from the concurrent enrollment produces 100% losses that are not statistically significant. That said, all efforts are being made to establish a realistic fill rate based on facility safety, available supplies, and average post-repeatability rates. (Temporary pandemic PPE & distancing requirement fill rates will also be considered.) Dance classes have a steady transferability, but we are always working to increase matriculation. The new Humanities GE dance theory classes are successful and will continue growing as campus awareness increases.

2. **Student Equity**

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Black/African American	93.2%	86.4%	54.5%	65.3%
Hispanic			72.2%	73.9%

First Generation			*69.9%*	75.0%

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other groups of students, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Dance Program, the retention rate among Black/African American students was higher than the rate at the institutional level. (The difference was not statistically significant.)

Within the Dance Program, the successful course completion rates at the program level were lower than the rates at the institutional among the following groups:
- *Black/African-American (54.5%)*
- *Hispanic (72.2%)*
- *First Generation (69.9%)*

The difference among First Generation students was statistically significant.

This pattern for the retention rate deviates from the findings from the comparison of retention at the program vs. institutional level, where the institution-level rate exceeded the program-level rate. The pattern for successful course completion reflects the findings at the program vs. institutional level, where the institution-level rate exceeded the program-level rate. (See Section I.B.1 above).

Program Reflection:

We strive to improve retention rates in the 3 equity groups by working with campus support, community outreach, offering relevant curriculum, diversity training, and marketing, re-establishing a student club for dance inclusivity, offering culturally relevant specialty courses, and partnering with existing learning communities, such as Puente and Umoja, to offer special events and increase collaboration and supportive scheduling of courses. Discussions have begun on co-sponsoring events Puente (and Umoja) to take advantage of our new World dance class to plan courses that benefit the most students.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

   This section does not apply to the Dance Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2017-2018 and 2019-2020.

C. Student Achievement

1. Program Completion

	2017-2018	2018-2019	2019-2020
Degrees			
Dance: AA	--	--	2
Institutional: AA Degrees	**51**	**58**	**47**
Average Time to Degree (in Years)⁺			
Dance: AA	--	--	*
Institutional: AA	**5**	**4**	**4**
Source: SQL Award Files			
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.			
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2017-2018 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2008-2009 or later. Among 2018-2019 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.			

> <u>RPIE Analysis</u>: *There is no trend analysis for the number of AA degrees conferred by the Dance Program, as 2019-2020 is the only year (over the past three years) that this degree was conferred. The Dance program accounted for 4.3% of the AA degrees conferred in 2019-2020. For 2019-2020, the average time to degree is not reported due to small cohort size.*

Program Reflection:

> The new dance degree program majors will start graduating soon and we are confident the program will stabilize and increase. We are continuing to work for the CSU transfer degree. Increased marketing and PR support and social media presence will increase numbers. Again, strategic schedule will provide reliable, accessible information for advisors and students and stay on budget.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

> *This section does not apply to the Dance Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.*

II. CURRICULUM
A. Courses

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* **& Academic Year**	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	No Change
DANS	101/PE	4/20/2017	N	S		
DANS	127	3/14/2019	N			X
DANS	128	12/12/2019	N			X
DANS	128B	1/12/2017	N	S		
DANS	128C		N	NS		
DANS	129	4/11/2019	N			X
DANS	130	4/11/2019	N			X
DANS	132	4/20/2017	N			X
DANS	133	4/20/2017	N	S		
DANS	134	8/5/2009	N	S		
DANS	134B	4/20/2017	N	S		
DANS	134D	1/12/2017	N	S		
DANS	135	3/14/2019	N			X
DANS	135B	4/11/2019	N	NS		
DANS	135D	1/12/2017	N	S		
DANS	136	1/12/2017	N	S		
DANS	136B	4/20/2017	N	S		
DANS	136D	12/12/2013	N	S		
DANS	137	3/12/2020	N			X
DANS	137B	12/12/2019	N	NS		
DANS	137C	12/12/2019	N	NS		
DANS	138	1/12/2017	N	S		
DANS	138B	4/20/2017	N	S		
DANS	138D	12/12/2013	N	S		
DANS	140	4/20/2017	Has	S		
DANS	140C	8/13/2017	N	S		
DANS	141	2/16/2018	N	S		
DANS	142		N			X
DANS	154	12/14/2017	N			X
DANS	154B	12/14/2017	N	NS		
DANS	160	1/12/2017	N			X
DANS	170	4/11/2019	N			X
DANS	199	5/11/2017	N			X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

