

Dance

Summary of Program Review:

A. Major Findings

1. Strengths:

- Excellent full-time and part-time faculty dedicated to student achievement and equity.
- Student headcount increased by 12%.
- Student enrollment increased by 14.5%.
- Retention rate was significantly higher than the institutional level, noting that Dance is among the highest 25% of retention rates among NVC programs.
- Course completion rate was significantly higher than the rate at the institutional level.
- Course completion rate among recognized equity cohorts higher than institutional level.
- Continuous assessment of faculty, curriculum, and learning objectives.

2. Areas for Improvement:

- Program continues to archive courses and ensure updated curriculum/Dance degree requirements.
- Program may reassess DANS-170 Dance History online to identify barriers and create strategies to increase successful course completion rate.
- Continue to look for opportunities to onboard students to the Dance degree pathway.

3. Projected Program Growth, Stability, or Viability:

- Growth through increased enrollment and Dance degree pathway.
- Stability following post-covid limitations.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The dance degree supports NVC's values to promote health and wellness, inclusivity, creativity, and openness to innovative ideas. The dance degree can help fulfill the college's mission to serve students and the community through providing a transfer pathway, community involvement and career training. The AA program in dance supports the NVC institutional level outcomes through diverse learning approaches that foster greater awareness, communication, collaboration, and personal responsibility.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The data shows statistical significance in high course completion rate of students identified in equity groups, supporting the institutional commitment to diversity, equity, and inclusion.

Program and Student Learning Outcomes are currently undergoing revision to more closely align with institutional outcomes.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

All curriculum for the dance A.A. degree continues to be vetted and approved through the local curriculum process, the Chancellor's office and is in compliance with California Education Code(s). The program is continuously focused on revising and updating curriculum to maintain currency. Learning outcomes assessment is ongoing each semester.

C. New Objectives/Goals:

Diversify part-time faculty dance hiring pool. Dance course offerings require specific expertise to support offering courses that are part of the dance degree. The ability to offer technical courses is determined largely by the ability to staff those courses.

D. Description of Process Used to Ensure "Inclusive Program Review"

Program Coordinator for the division of Kinesiology, Health, Athletics, & Dance is also the only full-time instructor for the dance program, allowing initial draft of the program review to include various perspectives. Program review was drafted by this faculty member, shared with other dance faculty, and ultimately reviewed by the division dean. The process incorporates perspective from faculty, staff who work with dance courses/students (administrative assistant) and administration (Division Dean).

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-101/KINE-101 |
| | DANS-127 |
| | DANS-128A/B/C |
| | DANS-129 |
| | DANS-130 |
| | DANS-132 |
| | DANS-133 |
| | DANS-134/B/D |
| | DANS-135/B/D |
| | DANS-136/D |
| | DANS-137A/B/D |
| | DANS-138/B/D |
| | DANS-140/C |
| | DANS-141 |
| | DANS-142 |
| | DANS-154/KINE-154 |
| | DANS-160 |
| | DANS-170 |
| DANS-199 | |

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

| | 2020-2021 | 2021-2022 | 2022-2023 | Change over 3-Year Period |
|-------------------------------|--------------|--------------|--------------|------------------------------|
| Headcount | | | | |
| Within the Program | 167 | 161 | 187 | 12.0% |
| Across the Institution | 7,193 | 6,653 | 6,155 | -14.4% |
| | | | | |
| DANS-101/KINE-101 | 10 | -- | -- | -100% |
| DANS-127 | -- | -- | -- | -- |
| DANS-128A | 6 | 27 | 29 | 383% |
| DANS-128B | 2 | 5 | 8 | 300% |
| DANS-128C | -- | -- | 4 | N/A |
| DANS-129 | 10 | -- | -- | -100% |
| DANS-130 | -- | -- | -- | -- |
| DANS-132 | -- | -- | -- | -- |
| DANS-133 | -- | -- | 11 | N/A |
| DANS-134 | 8 | -- | -- | -100% |
| DANS-134B | 4 | -- | -- | -100% |
| DANS-135/B/D | -- | -- | -- | -- |
| DANS-136/D | -- | -- | -- | -- |
| DANS-137A | 6 | 6 | 9 | 50.0% |
| DANS-137B | -- | 20 | 3 | N/A |
| DANS-137C | -- | 8 | 7 | N/A |

