

# Dance Program Review 2012-2013

## 1. Program/Department Description

### **1A. Description**

The Dance program provides students with intellectual and practical experience in multiple genres of dance. We offer courses that both fulfill undergraduate general electives and transferable requirements to obtain a Bachelor’s Degree in a four-year institution. The Dance program is intended for students who desire a formal course of study in dance and is anchored by a progression of technical, historical and compositional courses in contemporary dance designed to prepare and enhance their abilities in communication, critical thinking and self-expression.

### **Degrees/Certificates**

Program’s courses are designed to articulate to UC and CSU for transfer students.

### **1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)**

*Required for Gainful Employment regulations.*

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

### **1C. Criteria Used for Admission**

There is no prerequisite for admission to the Dance program.

### **1D. College Vision**

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

### **1E. College Mission**

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment

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to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

### **1F. College Core Commitments**

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

### **1G. Program/Department Significant Events (Strengths and Successes)**

1. The Dance Department's full and part time faculty work in collaboration with the Ventura College students to produce two concerts yearly. Every year the concerts grow in attendance and participants. This program is intended to give each student the opportunity to learn all aspects of production and the artistic process of creating a dance concert. Students receive hands-on experience in choreography, directing, marketing, fund-raising, and collaborating with lighting and costume designers.
2. Through tickets sales, fund-raising and advertisement sales for our dance concert programs the dance department has raised over \$4,000 for our yearly trust during the past year.
3. Many of our students have transferred to major University dance programs.
4. Several of our dance alumni and current faculty are dancing professionally with national and international dance companies.
5. The Ventura College Dance department has partnered with many social community services to perform socially conscious site-specific dance works in Ventura community.
6. The dance department alumni with our faculty continue to produce and perform with the Ventura County "AIDS project Rhythms for Life" annual benefit concert.
7. The student dancers have toured performances in West Ventura Community grade and high schools.

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8. Our dance courses provide our students with a comprehensive understanding of dance as both an art form and a political and social platform for activism.

9. In Fall 2011 the Dance department introduced 7 new courses enhancing the program by creating a second level for all formal technique and composition courses (Modern II, Ballet II, Jazz II, Tap II, and Composition II).

10. We also updated the description and content of many of our existing dance courses.

11. We are currently working on developing additional new courses to support the creation of an Associate in Arts degree in Dance.

### K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis-Huddleston

Department Chair: Judy Garey

### Instructors and Staff

<b>Name</b>	<b>Krenly Guzman</b>
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	21 Years
Degrees/Credentials	B.A., M.F.A.

## 2. Performance Expectations

### 2A. Student Learning Outcomes

#### 2A1. **2012-2013** - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving

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4. Information literacy
5. Personal/community awareness and academic/career responsibilities

### 2A2. **2012-2013** - Program Level Student Learning Outcomes *For programs/departments offering degrees and/or certificates*

1. Express themselves creatively through dance composition and performance
2. Analyze and practice the ways the body is organized in relationship to multiple dance genres and somatic practices
3. Demonstrate knowledge of cultural, historical, and theoretical perspectives on dance
4. Evaluate their own beliefs, biases, and assumptions of dance
5. Describe, analyze and interpret diverse artistic dance works

### 2A3. **2012-2013** - Course Level Student Learning Outcomes

Course level SLOs for each Dance course are listed in TracDat

### **2B.** **2012-2013** Student SUCCESS Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate.

### **2C.** **2012-2013** Program OPERATING Outcomes

1. The program will maintain WSCH/FTEF at the 525 goal set by the district. The Dance department WSCH/FTEF is currently 600; we request that the WSCH/FTEF goal be lowered to 400, as are other performing arts departments.
2. Inventory will be taken within the next year.

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### 2D. Mapping of Student Learning Outcomes

DANC V01	I	I	I,P	I,P	I
DANC V10A	I,P	I,P	I	I	I
DANC V10B	I,P	I,P	I,P	I,P	I,P
DANC V13A	I,P	I,P	I	I	I
DANC V13B	I,P	I,P	I,P	I,P	I,P
DANC V14	I,P	I,P	I	I	I
DANC V15A	I,P	I,P	I	I	I
DANC V15B	I,P	I,P	I,P	I,P	I,P
DANC V23	I,P	I,P	I,P	I	I
DANC V27	I,P	I,P	I,P	I	I
DANC V29A	I,P	I,P	I	I	I
DANC V29B	I,P	I,P	I,P	I,P	I,P
DANC V30	I,P,M	I,P,M	I,P,M	I,P,M	I,P
DANCE V50A	I,P	I,P	I,P	I,P	I,P
DANC V50B	I,P,M	I,P,M	I,P,M	I,P,M	I,P,M

### 3. Operating Information

#### 3A. Productivity Terminology Table

<b>Sections</b>	A credit or non-credit class. Does not include not-for-credit classes (community education).
<b>Census</b>	Number of students enrolled at census (typically the 4 <sup>th</sup> week of class for fall and spring).
<b>FTES</b>	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
<b>FTEF</b>	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part

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	of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
<b>Cross Listed FTEF</b>	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
<b>XL FTE</b>	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
<b>WSCH</b>	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
<b>WSCH to FTES</b>	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
<b>District Goal</b>	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

### **3B: Student Success Terminology**

<b>Census</b>	Number of students enrolled at Census (typically the 4 <sup>th</sup> week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
<b>Retain</b>	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = $25/35 = 71\%$
<b>Success</b>	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at

[http://www.venturacollege.edu/faculty\\_staff/academic\\_resources/program\\_review.shtml](http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml)

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

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**3C:** 2012 - 2013 Please provide program interpretation for the following:

### **3C1: Interpretation of the Program Budget Information**

A full-time faculty member was hired for the Dance department in 2010. Prior to this the department consisted of only part-time faculty who taught all courses and produced two concerts yearly. The Department has received no additional budget resources to build the quality program the full-time faculty was hired to create.