A. **Degrees and Certificates**[+]

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
Local AA, Dance	2017	yes	Revised 2019	active	No changes

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

We are strongly considering a certificate of completion with small business emphasis or other specialty topics that work in coordination and collaboration with other departments. The dance courses fulfill elective units for the CSU transfer degree in Kinesiology. Dance can be a complementary subject for Kinesiology, Theater, Science/medicine/therapy, Anthropology, World Culture studies, etc.

Curriculum revision is ongoing to update courses and add to the program. The courses listed above are all active courses in CurricuNET.

The following courses are new and have completed the approval process as of August 2020:
DANS-127: World Dance Forms
DANS-129: Contemporary Dance
DANS-130: Broadway Dance
DANS-135B: Street Jazz (Hip Hop) Level 2
DANS-137: Tap Dance 1
DANS-137B: Tap Dance 2
DANS-137C: Tap Dance Teaching Assistant
DANS-170: Dance History

Courses that have been revised include:
DANS-128: Salsa and Latin Social Dance I
DANS-128C: Salsa and Latin Dance Teaching Assistant
DANS-132 Introduction to Dance
DANS-135: Street Jazz (Beginning Hip Hop)
DANS-141: Dance Production – B
DANS-142: Choreography
DANS-154: Mat Pilates
DANS-154B: Intermediate Pilates
DANS-199: Dance Independent Study

The program will consider adding a recommended preparation (non-substantive) to the following courses:
DANS-128C: Salsa and Latin Dance Teaching Assistant

DANS-135B: Street Jazz (Hip Hop) Level 2
DANS-137B: Tap Dance 2
DANS-137C: Tap Dance Teaching Assistant
DANS-154B: Intermediate Pilates

The program will also consider revising SLOs for the following courses:
DANS-101: Muscle and Tension Release Techniques
DANS-128B: Salsa and Latin Social Dance II
DANS-133: Barre Fitness
DANS-134: Ballet Level I
DANS-134B: Ballet II
DANS-134D: Ballet Teaching Assistant
DANS-135D: Street Jazz (Beg. Hip Hop) Teaching Assistant
DANS-136: Jazz Dance I
DANS-136B: Jazz Dance II
DANS-136D: Jazz Dance Teaching Assistant
DANS-138:   Modern Dance Level I
DANS-138B: Modern Dance II
DANS-138D: Modern Dance Teaching Assistant
DANS-140:   Dance Production
DANS-140C: Repertory Dance Company
DANS-141: Dance Production B

The program continues to evaluate courses for their currency and add to the program to encourage a diverse offering. Eight courses have been added to the program and received approval from the Chancellor's office this August 2020.   Nine courses have undergone curriculum revision to update course information such as adding a recommended preparation, revising SLOs, revising hours and unit values, and updating titles to fit within the course family model.   The program will consider adding a recommended preparation to several courses so that students will understand the course sequencing is progressive and not necessarily dependent upon their prior skill level. Lastly, the program originally followed the division model to develop global SLOs. The division has since decided to revise SLOs to be more specific to individual course content. The program has started to revise SLOs and will consider continuing the process as evaluation of learning is informed by the assessment process.

The recent update of all courses to Kinesiology may also impact the course TOP codes for courses that are cross listed with KINE. All course outlines will be reviewed to determine any necessary changes.