| | | | | |
|---|---------------|---------------|---------------|---------------|
| DANS-138 | -- | -- | 10 | N/A |
| DANS-138B | -- | -- | 1 | N/A |
| DANS-138D | -- | -- | 1 | N/A |
| DANS-140/C | -- | -- | -- | -- |
| DANS-141 | -- | -- | -- | -- |
| DANS-142 | -- | -- | -- | -- |
| DANS-154/KINE-154/B | 19 | -- | -- | -100% |
| DANS-160 | 103 | 65 | 82 | -20.4% |
| DANS-170 | 25 | 48 | 56 | 124% |
| DANS-199 | -- | -- | -- | -- |
| Within the Program | 193 | 179 | 221 | 14.5% |
| Across the Institution | 30,381 | 25,212 | 23,473 | -22.7% |
| <i>Source: SQL Queries for Fall 2023 Program Review</i> | | | | |

RPIE Analysis: The number of students enrolled (headcount) in the Dance Program increased by 12.0% over the past three years, while headcount across the institution decreased by 14.4%. Similarly, enrollment within the Dance Program increased by 14.5%, while enrollment across the institution decreased by 22.7%.

Enrollment in the following courses changed by more than 10% (\pm 10%) between 2020-2021 and 2022-2023:

Courses with an enrollment increase:

- *DANS-128A (383%)*
- *DANS-128B (300%)*
- *DANS-170 (124%)*
- *DANS-137A (50.0%)*

Courses with an enrollment decrease:

- *DANS-101/KINE-101 (-100%)*
- *DANS-129 (-100%)*
- *DANS-134 (-100%)*
- *DANS-134B (-100%)*
- *DANS-154/KINE-154/B (-100%)*
- *DANS-160 (-20.4%)*

Within DANS-137B and DANS-137C, which were offered in two of the past three years, enrollments decreased by 85% and 12.5%, respectively, between 2021-2022 and 2022-2023.

Program Reflection:

The 12% increase is promising. The newest GE-applicable course, DANS 170, has finally been recognized by counselors and students and has grown in this 3-year period. As more students return to campus, so will the in-person technique courses. The department looks forward to the housing project increasing in-person enrollment as well. The Dance faculty look forward to someday having more FTE allotments to offer more in-person technique courses and want to consider at least one hybrid technique course to reach students that cannot make it to campus. Why? As a small department, we cannot offer more than one section at a time. This means we are losing students that cannot make that one section/time. As the campus population grows, there may be another opportunity to create another GE-appropriate 3-unit theory course for World Dance.

2. Average Class Size

| | 2020-2021 | | 2021-2022 | | 2022-2023 | | Three-Year | |
|---------------------|-----------|--------------|-----------|--------------|-----------|--------------|----------------------|-------|
| | Sections | Average Size | Sections | Average Size | Sections | Average Size | Average Section Size | Trend |
| DANS-101/KINE-101 | 1 | 10.0 | -- | N/A | -- | N/A | 10.0 | N/A |
| DANS-128A/B/C | 1 | 8.0 | 2 | 16.0 | 2 | 20.5 | 16.2 | 156% |
| DANS-129 | 1 | 10.0 | -- | N/A | -- | N/A | 10.0 | N/A |
| DANS-133 | -- | N/A | -- | N/A | 1 | 11.0 | 11.0 | N/A |
| DANS-134/B | 1 | 12.0 | -- | N/A | -- | N/A | 12.0 | N/A |
| DANS-137A/B/C | 1 | 6.0 | 2 | 17.0 | 2 | 9.5 | 11.8 | 58.3% |
| DANS-138/B/D | -- | N/A | -- | N/A | 1 | 12.0 | 12.0 | N/A |
| DANS-154/KINE-154/B | 1 | 19.0 | -- | N/A | -- | N/A | 19.0 | N/A |
| DANS-160 | 4 | 25.8 | 3 | 21.7 | 3 | 27.3 | 25.0 | 6.1% |
| DANS-170 | 2 | 12.5 | 2 | 24.0 | 2 | 28.0 | 21.5 | 124% |