With the joining of the Dance department with the Theater Arts department, we now have the technical support of a Theatre Manager/Technical Director and a Costume Technician. It is of vital importance that these two positions be maintained at full year contracts. Last year these two positions were reduced, making it difficult to continue high quality Dance, Theater, and Music productions.

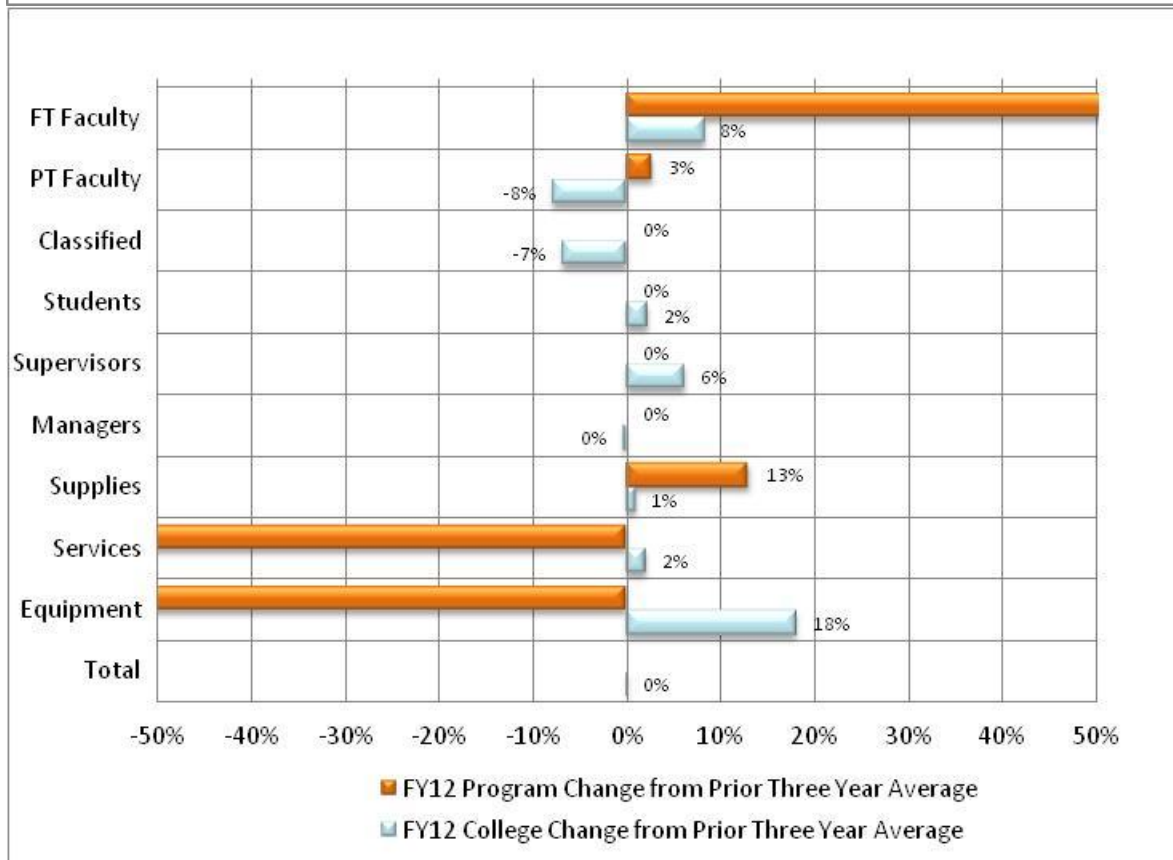
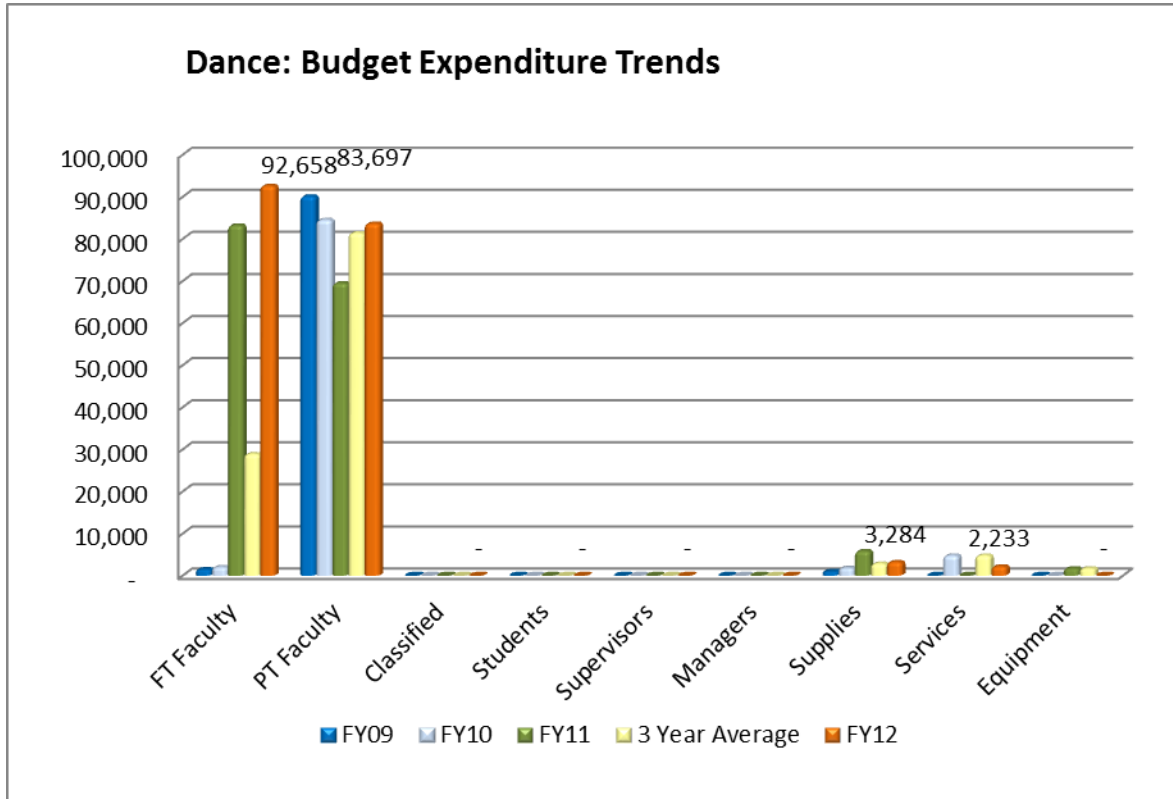
We also need a full-time assistant to manage front of house operations for all performing arts events in the theatre. This entails too much for the director of the Dance performance to handle.

