



## Dance Program Review

2013-2014

### Section I – Accomplishments and Status of 2012 Program Review Report

#### A. Last Year's Initiatives (2012-2013)

##### No funding required

- Funding or support of maintenance for PAC building with special attention and service during performances (partially approved)
- Request for reevaluation of the WSCH/FTEP number for dance (not approved)
- Request for more maintenance for the dance studios. The mirrors and floors need to be clean more often (not approved)

##### Funding required

- Restoration of Theater Technician to 12 months (approved and funded)
- New FT Instructor of Dance (not funded)
- Mac Pro computer with Video and Music editing programs. Dance Composition program, Music, Videos and Books (not funded)
- Student Administrative assistant for dance department (not funded)
- Funding to support accompanist for dance classes (not funded)
- Restoration of Costume Technician to 12 months (not funded)
- Performing Arts Center Assistant (not funded)
- Theater Assistant (not funded)

#### B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

The program's goal to increase Student Success was achieved. In FY13, the Dance program's success rate improved to 75%, which was an increase of 5% since FY11 and 4% higher than the College's FY13 average. Additionally, the Dance program's three-year average of 72% is 2% higher than the College's three-year average of 70%.

The program's FY13 Retention rate maintained an average of 86%, which matches the overall College's retention rate. Moreover, the program's FY13 census of 728 stayed consistent with FY12.

### Section II - Description

#### A. Description of Program/Department

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



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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. This year 98% of our courses were approved for transfer by both UC and CSU systems. Currently the dance department has created 5 new courses to support the curriculum for a three program A.A degree in dance (submitted for approval this semester).

### B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

98% of the Dance program's courses have been approved for transfer by the UC and CSU systems.

The program is currently going through the approval process of an A.A. degree in Dance; three programs are being proposed. Two programs are for transfer degrees: performance and composition. One program is an A.A. degree in teaching/pedagogy, designed to meet the needs of the community.

The program developed six new courses to fulfill the requirements of the A.A. degree in Dance, including Improvisation, Pedagogy I, Pedagogy II, Pedagogy III, Dance Anatomy, and Dance History (pending approval as a GE course).

The Dance program updated the description and content of all existing dance technique courses.

The Dance Department's full and part time faculty work in collaboration with the Ventura College students to produce two annual concerts. Every year the concert grows 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. In 2012-2013, the program collaborated on the first production, *Pirates of Penzance*, with the music and theatre arts programs in the newly opened Performing Arts Center. Additionally, the program produced a multimedia performance concert that combined multi-genre dance, live improvisational comedy, transformative costumes, and interactive video to support our goals of community collaboration/outreach. Furthermore, the dance program's performance group collaborated with the Ventura College Symphony in the production of *The Sword and The Stone*.

Even though the dance program does not yet have an A.A. degree, six dance program students transferred to major university/college dance programs in the past year, including transfers to CSU Channel Islands, UCLA, and UCSB.

Several of our dance alumni and current faculty are dancing/teaching professionally with national and international dance companies, including CSSSA's CalArts Summer Arts Program, Alaska Fairbanks Summer Arts Festival, and Springfield Ballet Company.

The program has partnered with many social community and educational organizations in Ventura, including CAPS-TV, Nordhoff High School, and El Camino Pines.



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The dance department alumni with our faculty continue to produce and perform in the Ventura County community, including with the Ventura County “AIDS project “Rhythms for Life” annual benefit concert.

### C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

N/A

### D. Criteria Used for Admission

There is no prerequisite for admission to the Dance program.

### E. College Vision

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

### F. College Mission

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

### G. 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

### H. Organizational Structure

**President:** Dr. Greg Gillespie

**Executive Vice President:** Dr. Daniel Seymour

**Dean:** Dr. Gwendolyn Huddleston Lewis

**Department Chair:** Robert Lawson

**Faculty/Staff:**

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



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### Section IIIa – Data and Analysis

#### A. SLO Data

Last year, the program's assessment of SLOs provided important information concerning the success of student learning. The goals set forth by faculty were exceeded in all cases. In particular, the program SLO of "expression of self creatively through dance composition and performance" was assessed in DANC V50A Dance Composition, and 90% of students successfully accomplished the learning outcome, exceeding the expected 80% student success rate.