| | | | | | | | | |
|-------------------------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------|--------------|
| Program Average* | 12 | 16.1 | 9 | 19.9 | 11 | 20.1 | 18.5 | 24.9% |
| Institutional Average* | 1,199 | 25.3 | 1,112 | 22.7 | 1,009 | 23.3 | 23.8 | -8.2% |

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

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:

Total # Enrollments.

Total # Sections

It is not the average of the three annual averages.

RPIE Analysis: RPIE Analysis: Over the past three years, the Dance Program has claimed an average of 18.5 students per section. The average class size in the program is lower than the average class size of 23.8 students per section across the institution during this period. Average class size in the program increased by 24.9% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Courses with increases in average class size:

- DANS-128A/B/C (156%)
- DANS-170 (124%)
- DANS-137A/B/C (58.3%)

Program Reflection:

Class size still seems to be in flux. Dance enrollment tends to grow when more courses are offered, especially the performance and elective (DANS 135 Hip Hop) courses. For example, a student may be registered for the Latin Dance course, perform in the show, interact with other dancers, and decide and try a new course the following semester. We have one student that chose to become a dance major candidate from the performance experience!

3. Fill Rate and Productivity

| Fill Rate | | | |
|---------------------------------|-------------|------------|--------------|
| | Enrollments | Capacity | Fill Rate |
| 2020-2021 | 193 | 326 | 59.2% |
| 2021-2022 | 179 | 228 | 78.5% |
| 2022-2023 | 221 | 347 | 63.7% |
| Three-Year Program Total | 593 | 901 | 65.8% |
| Productivity | | | |
| | FTEs | FTEF | Productivity |

| | | | |
|---------------------------------|-------------|------------|------------|
| 2020-2021 | 15.4 | 2.1 | 7.3 |
| 2021-2022 | 16.5 | 1.5 | 11.0 |
| 2022-2023 | 22.3 | 2.1 | 10.6 |
| Three-Year Program Total | 54.2 | 5.7 | 9.5 |

Sources: SQL Queries for Fall 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Dance ranged from 59.2% to 78.5%. (The fill rate has not been calculated at the institutional level.) The rate across the three years was 65.8%. Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2021-2022 and 2022-2023, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity).

Productivity within the Dance Program ranged from 7.3 to 11.0 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 9.5 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.)

Program Reflection:

The flux in percentage reflects;
 The pandemic happened in mid-semester of the first year of review.
 The current dancers filled the three courses we were offering during the second year of review.
 In the third year, there were fewer course choices due to limited offerings. The dance students from this 3-year period had taken all that we offered. When the administration can allot more FTEs to Dance, dance percentages should increase.

4. Labor Market Demand

*This section does not apply to the Dance Program, as it is not within the Career Technical Education Division.
 Just a note:
 We do have many alumni dancers (at least 5) that are starting dance studios and teaching throughout the bay area!*