We are also in need of funding to support live musical accompaniment for our ballet and modern classes in order to fully accomplish our SLO's. Live musical accompaniment will create a learning environment in which the students can experience how music and dance function as a unit.

Although we are not requesting an additional full-time faculty member at this point, our program is moving toward the need for a second full-time faculty as we build the program to the higher standards needed to establish an AA for Transfer in Dance.

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	1,477	2,038	83,251	28,922	92,658	220%	8%
2	PT Faculty	90,198	84,568	69,547	81,438	83,697	3%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	998	1,832	5,882	2,904	3,284	13%	1%
8	Services	-	4,825	-	4,825	2,233	-54%	2%
9	Equipment	-	-	1,717	1,717	-	-100%	18%
	<b>Total</b>	<b>92,673</b>	<b>93,263</b>	<b>160,397</b>	<b>115,444</b>	<b>181,872</b>		<b>0%</b>

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### **3C2: Interpretation of the Program Inventory Information**

#### **Interpretations:**

We are working on establishing an inventory for Dance.

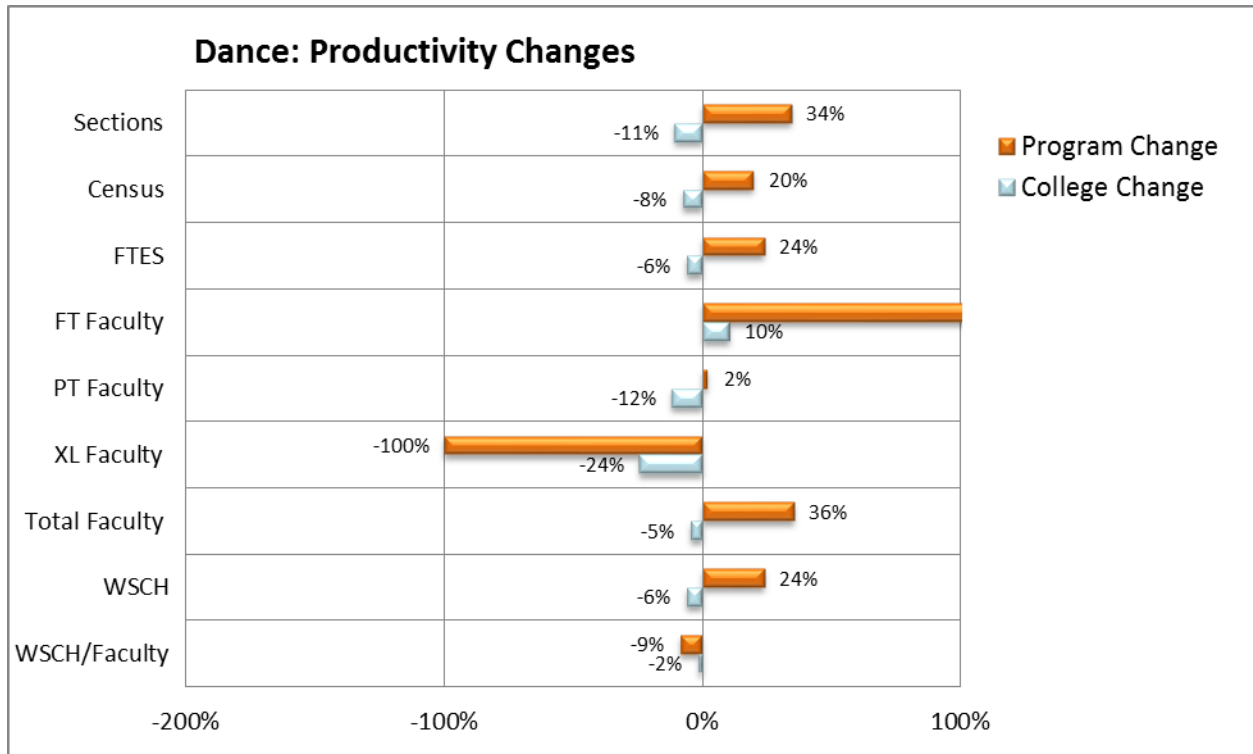
### **3C3: Interpretation of the Program Productivity Information**

Our beginning level dance technique classes (Ballet I, Modern I, Tap I, Jazz 1 and Composition I) retain healthy enrollments and have high demand. If we were able to add more sections of the beginning level classes, we could more readily fill the more advanced level classes (Ballet II, Modern II, Tap II, Jazz II and Composition II). This would provide the more advanced level classes with a broader base from which to draw.

We are working toward establishing an AA in Dance, but are waiting for the state to develop the curriculum standards and establish an AA for Transfer in Dance. Once this degree is established at the state level, we will create the transfer degree for Ventura College.

Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	18	14	26	19	26	34%	-11%
Census	534	538	751	608	728	20%	-8%
FTES	59	58	79	65	81	24%	-6%
FT Faculty	-	-	1.01	0	0.97	188%	10%
PT Faculty	1.51	1.28	1.12	1	1.33	2%	-12%
XL Faculty	0.05	0.10	-	0	-	-100%	-24%
Total Faculty	1.56	1.38	2.13	2	2.29	36%	-5%
WSCH	885	870	1,185	980	1,215	24%	-6%
WSCH/Faculty	567	630	556	580	531	-9%	-2%

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### **3C4: Interpretation of the Program Course Productivity Information**

Our Dance Appreciation and beginning level Dance technique courses have increased in enrollment.

Our more advanced level Dance technique courses are essential for articulation to UC and CSU for transfer students.

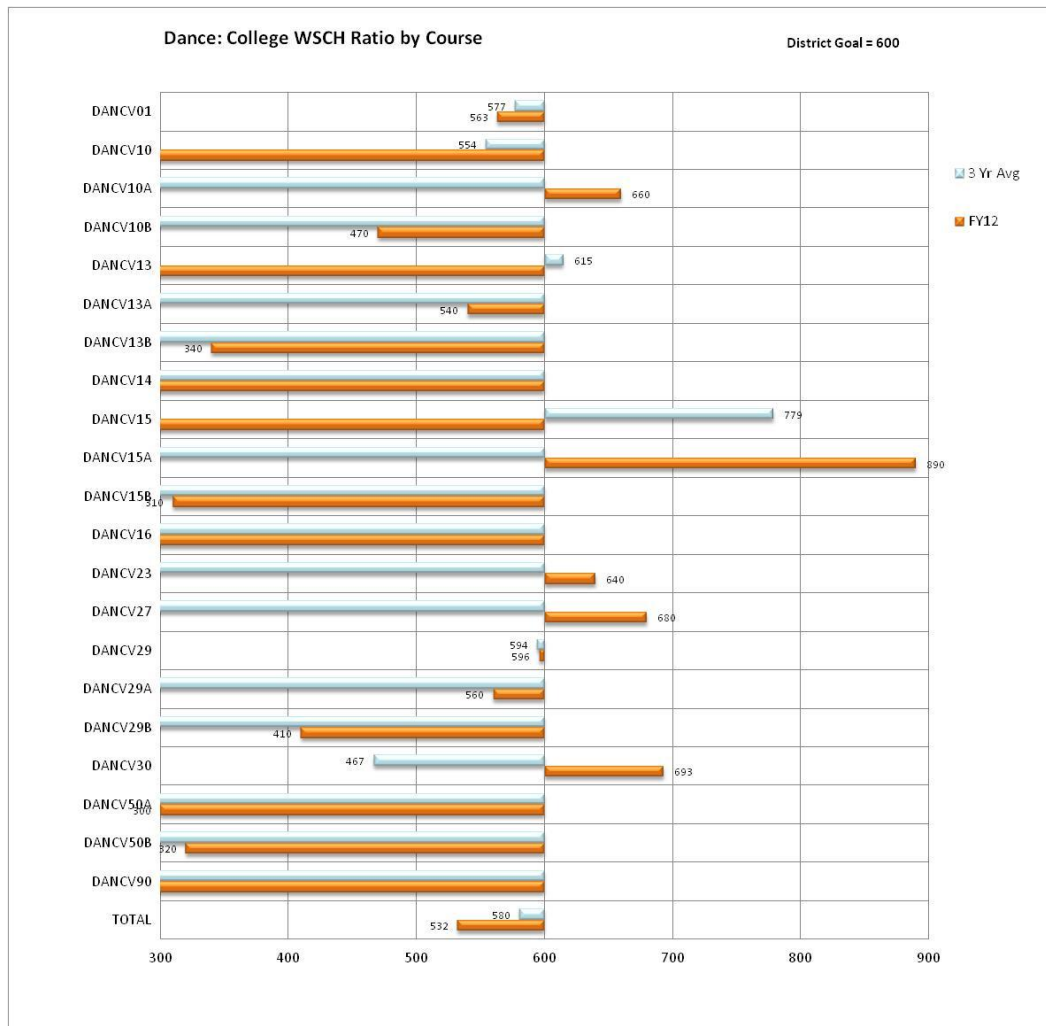
For dance classes to be effective and meet the standards for transfer requirements, class size should not exceed 40 students for the Dance Appreciation and Dance performance classes. Dance technique classes should not exceed 30 students per class, and the composition II class should not exceed 15 per class. This supports our request to lower the WSCH/FTES ratio for the dance department from 600 to 400 reflecting the numbers for other performing arts departments.

Classes that declined by 100% were those not offered.

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College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)										
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal	
DANCV01	Dance Appreciation	492	695	544	577	563	(14)	600	94%	
DANCV10	Modern Dance	485	618	560	554	-	(554)	600	0%	
DANCV10A	Modern Dance I	-	-	-	-	660	660	600	110%	
DANCV10B	Modern Dance II	-	-	-	-	470	470	600	78%	
DANCV13	Tap Dance	618	521	705	615	-	(615)	600	0%	
DANCV13A	Tap Dance I	-	-	-	-	540	540	600	90%	
DANCV13B	Tap Dance II	-	-	-	-	340	340	600	57%	
DANCV14	Movement for the Theatre	328	-	270	199	-	(199)	600	0%	
DANCV15	Ballet	753	917	666	779	-	(779)	600	0%	
DANCV15A	Ballet I	-	-	-	-	890	890	600	148%	
DANCV15B	Ballet II	-	-	-	-	310	310	600	52%	
DANCV16	Western Line Dance	531	-	-	177	-	(177)	600	0%	
DANCV23	Ballroom Dance	-	-	695	232	640	408	600	107%	
DANCV27	Street Dance	-	-	589	196	680	484	600	113%	
DANCV29	Jazz Dance	580	668	535	594	596	2	600	99%	
DANCV29A	Jazz Dance I	-	-	-	-	560	560	600	93%	
DANCV29B	Jazz Dance II	-	-	-	-	410	410	600	68%	
DANCV30	Dance Performance	557	452	391	467	693	226	600	116%	
DANCV50A	Dance Composition I	-	-	-	-	300	300	600	50%	
DANCV50B	Dance Composition II	-	-	-	-	320	320	600	53%	
DANCV90	Directed Studies in Dance	-	-	186	62	-	(62)	600	0%	
<b>TOTAL</b>	<b>Annual College WSCH Ratio</b>	<b>556</b>	<b>630</b>	<b>555</b>	<b>580</b>	<b>532</b>	<b>(48)</b>	<b>600</b>	<b>89%</b>	