Because of the SLO assessment, all faculty are utilizing more technology in dance courses. With increased funding for media and technology in the dance studio and classrooms, student success rates will continue to improve.

The continued use of current technology to access online educational resources will be emphasized within each program course so that student learning will continue to exceed program and college expectations.

To support the increase in student learning, the **Dance program needs updated and current technology in the classroom and dance studios**. Requests include: video cameras, new Macintosh computer, flat-screen monitors, multimedia programs, DVDs, music and related necessary equipment.

The Dance program needs someone with experience in curriculum development, pedagogy/teaching, educational theory, technology, administration, and outreach management. It has been very difficult to find experienced teachers who can teach these current trends in dance. Furthermore, the emerging program depends on the consistency of its faculty and their ability to develop the program both inside and outside of the classroom. The Dance program currently employs only one full-time faculty, and expansion of the program will amplify **the need for additional full-time faculty** to provide ongoing guidance and consistency to Dance students.

For the Dance program to improve student learning, class sizes and productivity goals should be lowered. Last year's request to lower the program productivity goal was not approved, and the **Dance program is petitioning to lower the program productivity goal (WSEH/FTEF) again this year**.

The Dance program has delineated a 5-year SLO rotational plan and mapping that includes and identifies each course in relationship to institutional, program, and course SLOs.

#### B. Performance Data

##### 1. Retention – Program and Course

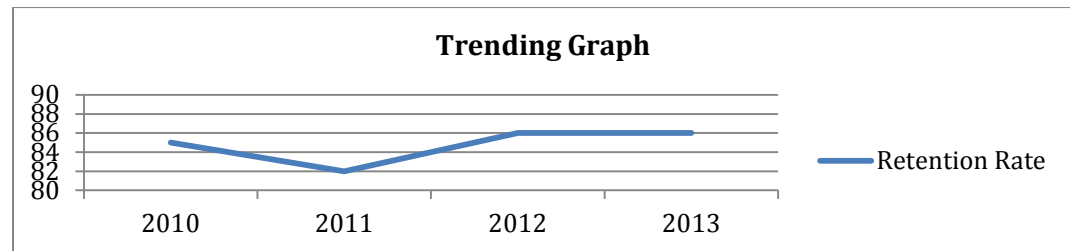


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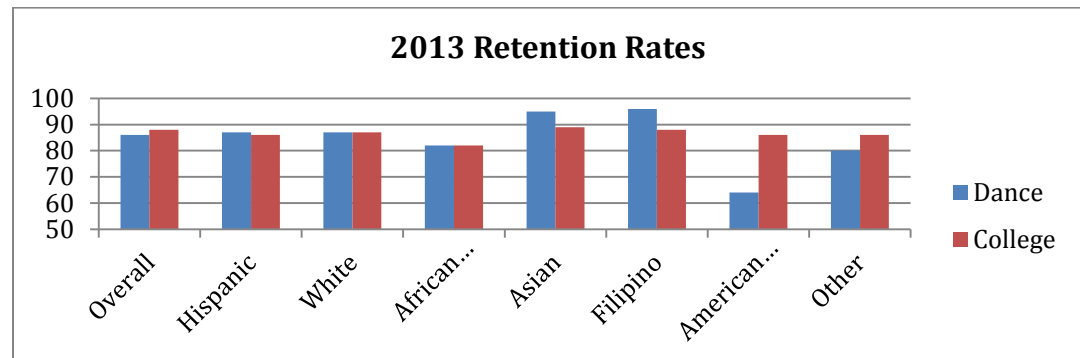
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In FY13, the Dance program's overall retention rate was 86%, matching the college FY13 average retention rate.

Since 2010, the Dance program's retention rate has grown from 85% to 86%. The prior three year average (84%) is slightly below the college average (86%) because the FY11 retention rate (82%) reflects the introduction of new, higher-level courses. Since that year, the program has consistently maintained a retention rate of 86%.



The demographic data for the Dance program shows no gaps in retention for any groups of students except American Indian students. Identifying this gap and examining future trends will allow the program to determine if the specific needs of American Indian students are not being addressed.



The Dance program's retention rates are comparable to the College's retention rates. They meet our current expectations.