B. Momentum

1. Retention and Successful Course Completion Rates

| Course | 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 |
| DANS-101/KINE-101 | 100% | X | | 100% | | |
| DANS-128A | 83.9% | | X | 83.9% | X | |
| DANS-128B | 80.0% | | X | 80.0% | | X |
| DANS-128C | 75.0% | | X | 75.0% | | X |
| DANS-129 | 90.0% | | X | 80.0% | | X |
| DANS-133 | 90.9% | | X | 90.9% | X | |
| DANS-134 | 100% | X | | 75.0% | | X |
| DANS-134B | 75.0% | | X | 75.0% | | X |
| DANS-137A | 85.7% | | X | 85.7% | X | |
| DANS-137B | 100% | X | | 100% | X | |
| DANS-137C | 100% | X | | 100% | X | |
| DANS-138 | 100% | X | | 100% | X | |
| DANS-138B | 100% | X | | 100% | X | |
| DANS-138D | 100% | X | | 100% | X | |
| DANS-154/KINE-154/B | 94.4% | | | 72.2% | | |
| DANS-160 | 96.4% | X | | 83.0% | -- | |
| DANS-170 | 96.9% | X | | 74.4% | | X |
| Program Level | 94.2% | | | 82.5% | | |
| Institutional Level | 90.0% | | | 72.7% | | |

Source: SQL Queries for Fall 2023 Program Review
 -- 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. The lower of the two rates is highlighted in bold.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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 higher than the retention rate at the institutional level. The retention rates for DANS-128A and DANS-128B were significantly lower than the program-level rate. No courses within the Dance Program claimed retention rates that were significantly higher than the program-level rate. The retention rate for the Dance Program falls within the fourth quartile (Q4) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Dance is among the highest 25% of retention rates among NVC programs.*

Over the past three years, the successful course completion rate for the Dance Program was significantly higher than the rate at the institutional level. The successful course completion rate for DANS-170 was significantly lower than the program-level rate. The successful course completion rates for DANS-137B and DANS-137C were significantly higher than the program-level

rate. The successful course completion rate for Dance falls within the third quartile (Q3) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Dance is among the highest 50% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (11.7%) was significantly lower than the difference at the institutional level (17.3%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Dance courses claimed a difference (between retention and successful course completion) that exceeded the 17.3% difference found at the institutional level:

- DANS-134 (25.0%)
- DANS-170 (22.5%)
- DANS-154/KINE-154/B (22.2%)

Program Reflection:

The dance staff, normally accustomed to in-person teaching, did a remarkable job pivoting and creating meaningful online content. I observed each course and found engaging online environments which brought most of the same students back in person in year three of this report. Again, the online, 3-unit theory GE courses provided a convenient option for fulfilling GE during this period too. Any absence of data for certain courses is, again, due to the reduced FTE's allotted for courses.

On the flipside, the program vs. institution rate difference could be because of the need for dancers to retain, repeat, and improve on technique so that dance students continue to hone their craft whereas some disciplines do not have intermediate and advanced levels needed for the coursework.

C. Student Equity

| | Retention Rates (Across Three Years) | | Successful Course Completion Rates (Across Three Years) | |
|---------------------------|---|-------------------|--|-------------------|
| | Program Level | Institution Level | Program Level | Institution Level |
| African American/Black | 98.2% | 87.7% | 78.2% | 65.9% |
| Pacific Islander | * | 86.7% | | |
| Latinx/Hispanic | | | 81.2% | 69.0% |
| 19 or Younger | | | 83.5% | 71.0% |
| First-Generation | | | 82.9% | 69.7% |
| Not Disabled/Not Reported | | | 82.2% | 72.5% |

Source: SQL Queries for Fall 2023 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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.

The age groupings are based on the student’s age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

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

Within the Dance Program, the retention rate among African American/Black students was significantly higher than the rate at the institutional level. [Due to the low number of Pacific Islanders enrolled in the Dance Program over the past three years, this analysis does not include comparison of program-level and institution-level retention rates for Pacific Islanders.]

Within the Dance Program, the successful course completion rates among African American/Black students, Latinx/Hispanic students, students 19 or younger, first-generation students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level.

These findings regarding equity groups reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates. (See Section I.B.1 above.)

Program Reflection:

The dance department offers elective courses that promote interest from diverse groups (including age). Social Dance courses inherently promote retention and having an all-dance performance every semester promotes retention. Having electives that speak to diverse groups helps growth and retention. As soon as more FTEs are allotted to Dance, the usually popular DANS 135 (Hip Hop) class should be added along with DANS 128 (Latin Social dances) & DANS 137 (Tap dance). The online theory courses are very appealing to students also. Again, the “gateway course” effect from electives tends to bring in students who start in a course that is in their comfort zone, then gives them the environment and community to branch into other dance genres.