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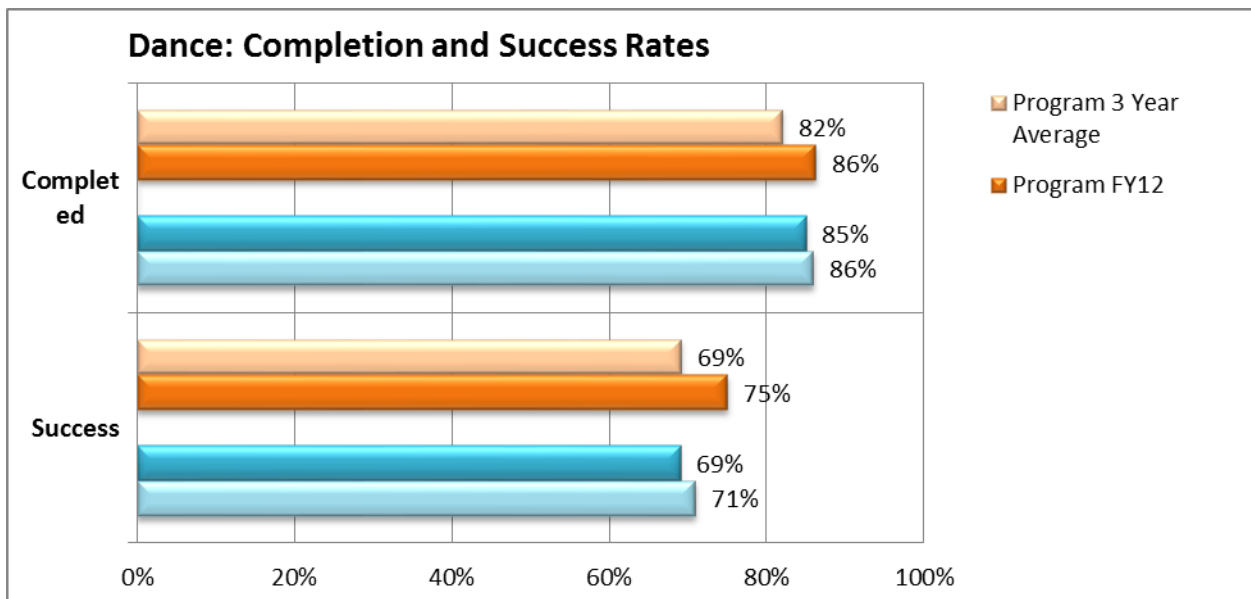
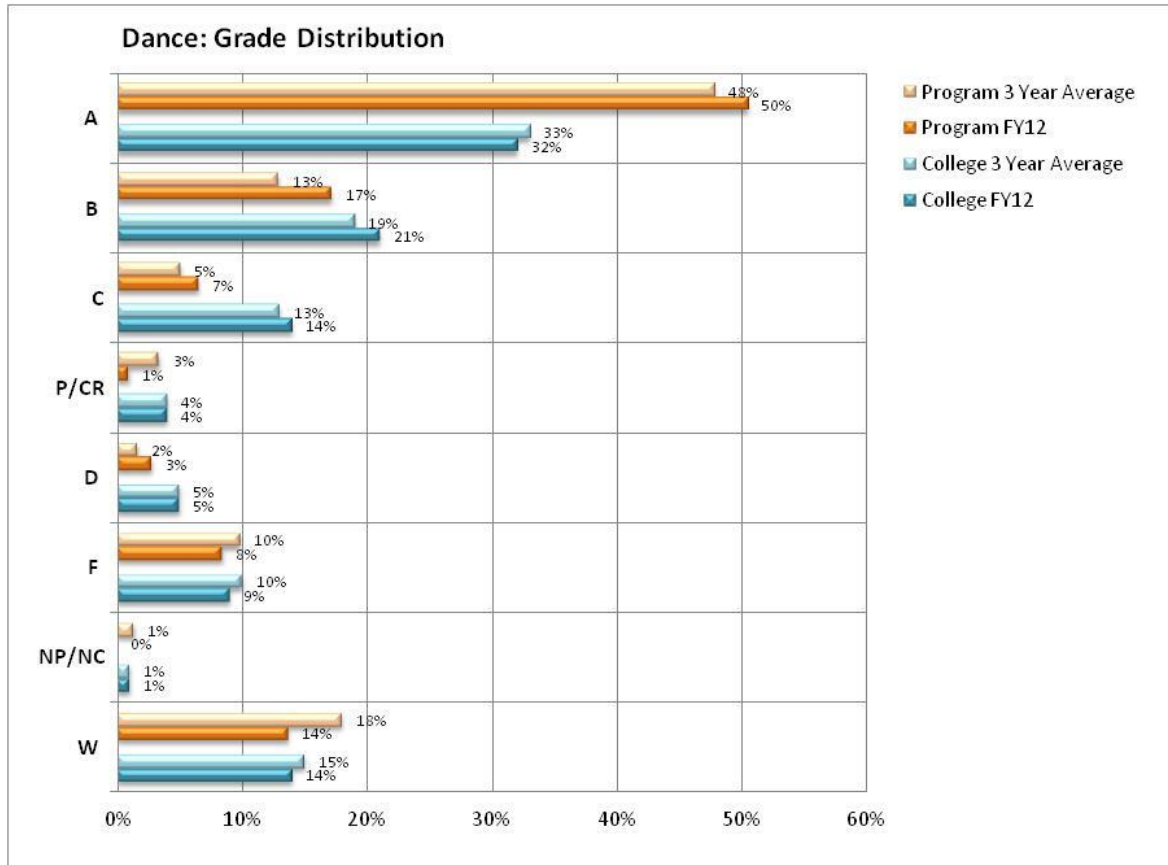
### **3C5: Interpretation of Program Retention, Student Success, and Grade Distribution**

The department has been working on improving our teaching methods, and the productivity report shows that the Dance success rate and completion rate have increased by almost 200.