As the Dance program continues to grow, the goal is to continue to raise the retention rate. Therefore, providing Dance students with faculty that will mentor them through the program is essential. The Dance program currently employs only one full-time faculty, and expansion of the program will amplify **the need for additional full-time faculty** to provide ongoing guidance and consistency to Dance students. Additionally, the introduction of new courses and the establishment of A.A. degrees will rely on its presence both in the community and within Ventura College. In an effort to increase program retention, the Dance program is developing **an outreach program designed to connect with outside community organizations and other educational institutions and to establish relationships that will foster incoming and continuing Dance program students.**

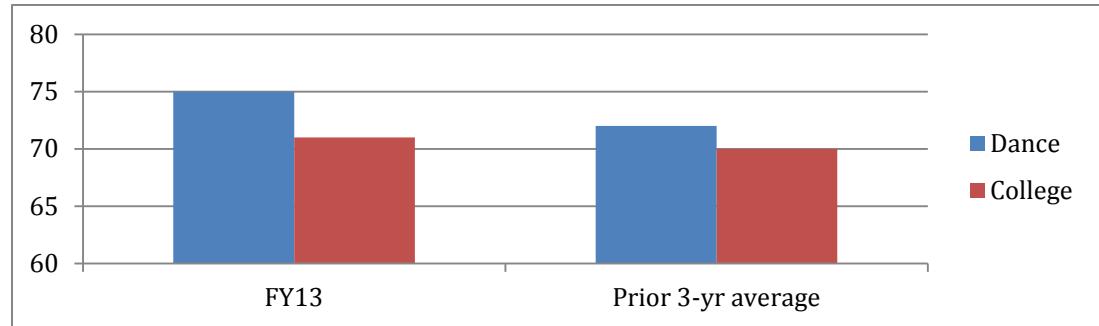


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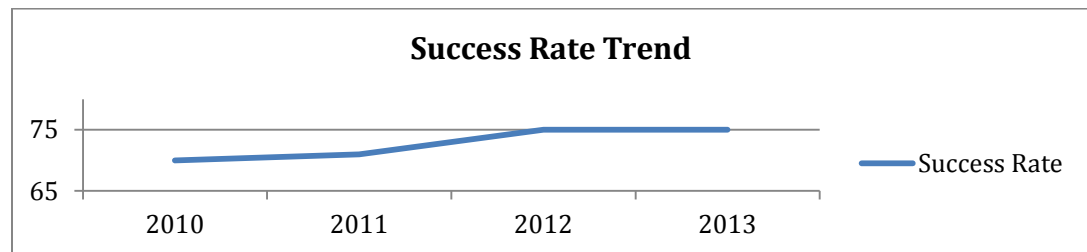
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### 2. Success – Program and Course

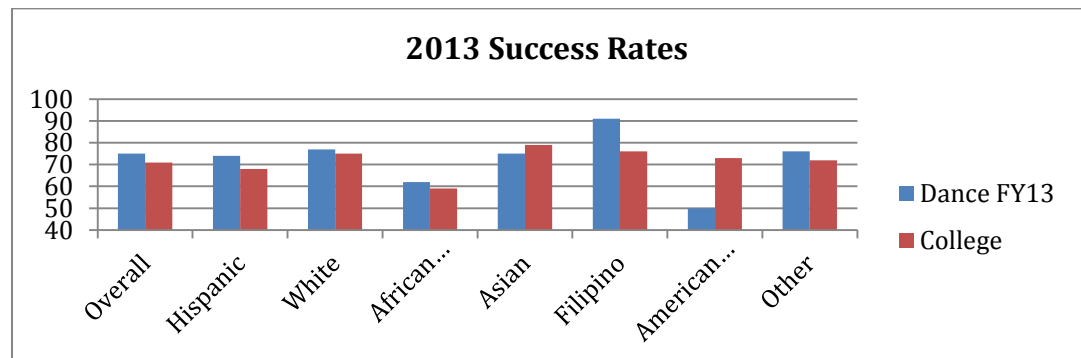
In FY13, the Dance program's success rate improved to 75%, which was 4% higher than the College's FY13 average. Additionally, the Dance program's three-year average of 72% is 2% higher than the College's three-year average of 70%.