III.   LEARNING OUTCOMES ASSESSMENT

A.   Status of Learning Outcomes Assessment
Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
20 (concurrent family courses considered as 1)	13	Data only provided up to 4 years	65% incl.new classes that have not yet been taught 76% of taught courses	Data only provided up to 4 years
New courses not yet offered	3(*plus 3 new "b" or "c"added to existing family)	n/a(0)	n/a(0)	n/a(0)
Assessed but not in tracdat	2	Data only provided up to 4 years	100	Data only provided up to 4 years

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
AA Dance degree is new and is just beginning to be assessed for the first time *Fall 2020	4	2 (PLO 1 & 4)	0	50%	50%

Program Reflection:

Criterion for the 2 (of 4) program levels were met and we are considering combining the two outcomes into one. Program outcome #3 can be assessed in DANS 160 & DANS170 at the end of this semester. PLO #2 is best assessed when more technique courses are offered (after the pandemic). We are working to create a template that all instructors can fit into their assessment preferences for program outcomes #1 & 2 (genre vocabulary and technique) that won't require too much unpaid time from our part-time staff. Data is being organized into one source to reflect outcome assessment needs and completions and make the data more easily accessible to all.

B.   Summary of Learning Outcomes Assessment Findings and Actions

All previous assessments show the dance courses meeting criterion for assessment and have created productive discussions on the efficacy of outcomes and modes of assessment. We will continue to assess, evaluate and adjust outcomes to best simplify and reflect the goals of the program.

TracDat information will need to be updated.

The following course has been archived and is no longer reflected in the assessment cycle:
DANS-126 Cardio Salsa

The following course has a title change:
DANS-128D is now DANS-128C, Salsa and Latin Dance Teaching Assistant

The following courses are new and may need to be added to Trac Dat if the program seeks to align with active courses in CurricuNET:
DANS-101(crosslisted with KINE) Muscle and Tension Release Techniques
DANS-127: World Dance Forms
DANS-129: Contemporary Dance
DANS-130: Broadway Dance
DANS-135B: Street Jazz (Hip Hop) Level 2
DANS-137B: Tap Dance 2
DANS-137C: Tap Dance Teaching Assistant
DANS-138D: Modern Dance Teaching Assistant
DANS-142: Choreography
DANS-154: Mat Pilates (crosslisted with KINE)
DANS-154B: Intermediate Pilates (crosslisted with KINE)
DANS-170: Dance History

Program Reflection:

Much gratitude and appreciation to Christine Pruitt in helping the dance department to begin to create a dynamic, work-able assessment plan. Overall, the dance department has met all criterion that has been assessed for the new degree. Work is being done on updating the assessment data at the course level and improvement is needed on the course assessment level to reach goal of 100% assessment.

An issue with using TracDat is that it does not populate data based on courses offered within the current assessment cycle. Dance courses may be scheduled but do not always meet enrollment criteria, and therefore are not assessed due to cancellation. The assessment cycle for dance will need to maintain a certain flexibility in assessment goals, dependent upon scheduling/enrollment and will consider finding a way to track course cancellations in order to account for that in terms of the bigger picture. It would benefit the program to be able to identify courses that were offered/eligible for assessment in TracDat.

There is also the issue with findings being statistically significant for the advanced courses. If there is one student enrolled in the TA course, for example, is that helpful information?

Additionally, outcomes assessment will benefit from the return of the full-time dance instructor, who coordinates assessment for the program.

The program will also consider revising SLOs for the following courses:
DANS-101: Muscle and Tension Release Techniques
DANS-128B: Salsa and Latin Social Dance II
DANS-133: Barre Fitness
DANS-134: Ballet Level I
DANS-134B: Ballet II
DANS-134D: Ballet Teaching Assistant
DANS-135D: Street Jazz (Beg. Hip Hop) Teaching Assistant
DANS-136: Jazz Dance I
DANS-136B: Jazz Dance II
DANS-136D: Jazz Dance Teaching Assistant
DANS-138:   Modern Dance Level I
DANS-138B: Modern Dance II
DANS-138D: Modern Dance Teaching Assistant
DANS-140:   Dance Production
DANS-140C: Repertory Dance Company
DANS-141: Dance Production B

The program originally followed the division model to develop global SLOs. The division has since decided to revise SLOs to be more specific to individual course content. The program has started to revise SLOs and will consider continuing the process as evaluation of learning is informed by the assessment process.