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

| | Retention Rates (Across Three Years) | | | Successful Course Completion Rates (Across Three Years) | | |
|----------------------|---|--------|--------|--|--------|--------|
| | In-Person | Online | Hybrid | In-Person | Online | Hybrid |
| In-Person vs. Online | | | | | | |

| | | | | | | |
|----------------------|--|--|--|--|--|--|
| In-Person vs. Hybrid | | | | | | |
| Online vs. Hybrid | | | | | | |

Source: SQL Queries for Fall 2023 Program Review

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

Thought: I think the great work of the dance staff helped retain students throughout the pandemic anomaly, when it is appropriate for the campus, more dance electives should be added.

D. Student Achievement

1. Program Completion

| | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------------------|-----------|-----------|-----------|
| Degrees | | | |
| Dance: AA | 4 | -- | 1 |
| Institutional: AA Degrees | 73 | 83 | 79 |

Source: SQL Queries for Fall 2023 Program Review

RPIE Analysis: The number of AA degrees conferred by the Dance Program decreased by 75.0% between 2020-2021 and 2022-2023. Over the same period, the number of AA degrees conferred by the institution increased by 8.2%. The Dance Program accounted for 5.5% of the AA degrees conferred in 2020-2021 and 1.3% of those conferred in 2022-2023.

Program Reflection:

This unique period may have caused interest in the dance major to wane. Publicity during this period was minimal and lack of students on campus may have reduced the knowledge that the dance degree existed. Marci Sanchez produced a report that 70 students listed dance as a discipline (or activity) of interest so we look forward to working with that data to increase our dance majors.

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

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

II. CURRICULUM

A. Courses

| Subject | Course Number | Date of Last Review & Approval by Curriculum Committee <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i> | Has Prerequisite/ Corequisite* Yes/No & Date of Last Review | In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year Anticipated | To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated | No Change |
|---------|---------------|---|---|---|--|-----------|
| DANS | 101 | Before 2018 | No | | | X |
| DANS | 125 | 3/4/2022 (CC) | No | | Archived fall 2023 | |
| DANS | 126 | 3/4/2022 (CC) | No | | Archived fall 2023 | |
| DANS | 127 | 3/1/2019 (CC) | No | | Archived fall 2023 | |
| DANS | 128A | 11/15/2019 (CC) | No | | | X |
| DANS | 128B | 1/12/2017 (BOT) | No | | | X |
| DANS | 128C | 11/15/2019 (CC) | No | | | X |
| DANS | 129 | 3/1/2019 (CC) | No | | Archived fall 2023 | |
| DANS | 130 | 3/1/2019 (CC) | No | | Archived fall 2023 | |
| DANS | 132 | Before 2018 | No | | Archived fall 2023 | |
| DANS | 133 | Before 2018 | No | | | X |
| DANS | 134 | 3/9/2017 (BOT) | No | | | X |
| DANS | 134B | Before 2013 | No | | | X |
| DANS | 134D | 1/12/2017 (BOT) | No | | | X |
| DANS | 135 | 3/1/2019 (CC) | No | | | X |
| DANS | 135B | 3/1/2019 (CC) | No | | | X |