Since 2010, the Dance program's success has grown from 70% to 75%. There is a clear trend towards improvement.



The demographic data for the Dance program shows no gaps in success for any groups of students except American Indian students. Identifying this gap and examining future trends will allow the program to determine if the specific needs of American Indian students are not being addressed.



The Dance program's success rates exceed the College's success rates. Student success rates meet our current expectations.



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As the Dance program continues to grow, the goal is to continue to raise the success rate. Therefore, providing Dance students with faculty that will mentor them through the program is essential. The Dance program currently employs only one full-time faculty, and expansion of the program will amplify **the need for additional full-time faculty** to provide ongoing guidance and consistency to Dance students. Additionally, to support the increase in student success, the **Dance program needs updated and current technology in the classroom and dance studios**. Requests include: video cameras, flat-screen monitors, multimedia programs, DVDs, music and related necessary equipment.

### 3. Program Completion – for “Programs” with Degrees/Certificates Only

N/A



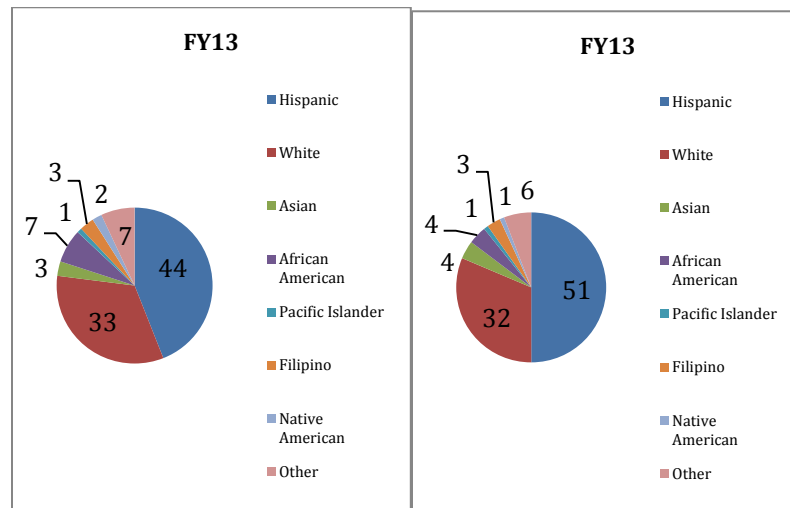
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## C. Operating Data

### 1. Demographics - Program and Course

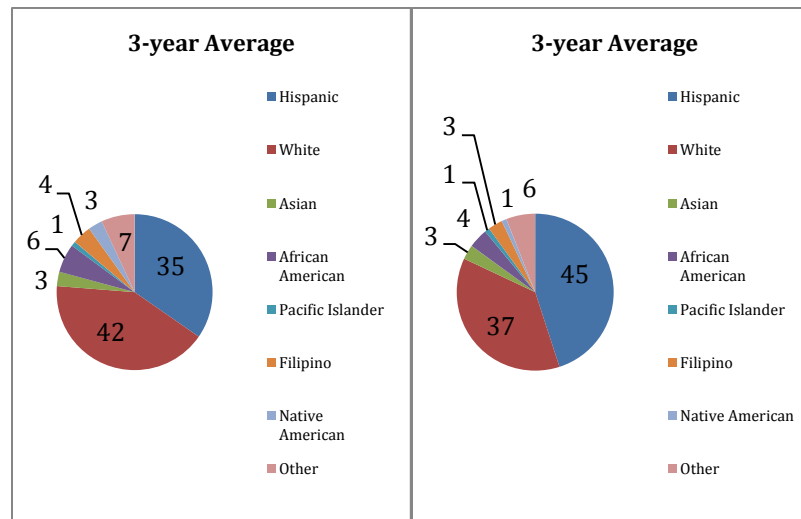
Dance Program

College



Dance Program

College



The demographics of the Dance program show a predominance of Hispanic students (44% in FY13) and White students (33% in FY13).

Enrollment for female students is significantly higher than male students. This bias is a traditional and recurring theme within the larger dance community, and the Dance program seeks to close the gender gap by providing courses taught by its male faculty and guest artists.