Most students meet and exceed the standards we set for our SLO'S.

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
DANC	FY09	237	54	22	21	9	49	16	104	512	408	334
DANC	FY10	247	72	26	15	6	62	6	79	513	434	360
DANC	FY11	354	100	41	23	14	61	2	132	727	595	518
DANC	3 Year Avg	279	75	30	20	10	57	8	105	584	479	404
DANC	FY12	365	124	47	7	20	61	-	99	723	624	543
Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
DANC	FY09	46%	11%	4%	4%	2%	10%	3%	20%	100%	80%	65%
DANC	FY10	48%	14%	5%	3%	1%	12%	1%	15%	100%	85%	70%
DANC	FY11	49%	14%	6%	3%	2%	8%	0%	18%	100%	82%	71%
DANC	3 Year Avg	48%	13%	5%	3%	2%	10%	1%	18%	100%	82%	69%
DANC	FY12	50%	17%	7%	1%	3%	8%	0%	14%	100%	86%	75%
<b>College</b>	<b>3 Year Avg</b>	<b>33%</b>	<b>19%</b>	<b>13%</b>	<b>4%</b>	<b>5%</b>	<b>10%</b>	<b>1%</b>	<b>15%</b>	<b>100%</b>	<b>85%</b>	<b>69%</b>
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

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### 3C6: Interpretation of the Program Completion Information

We are currently waiting on state approval of an AA for transfer in Dance to create the transfer degree at Ventura College.

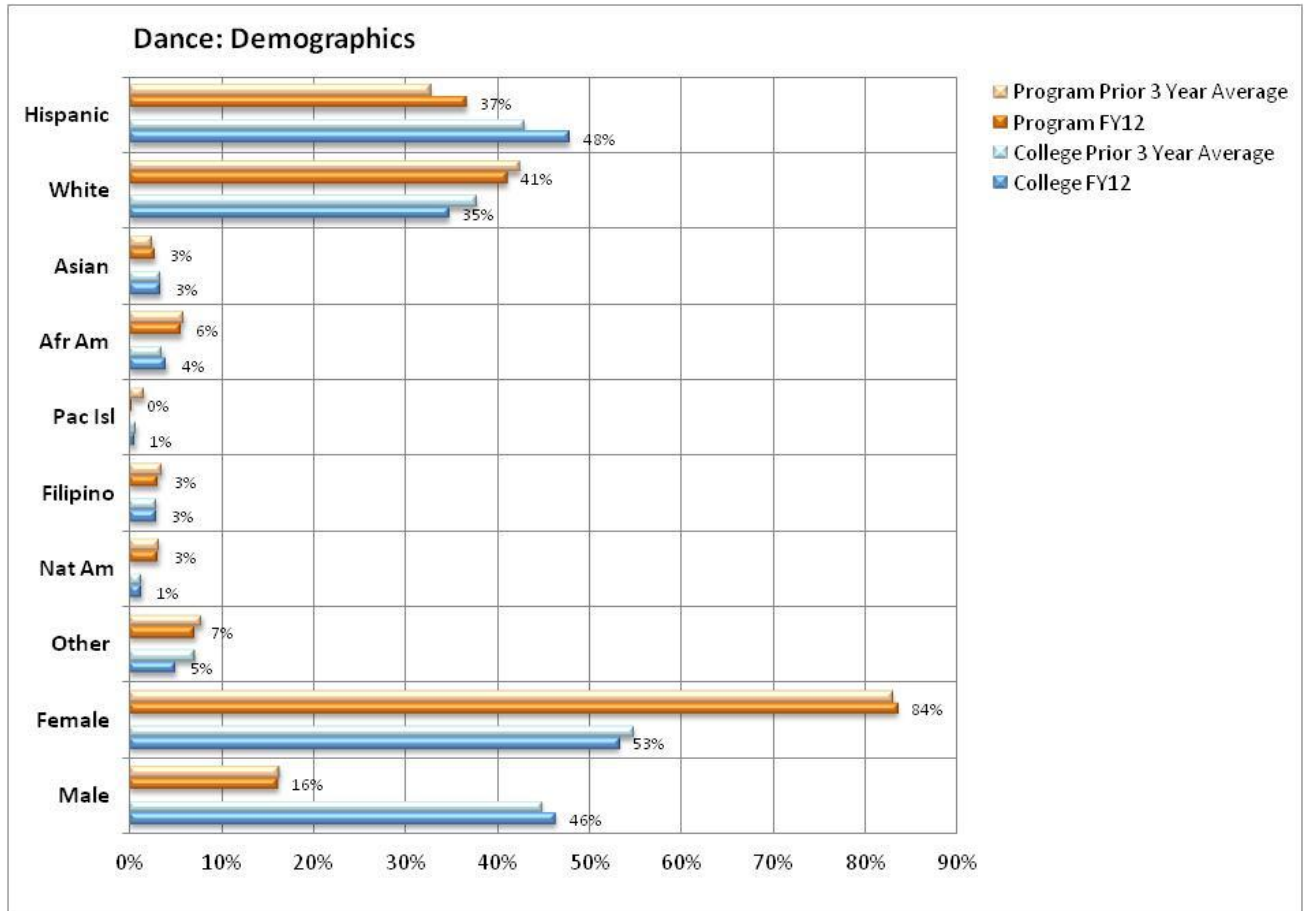
### 3C7: Interpretation of the Program Demographic Information