| | | | | | | |
|------|------|-----------------|----|--|--------------------|---|
| DANS | 135D | 1/12/2017 (BOT) | No | | | X |
| DANS | 136 | 1/12/2017 (BOT) | No | | | X |
| DANS | 136B | Before 2014 | No | | | X |
| DANS | 136D | 1/12/2017 (BOT) | No | | | X |
| DANS | 137A | 3/6/2020 (CC) | No | | | X |
| DANS | 137B | 12/6/2019 (CC) | No | | | X |
| DANS | 137C | 12/6/2019 (CC) | No | | | X |
| DANS | 138 | 1/12/2017 (BOT) | No | | | X |
| DANS | 138B | Before 2013 | No | | | X |
| DANS | 138D | 1/12/2017 (BOT) | No | | | X |
| DANS | 140 | 1/28/2011 (BOT) | No | | | X |
| DANS | 140C | Before 2013 | No | | Archived fall 2023 | |
| DANS | 141 | 2/16/2018 (CC) | No | | | X |
| DANS | 142 | 12/8/2017 (CC) | No | | | X |
| DANS | 154 | 12/8/2017 (CC) | No | | | X |
| DANS | 154B | 12/8/2017 (CC) | No | | | X |
| DANS | 160 | 1/12/2017 (BOT) | No | | | X |
| DANS | 170 | 3/1/2019 (CC) | No | | | X |
| DANS | 199 | Before 2018 | No | | | X |

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates⁺

| Degree or Certificate & Title | Implementation Date | Has Documentation <i>Yes/No</i> | In Need of Revision+ <i>and/or</i> <i>Missing Documentation</i> & Academic Year Anticipated | To Be Archived* <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated | No Change |
|-------------------------------|---------------------|------------------------------------|--|--|-----------|
| Dance: AA | FA18 | Yes | In the process of revising. We are minimizing the degree based on the reduced FTE's available for course offerings so that majors can graduate withing a 4 semester period. PIO's aligned with SLO's also. New courses, never offered, have been archived. | no | n/a |

*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

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

Program Reflection:

The Curriculum Committee recently approved deactivation of courses that are not being offered and revised the local Dance AA degree to reflect these changes. There is potential to review other courses but the focus will be on revising learning outcomes. The program is considering re-submitting new SLOs and PLOs for dance that better reflect the assessment needed and more closely align with the institutional values.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

| Number of Courses | Number of Courses with Outcomes Assessed | | Proportion of Courses with Outcomes Assessed | |
|-------------------|--|-------------------|--|-------------------|
| | Over Last 4 Years | Over Last 6 Years | Over Last 4 Years | Over Last 6 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 |
| | | | | | |
| | | | | | |

Program Reflection:

The Nuventive software is currently being audited. All courses that have been offered have been assessed throughout this 3-year period. The dance program works to ensure data is displayed correctly and that SLOs match the CORs. Data currently displayed does not help represent the state of assessment, as many courses listed are not offered consistently. The program will need to remove courses currently being archived. There is enough data to assess PLOs, which is a goal for the dance program.

B. Summary of Learning Outcomes Assessment Findings and Actions

All assessments have been positive and reflect that PLO-SLO outcomes align. There is potential to revise these to benefit the assessment process.

Program Reflection:

Having new PLO's that align directly with SLO's has been beneficial. All staff have direct course tests (written and practicum/technique) that will make SLO assessment clear and immediate.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2020) included the following initiatives:

- Marketing PR and social media presence
- Working with Counseling
- Networking and Collaboration
- Outreach
- Certifications
- Schedule build on 4 semester cycle
- Starfish/CCCApplly

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- Increased use of Starfish for progress reporting of students enrolled in dance courses.

B. Recent Improvements

- Addition of DANS-170 online course.
- Dance faculty have all transitioned to using OER, ensuring no extra cost for students to obtain textbook information.

C. Effective Practices

- Ongoing revision and updates to curriculum and program requirements.
- SLOs assessed every semester for all dance courses.

V. PROGRAM PLAN

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

- Viability
- Stability
- Growth

*Please select ONE of the above.

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

- Headcount increase (A.1)
- Enrollment increase (A.1)
- Retention rate higher for program than institutional level (B.1)
- High successful course completion rates (B.1)
- High retention and successful course completion rates for equity groups (C.1)

Complete Columns A – D of the 3-Year Program Planning Template (Excel file accompanying this report) to outline the three-year plan for the program. For the fall 2023 program review cycle, the 3-year program plan will span 2024-2025 through 2026-2027.

| COLUMN A | COLUMN B | COLUMN C | COLUMN D |
|------------------------|------------------------------|---|--|
| Program/Service | Unit-Level Initiative | Anticipated Year of Implementation | Anticipated Outcome of Initiative |
| | | | |

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. 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.