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The Dance program's demographics are comparable to the College demographics, especially in relationship to trends. The demographic data for the Dance program indicates that enrollment for Hispanic students is increasing. The College's Hispanic student enrollment is rising, and since 2010, the Dance program has seen a 10% increase in Hispanic student enrollment. Overall, there is no significant difference between the Dance program and the College demographics.

In an effort to continue to diversify the program's student population, the Dance program is developing **an outreach program designed to connect with outside community organizations and other educational institutions and to establish relationships that will foster incoming and continuing Dance program students from all backgrounds.**

### 2. Budget

- Program members have reviewed the budget data.
- No comments or requests to make about the budget

As the FY10- FY13 budget demonstrates, the dance program has had Zero (0) funding for the following: Classified employees, Student Hourly, Supervisors, Managers, and Equipment. From our earlier SLO discoveries the Dance program is requesting a budget increase in our final Initiative.

The Dance program is requesting the hire of a New Full-time faculty. As the budget demonstrates, the ration of Part-time faculty is higher than full-time faculty, this will be a major finding of our final Initiative request.

In the past three years in all performing arts departments DANCE, THEATER, AND MUSIC, co-curricular funding has been reduced. This has had a negative impact on the amount of productions and the quality of performances. The dance program is requesting a student administrator to help with all dance productions. This request will allow faculty to complete more projects in a timely manner.

The Dance program needs to increase its Summer Instructional Budget, so more courses can be offered.

### 3. Productivity – Program and Course

As shown on the program review productivity and WSCH ratios report, all lower level courses exceed the college productivity goal. In particular, beginning Level courses like Ballet I surpassed the college productivity goal by 50 points, and Street Dance has passed it by 140 points. Due to current repeatability issues, the Dance program's upper level courses failed to meet the ratio requirements.

For dance classes to be effective and to meet the standards for transfer requirements, class sizes should not exceed 40 students for Dance Appreciation and



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Dance Performance. All technique classes (DANC V10, V13, V15, V29) should not exceed 30 students per class. The composition classes (DANC V50) should not exceed 15 students per class. Lowering these class sizes will allow for an increase in productivity while also reflecting the needs of the Dance program. These courses dropped in enrollment due to fact that our productivity factor was not adjusted to reflect the appropriate ratio to other performing arts courses at Ventura and state Colleges and Universities.

This finding supports our request to lower the WSCH/FTES ratio for the dance department from 600 to 400 reflecting the same ratio standards for other performing arts departments at Ventura and other State universities and colleges.

Student enrollment in the dance program has significantly increased, from a total of 513 students in FY10 to a total of 678 students in FY13. The drop in enrollment that occurred from FY12 to FY13 is indicative of repeatability issues present in the program's curriculum. These issues are in the process of being resolved.

With the introduction of new courses and the establishment of A.A. degrees, the growth and productivity of the Dance program will rely on its presence both in the community and within Ventura College. In an effort to increase program productivity and enrollment, the Dance program is developing **an outreach program designed to connect with outside community organizations and other educational institutions and to establish relationships that will foster incoming and continuing Dance program students.** Other efforts to increase productivity include the launching of **an internet and social media presence for the Dance program and the promotion of the program through both traditional and alternative marketing campaigns.**

### D. Resources

#### 1. Faculty

The Dance program's FTEF for FY13 is 2.35, less than 1% of the entire College FTEF of 285.6. Since FY10, the Dance program's FTEF has consistently increased to meet the demands of the program's FTES and new courses. The introduction of six new courses and the offering of A.A. degrees in Dance will increase the Dance program FTEF significantly, and the program is in need of an additional full-time faculty.

The Dance program needs someone with experience in curriculum development, pedagogy/teaching, educational theory, technology, administration, and outreach management. It has been very difficult to find experienced teachers who can teach these current trends in dance. Furthermore, the emerging program depends on the consistency of its faculty and their ability to develop the program both inside and outside of the classroom. The new full-time faculty will address program needs stated above, as well as sustain student enrollment, retention, and success.



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Further support for an additional full-time faculty in the Dance program is evidenced in the program budget. Hiring a new full-time faculty will be a budgetary advantage by reducing costs within the program's part-time faculty category, particularly as the program begins to offer new classes required to fulfill A.A. degrees.