The chart shows that the department is lower than average in male students. This is a common finding in universities and colleges in the United States. We are working on outreach efforts to develop our male population.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
DANC	FY09	151	224	14	22	8	17	16	60	433	73	6	28
DANC	FY10	175	225	9	37	5	15	14	33	433	77	3	26
DANC	FY11	248	295	21	45	15	31	27	46	589	137	2	25
<b>DANC</b>	<b>3 Year Avg</b>	<b>191</b>	<b>248</b>	<b>15</b>	<b>35</b>	<b>9</b>	<b>21</b>	<b>19</b>	<b>46</b>	<b>485</b>	<b>96</b>	<b>4</b>	<b>26</b>
DANC	FY12	265	297	20	41	2	23	23	52	604	117	2	24
<b>College</b>	<b>3 Year Avg</b>	<b>12,714</b>	<b>11,174</b>	<b>990</b>	<b>1,074</b>	<b>223</b>	<b>880</b>	<b>414</b>	<b>2,110</b>	<b>16,221</b>	<b>13,261</b>	<b>97</b>	<b>27</b>
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
DANC	FY09	29%	44%	3%	4%	2%	3%	3%	12%	85%	14%	1%	28
DANC	FY10	34%	44%	2%	7%	1%	3%	3%	6%	84%	15%	1%	26
DANC	FY11	34%	41%	3%	6%	2%	4%	4%	6%	81%	19%	0%	25
<b>DANC</b>	<b>3 Year Avg</b>	<b>33%</b>	<b>42%</b>	<b>3%</b>	<b>6%</b>	<b>2%</b>	<b>4%</b>	<b>3%</b>	<b>8%</b>	<b>83%</b>	<b>16%</b>	<b>1%</b>	<b>24</b>
DANC	FY12	37%	41%	3%	6%	0%	3%	3%	7%	84%	16%	0%	24
<b>College</b>	<b>3 Year Avg</b>	<b>43%</b>	<b>38%</b>	<b>3%</b>	<b>4%</b>	<b>1%</b>	<b>3%</b>	<b>1%</b>	<b>7%</b>	<b>55%</b>	<b>45%</b>	<b>0%</b>	<b>27</b>
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

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## 4. Performance Assessment

### 4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	Using dance as a physical form of communication, 95% of the students in the dance performance class (DANC V30) will successfully demonstrate communication skills in a public performance.
<b>Operating Information</b>	
Ventura College stage production of <i>The Pirates of Penzance</i> .	
<b>Analysis – Assessment</b>	
This production will be presented in the Ventura College Performing Arts Center in December, 2012.	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	
<b>Analysis – Assessment</b>	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	



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Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

**4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates**

Program-Level Student Learning Outcome 1	Performance Indicators
Express themselves creatively through dance composition and performance.	80% of dance composition (DANC V50A) students will choreograph a 10 minute performance.
<b>Operating Information</b>	
In class presentation of choreographed pieces.	
<b>Analysis – Assessment</b>	
In Spring, 2012, 90% of students completed this assignment successfully, exceeding expectations.	

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Program-Level Student Learning Outcome 2	Performance Indicators
Analyze and practice the ways the body is organized in relationship to multiple dance genres and somatic practices.	80% of students in dance technique classes will demonstrate correct body alignment in warm-up exercises.
<b>Operating Information</b>	
Warm up exercises conducted at the beginning of each class session.	
<b>Analysis – Assessment</b>	
85% of students in the modern I (DANC 10A) correctly demonstrated body alignment in warm-up exercises in class, exceeding this goal in Spring, 2012.	

Program-Level Student Learning Outcome 3	Performance Indicators
Demonstrate knowledge of cultural, historical and theoretical perspectives on dance.	Dance V01 (Dance Appreciation) 85% of students will successfully demonstrate cultural, historical and theoretical knowledge by performing an oral presentation examining and analyzing a chosen artist from assigned reading.
<b>Operating Information</b>	
Oral class presentations	
<b>Analysis – Assessment</b>	
During the spring 2012 semester 90% percent of the students achieved and surpassed the set goal by 2%.	

Program-Level Student Learning Outcome 4	Performance Indicators
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

## Dance Program Review 2012-2013

Program-Level Student Learning Outcome 5	Performance Indicators
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

**4A3:** 2012-2013 Course Level Student Learning Outcomes - Refer to TracDat

Course level SLOs for each Dance course are listed in TracDat.

**4B:** 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase the student success rates from the average of the <b>program's</b> prior three-year success rates.	From 2009-2012 the program increased both the success and completion rates by 200 points.
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	
The establishment of the level II classes gave student's higher standards and goals toward which to work. The data shows students in level I accomplished the standards to move on to higher-level courses.	

Student Success Outcome 2	Performance Indicators
The program will increase the student success rates from the average of the <b>college's</b> prior three-year success rates.	Student success and completion rate has increased to match the college's goals.
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

## Dance Program Review 2012-2013

The establishment of the level II classes gave student's higher standards and goals toward which to work. The data shows students in level I accomplished the standards to move on to higher-level courses.

### 4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF at the 525 goal set by the district.	Class sizes for Dance
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	
<p>For dance classes to be effective and meet the standards for transfer requirements class size should not exceed 40 students for the Dance Appreciation and Dance performance class. Technique classes should not exceed 30 students per class, and the composition II class should not exceed 15 per class. This supports our request to lower the WSCH/FTES ratio for the dance department from 600 to 400 reflecting the numbers for other performing arts departments.</p>	

Program Operating Outcome 2	Performance Indicators
Inventory for Dance	
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	
Inventory will be taken within the next year.	