Description of Current Program Resources Relative to Plan:

Recent acquisition of smart classroom technology for studios is an improvement but still needs to be fine-tuned to address issues like pitch and remote-control incorporation.

The program continues to rely on one full-time faculty to staff core courses and relies on part-time faculty to staff elective courses for the Dance A.A. degree. This means there is a need to find part-time faculty in the discipline with specific expertise to teach courses, diversifying the elective offerings.

The dance studio facility is outdated and not attractive to new students. Ongoing mechanical issues with HVAC, roof leaks, and partition between studios has worsened, further creating a safety hazard to students.

Dance program has not requested additional funding for training. Ongoing commitment to professional development is funded by the instructor or, if available, dance trust funds.

Dance program has adapted to post-covid learning modalities and demand for online courses with the creation of DANS-170, that satisfies a dance degree requirement as well as GE requirement.

- B. Complete Columns E – F of the 3-Year Program Planning Template to identify the resources needed in order to implement each unit-level initiative. If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list them on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed 3-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

| COLUMN A | COLUMN B | COLUMN C | COLUMN D | COLUMN E | COLUMN F |
|-----------------|-----------------------|------------------------------------|-----------------------------------|------------------------------|-----------------------|
| Program/Service | Unit-Level Initiative | Anticipated Year of Implementation | Anticipated Outcome of Initiative | Description of Resource Need | Type of Resource Need |
| | | | | | |

DANCE FALL 2023

Completed by Supervising Administrator:

Jerry Dunlap

Date:

11.6.23

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

- The dance program is supported entirely by one full-time faculty member who also serves as program coordinator to the division of Kinesiology, Health, Athletics, and Dance. This is an incredible feat, and we are proud of the hard work this faculty member does to sustain a complicated system of course offerings under rare circumstances.
- The dance program continues to support division and college objectives, as shown by increased enrollment, increased headcount, increased course completion, and increased course completion rates for equity groups.
- The addition of online lecture opportunity DANS-170 provides additional course offering in the online modality. This course was created out of demand for online lecture courses and overall has been successful, noting successful enrollment rates.
- The dance program consistently revises curriculum, student learning outcome assessments, and program requirements to maintain currency and remain competitive in the field.

Areas of concern, if any:

- Establishing dance facility safety remains a priority for the dance program and the division. The partition has yet to be fixed, following years of documentation of the safety hazard presented. The dance program is limited in where courses can be offered due to the nature of the curriculum, thus the dance studio remains the central classroom even with this safety hazard present.
- The dance program recently had to archive courses that we were no longer able to offer. While this is encouraging in a sense that curriculum revision and updates are continuous, it also signifies a large issue of the college's inability to offer those courses given the current limitations. These limitations include the lack of ability to schedule additional courses and the inability to hire part-time faculty with specific discipline expertise required to teach those courses.
- The dance program is dependent upon one full-time faculty member to sustain availability of courses required for degree completion or transfer pathways. The program diversity is largely dependent upon the part-time staff who can teach throughout the specific areas in dance. Resources available and support provided from other areas on campus are limited and this proves challenging for the program to focus on necessary outreach and promotional efforts. The division does what it can to support the program but largely focuses on operational needs and is unable to support ongoing and effective efforts to reach the greater community (social media, marketing, course promotion).

Recommendations for improvement:

- The dance program would like to grow, but for now is limited to maintaining stability in the post-covid environment.
- Continue to advocate for program support and resources, including studio maintenance.

- Continue to use program review data to drive scheduling decisions and determine demand for courses.

Additional information regarding resources:

- Ongoing advocacy, funding, and planning for resources is needed. Facilities present in a state of neglect and persistent safety hazard has yet to be removed.
- Program lacks marketing support.
- Program lacks outreach support.