IV.   PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ⭘   Viability
- ⭘   <mark>Stability</mark>
- ⭘   Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Part A: Section 1: all strengths and Part B: new objectives/goals and discussions based on relevant data combining concurrent enrollments.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: _DANCE
Plan Years: 2021-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Marketing PR and social media presence	Part B	3-year cycle	Increased enrollment
Working with Counseling	Part B	3-year cycle	Increased enrollment, easier ED Plan goals, higher fill rate
Networking and Collaboration	Part B	3-year cycle	Increased enrollment/retention & relevant curricula & equity
Outreach	Part B	3-year cycle	Increased enrollment/retention & equity
Certifications	Part B	3-year cycle	Increased enrollment, retention and potential equity
Schedule build on 4 semester cycle	All sections of program data	2021-2022	Efficient, far-sighted scheduling for reliable ed planning

			and increased enrollment
Starfish / CCCApply	Part B	Upon implementation of Starfish	outreach

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

OAA will provide marketing and social media sourcing, Facilities has had an existing plan to make the 601a& 601b wall permanent and less dangerous, funding needed to create a "smart classroom" with new& functional media equipment for dance assessments, water fountain outside of 601a needs to be fixed so it doesn't deliver boiling hot water to students, flooring in 601a needs to be deep cleaned weekly because some dance techniques are barefooted and most genres require floorwork with no supporting mat.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

New dance degree, new course offerings, strategic schedule build, new online status of courses,

B. Effective Practices

Families of courses, New degree, New tools such as Starfish for outreach and accurate planning

Feedback and Follow-up Form

Completed by Supervising Administrator:

Jerry Dunlap

Date:

11/20/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Dance degree
- Diversity in curriculum, continuous evaluation of existing curriculum for improvements/currency and addition of new curriculum to maintain currency in the dance field.
- Schedule build has maintained flexibility and adapts easily to student need.
- FT Faculty member has strong presence in the program and is the driving force behind the program successes.
- Course family model has been well developed to offer students the opportunity to advance in their field and gain valuable experience as teaching assistants.

Areas of concern, if any:

- Enrollment is a challenge at an institutional level and this does not seem unique to any one program. The division takes the decline in enrollment very seriously. The data reinforces the importance of having a FT faculty member in the overall success of the dance program. The recent absences of the FT faculty member, for professional development and other unavoidable reasons, has demonstrated how significant of an impact she has on ensuring the cohesiveness of the program scheduling, enrollment flow with course progression, and success of performances each semester.

Recommendations for improvement:

The division would like support to ensure dance is a part of the guided pathways conversation.
The division actively works to continue to improve enrollment. The dance program supports the division strategy to develop new courses and work to communicate with the student population regarding these courses and the dance degree.   Strategies for improving these efforts include increasing communications with counseling to promote dance courses early on and declare dance majors, working with the Office of Institutional Advancement to develop a social media plan, and building connections with high schools through our outreach efforts.
The dance program completion rates would benefit from the Starfish Early Alert System. Through the early intervention model, the faculty will learn best practices and work to recognize early signs of student disengagement or struggle with course material. It will be key to identify students early and work to help them maintain academic performance.
The division recommends better instructional equipment be provided for the dance program. Use of video and camera for immediate feedback will improve student technique and allow for faculty to incorporate different, visual modalities for learning.
The division would also like to work with Human Resources to establish an active hiring pool for adjunct dance faculty. The minimum qualifications for dance faculty are specific and finding qualified individuals who are current in their field or able to provide expertise in emerging dance trends and diversity needs will be an important focus. The ability to have qualified adjunct faculty who are ready to teach will offer the program more flexibility to develop new curriculum and offer more flexibility in scheduling to meet student needs.

The division would like the dance department facilities to maintain the competitive edge and reflect the facilities provided by local dance and fitness studios. To continue to attract students the facilities will need to update appearance and equipment and work to maintain the cleanliness of the facility.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	Fix interior wall that separates studios- this is a safety need primarily but will also offer more flexibility in scheduling, as the two adjacent classrooms would have a sound barrier. Paneling on walls is falling off, leaks are ongoing, necessary cleaning is intermittent.
Operating Budget	
Professional Development/ Training	The division will continue to support the professional development and training needs of the FT Faculty member.
Library & Learning Materials	