### 2. Classified Staff

In the last three years, two classified staff contracts, Costume Technician and Theater Technician, were cut by three months, thereby reducing their contracts to 9 months. In FY12, the Dance program supported and requested an initiative to restore these contracts to 12 months. Only the Theater Technician contract was restored to 12 months.

The Dance program is requesting that the Costume Technician be increased back to a 12 month contract. Without these two employees, the value of the Dance productions dropped in value, and the program students were not able to fully learn or experience all elements of concert productions.

### 3. Inventory

The dance program is still waiting for a full inventory list.

### 4. Facilities or other Resource Requests

The continued use of current technology to access online educational resources will be emphasized within each program course so that student learning will continue to exceed program and college expectations.

To support the increase in student learning as proven in the collective data, the Dance program needs updated and current technology in the classroom and dance studios. Requests include: video cameras, flat-screen monitors, multimedia programs, DVDs, and related necessary equipment.

### 5. Combined Initiatives

- Hiring of new full-time Dance faculty
- Equipment and new learning technologies for Dance program
- Request to re-evaluate Dance program productivity goal (WSCH/FTEF)
- Outreach program and increase of summer classes
- Student administrator for Dance productions and other administrative duties

### E. Other Program/Department Data

The Dance program is the only community college Dance program in Southern California with only one full-time faculty. With the introduction of A.A. degrees, the Dance program is in need of another fulltime faculty with specialized training in the following



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areas: curriculum development, pedagogy/teaching, educational theory, technology, administration, and outreach management.

<http://www.smc.edu/AcademicPrograms/Dance/Pages/Faculty%20and%20Staff.aspx>

<http://www.moorparkcollege.edu/departments/academic/dance.shtml>

<http://www.glendale.edu/index.aspx?page=1183>

### **Section IIIb – Other Program Goals and Initiatives**

#### **A. Other Program Goals**

See all current program initiatives.

### **Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)**

**Academic programs:**

<b>Point Value</b>	<b>Element</b>	<b>Score</b>
<b>Up to 6</b>	<b>Enrollment demand <sup>1</sup></b>	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	<b>3</b>
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	

<b>Sufficient capital / human resources to maintain the program, as defined by:</b>		
<b>Up to 3</b>	<b>Ability to find qualified instructors</b>	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	<b>3</b>
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
<b>Up to 3</b>	<b>Financial resources, equipment, space</b>	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	

<sup>1</sup> Enrollment demand is determined by the ability to fill classes.



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A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	2
A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	Appendix-C
A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	

<b>Up to 4</b>	<b>Agreed-upon productivity rate</b> <sup>2</sup>	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	2
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

<b>Up to 4</b>	<b>Course completion rate</b> <sup>3</sup>	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

<b>Up to 3</b>	<b>Success rate</b> <sup>4</sup>	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

<b>Up to 3</b>	<b>Ongoing and active participation in SLO assessment process</b>	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust	

<sup>2</sup> Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

<sup>3</sup> As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

<sup>4</sup> As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.



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manner within the past academic year.	
A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

The Dance program's score is 20. All explanation is in the document above, particularly in relationship to program productivity. The above scores can be significantly increased by approval of AA degree in Dance and hiring of a new full-time faculty.

Score interpretation, academic programs:

- 22-26** Program is current and vibrant with no further action recommended
- 18-21** Recommendation to attempt to strengthen program
- Below 18** Recommendation to consider discontinuation of the program



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### Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

**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

**M** = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

**L** = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

*Example:*

**Initiative:** Provide a brief title

**Initiative ID:** (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

**Link to data (Required):** From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

**Expected Benefits:** What benefits to student learning or completion, etc. do you anticipate?

**Goal:** What do you believe needs to occur? (i.e. raise student success in \_\_\_\_ course)

**Performance Indicator:** What do you see as a realistic goal? (i.e. a 5% increase in student success)

**Timeline:** When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.)

**Funding Source Category:** (a drop down menu is provided)

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds

**Ranking:** (i.e. H) (a drop down menu is provided) Note: Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.

Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

- A. Initiative:** Hiring a New Full-time Dance faculty.  
**Initiative ID:** DANC 1301



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**Link to Data:** Section IIIa-A, B1, B2, C2,D1 and E

**Expected Benefits:** This hire will assure that the Dance program follows the needs and trends to prepare our students for transfer and direct professional pursuits. As proven in the SLO assessment data, utilizing more technology in dance courses is essential. As the dance program continues grow with development of our new A.A in dance, the program is in need of another full-time faculty to fulfill the growing needs of future A.A in Dance. Please see above data for evidence and support for this initiative.