## Dance Program Review 2012-2013

### 4D. Program Review Rubrics for Instructional Programs

#### Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	4
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	4
Up to 4	Agreed-upon productivity rate	3
Up to 4	Retention rate	3
Up to 3	Success rate (passing with C or higher)	3
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

**TOTAL**

#### CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

# Dance Program Review

## 2012-2013

### 5. Findings

#### **2012-2013** - FINDINGS

**Finding 1:** We are waiting for state approval of the AA for Transfer in Dance to complete our Associates in Arts Degree in Dance

**Finding 2:** Need to match the WSCH/FTEF goal for Dance to other performing arts programs from 600 to 400.

**Finding 3:** Need to hire live musical accompaniment for Modern and Ballet courses.

**Finding 4:** Need for the restoration of Theatre Manager/Technical Director position to 12 months

**Finding 5:** Need for the restoration of the Costume Technician position to 12 months.

**Finding 5:** Need for Full-time assistant for Theatre Manager/Technical Director

**Finding 6:** Need for Full-time assistant for Costume Technician

**Finding 7:** Need for funding for theatre maintenance for public performances

**Finding 8:** Need for a full-time administration assistant for performing arts to handle all front of house responsibilities for productions.

**Finding 9:** Although we are not requesting such a position at this point, our program has grown to the point where it could support another full-time faculty member.

# Dance Program Review

## 2012-2013

### 6. Initiatives

#### 6A: 2011-2012 Initiatives

**Initiative-** Request for a new full time faculty in dance. Currently the dance department is developing an Associates of Arts Degree in Dance and is in need of fulltime Dance professor with an administrative background and capable of teaching multiple genres of dance.

**Initiative ID**

**Links to Finding 1** - The Dance department is currently working on developing an Associates of Arts Degree in Dance. In FY11 we introduced 7 new courses to the department. Increased popularity of the development of the dance curriculum increased the demand by the students for more sections. The department is attempting to offer the core required courses to both meet transferable requirements and prepare the students to achieve a future A.A. degree in dance. We should see an increase enrollment within the next year. Some of the updated courses like Ballroom have already increased in enrollment.

**Benefits:** This will help meet the needs of many students in the dance program by offering all required courses to achieve an AA in dance during the day and in the evening. Student should be able to achieve the degree in totality as either a day or a night student. The additional and updated courses are increasing the educational standards of the department.

**Request for Resources**

**Funding Sources**

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x

**Initiative** – Request to reevaluate the WSCH/FTEP number for dance.

**Initiative ID**

**Links to Finding 2** For dance classes to be effective and meet the standards for transfer requirements the class should not exceed 25 students per class. This supports our request to lower the WSCH/FTES ratio for the dance department from 600 to 400 reflecting the numbers for other performing arts departments.

**Benefits:** For a specialized program such as dance with exceptional needs, the classroom sizes should be smaller. The core required courses demand special attention to each student to both meet transferable requirements and prepare the students to achieve an A.A. degree in dance. They should also reflect the same WSCH/FTEP number of other performing arts departments like Music and Theater.

# Dance Program Review

## 2012-2013

### Request for Resources

### Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	<input checked="" type="checkbox"/>
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## Dance Program Review 2012-2013

### 2011-2012 - FINAL Program Initiative Priority Ratings

Category	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
None	1	0			DA1201	District WSCH reevaluated	Reevaluate the WSCH/FTEP number for dance.			-	
Faculty	2	L			DANC1201	Full time instructor of dance		108,000	108,000	108,000	FT

## Dance Program Review 2012-2013

### 6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:  
 2011-2012 identified initiatives - ART1201, ART1202, etc.  
 2012-2013 identified initiatives - ART1301, ART1302, etc.

#### Initiative 1

##### Initiative ID

##### Links to Finding Benefits –Request for Resources

##### Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	x
Requires college equipment funds (other than computer related)	x
Requires college facilities funds	
Requires other resources (grants, etc.)	

(Initiatives listed in priority order.)

**Initiative 1: Establishment of an AA in Dance for Transfer**

**Initiative 2: District to match the WSCH/FTEF number for dance to other performing arts programs from 600 to 400.**

**Initiative 3: Live musical accompaniment for all Modern and Ballet courses.**

**Initiative 4: Restoration of the Theater Manager/Technical director to a 12 month contract.**

**Initiative 5: Restoration of Costume Technician to 12 months.**

**Initiative 6: Full-time assistant for Theatre Manager/Technical Director**

**Initiative 7: Full-time assistant for Costume Technician**

**Initiative 8: Full-time Administration assistant for performing arts to handle front of house responsibilities for productions.**

**Initiative 9: Funding for theatre maintenance for public performances**

# Dance Program Review

## 2012-2013

**6C: 2012-2013 Program Initiative Priority Ratings**

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost

## **Dance Program Review** **2012-2013**

### **6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:**

#### **Program/Department Level Initiative Prioritization**

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

#### **Division Level Initiative Prioritization**

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

#### **Committee Level Initiative Prioritization**

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

#### **College Level Initiative Prioritization**

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

# Dance Program Review

## 2012-2013

### 7. Process Assessment and Appeal

#### **7A. Purpose of Process Assessment**

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

#### **7B. 2012 - 2013 ASSESSMENT QUESTIONS**

1. Did you complete the program review process last year, and if so, did you identify program initiatives? yes

2a. Were the identified initiatives implemented? No

2b. Did the initiatives make a difference? Initiatives not implemented

3. If you appealed or presented a minority opinion for the program review process last year, what was the result? Did not appeal

4. How have the changes in the program review process worked for your area? Finding we were already aware of.

5. How would you improve the program review process based on this experience? Make charts easier to understand.

#### **7C. Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.