**Goal:** increase degree completion and student success rates by 5%.

**Performance Indicator:** Currently 90% of our students successfully accomplished the learning outcome, exceeding the expected 80% student success rate.

**Timeline:** Fall 2014

**Funding Resource Category:** *Additional general funds for hourly instruction, supplies and services*

**Ranking:** High

**B. Initiative:** Equipment and new learning technologies

**Initiative ID:** 1303

**Link to Data:** Section IIIa-A, B2, C3, D4

**Expected Benefits:** Because of the SLO assessment, all faculty are utilizing more technology in dance courses. With increased funding for media and technology in the dance studio and classrooms, student success rates will continue to improve. The continued use of current technology to access online educational resources will be emphasized within each program course so that student learning will continue to exceed program and college expectations.

**Goal:** Success rate, retention, SLO's s and degree completion

**Performance Indicator:** 5% increase in student success and retention rate.

**Timeline:** Fall 2014

**Funding Resource Category:** *Additional general funds for hourly instruction, supplies and services (includes maintenance contracts), College equipment funds (non computer, Technology funds*

**Ranking:** High

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

**Initiative ID:** 1302

**Link to Data:** Section IIIa –A,C3, D5

**Expected Benefits:** To reflect the need for small class sizes in upper level courses.

**Goal:** accomplishing student learning, retention and completion of degree by 5%.

**Performance Indicator:** student success, retention and completion of degree.

**Timeline:** Fall 2014

**Funding Resource Category:** No resources needed

**Ranking:** Medium

**D. Initiative:** Outreach programs and increase of summer classes.

**Initiative ID:** DANC 1401

**Link to Data:** Section IIIa-B1, C1, C3





## Dance Program Review

2013-2014

**Expected Benefits:** In an effort to continue to increase enrollment, student success, retention, and to diversify the program's student population, the Dance program is developing an outreach program designed to connect with outside community organizations and other educational institutions and to establish relationships that will foster incoming and continuing Dance program students from all backgrounds.

**Goal:** Will increase degree completion and student success rates.

**Performance Indicator:** increase enrollment, and diversify program demographics.

**Timeline:** May 2014

**Funding Resource Category:** Grant Funds and Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)

**Ranking:** Medium

E. **Initiative:** Student administrative assistance.

**Initiative ID:** DANC 1402

**Link to Data:** Section IIIa- C2 and C3

**Expected Benefits:** The dance program's scheduling, advertisements, events calendar, and working with faculty on all related administrative duties.

**Goal:** Will relieve current faculty of administrative overload

**Performance Indicator:** increase overall program productivity

**Timeline:** Fall 2014

**Funding Resource Category:** No new resources- work-study funded

**Ranking:** low

F. **Initiative:** Return Classified staff to a full 12 month contract

**Initiative ID:** DANC 1304

**Link to Data:** Section IIIa- D2, D5

**Expected Benefits:** Increase production value by 5%

**Goal:** Increase student learning of dance production and overall success

**Performance Indicator:** increase overall program productivity

**Timeline:** Fall 2014

**Funding Resource Category:** Staffing resources

**Ranking:** low

### **Section VI – Process Assessment**

*Instructions: Please answer the following questions:*

A. **How have the changes in the program review process this year worked for your area?**

It was easier to complete the sections, but we missed the graphs and charts.

B. **How would you improve the program review process based on this experience?**

Keep the data information as is, but supply separate graphs and charts to help analyze the data.

C. **Appeals**



## Dance Program Review

2013-2014

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) 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.

### **VII – Submission Verification**

*Instructions: Please complete the following section:*

**Program/Department:** Dance

**Preparer:** Krenly Guzman

**Dates met (include email discussions):** Throughout the semester

**List of Faculty who participated in the program Review Process:** Trevelyn Yahr

**Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

**Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):