

PROGRAM REVIEW Fall 2017

Program: Dance

Division: Arts and Humanities

Date: Oct. 10, 2017

Writer(s): Susan Lloyd

SLO/SAO Point-Person: Angelo Bummer

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxT>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program’s data since last year’s Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

In reviewing the data available from the Office of Institutional Research, enrollment numbers show a general decline in dance classes from Fall of 2012 – Fall 2016. The same trend continues for Spring 2013-2017. There are many possible contributing factors for the decline in enrollment. I have listed several possibilities:

1. The curriculum was outdated. It has been years since many of the course outlines have been updated. Therefore, last spring, I updated DANC 1 Introduction to Dance, DANC 5A/B- Dance Composition and DANC 6A/B- Dance Production and Choreography.
2. I arrived at Las Positas, Fall 2016. Before my arrival, there had been a history of students wanting to enroll in the popular DANC6 course but were unable due to the lack of repeatability options.
3. Student interest may have declined in the previous years due to ambiguity in the dance program concerning available dance instructors. In addition, most students attending Las Positas are not on a track to study dance. Our students at Las Positas are on track to get their general education accomplished and move on. I would submit, most students enrolled in dance classes are taking these classes for personal enrichment and to enhance performance skills in other areas.
4. Another possibility of enrollment decline may be the dance genres offered at Las Positas. I have taken an unofficial survey and there are interests in other dance genres, specifically modern/contemporary dance. My plan is to write curriculum for a modern/contemporary dance technique course(s).

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

As mentioned in last year’s Program Review, we are still sharing our dance space with other programs. I understand dance is a very small program and it will be a <i>very</i> long time before we have our own dance space (if ever). Yet, sharing a space with a lecture class is incredibly difficult. The desks take up the <u>needed</u> space. I have to move extra furniture and clean	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	Community Partnerships/Outreach

<p>the floor before every class. Because lecture classes do not reverence a dance space as a performer would, debris is often left behind. The lecture class instructors do an incredible job in working with not having their own space as well. These instructors cannot control the lack of space the desks create or the inconvenience the current arrangement creates for both of our programs.</p> <p>A <u>vital</u> need for our program is an appropriate <i>Marley</i> dance floor. I was unaware of the lack of a proper dance floor until I performed on the existing floor of the main stage theater in the spring of 2017. The existing floor on the main stage theater was installed improperly. The floor is on “sleepers” for spring, which is an asset for a dance floor. However, the surface floor was sanded down erasing the essential protective surface to accommodate taping anything down; from a <i>Marley</i> floor for a dance performance or even “spike” tape or scenery for a theater performance.</p> <p>In a study published in the Open Access Journal of Sports Medicine, author, Jeffery A. Russell addresses how improper flooring contributes to injury in dance. Improper flooring increases the risk of injury on stage and even more so during performances. From the research:</p> <p>“The shock absorptive quality of the surface may not be the only floor-related hazard associated with dance injuries, however. Wanke et al¹⁴⁶ attributed 12.7% of all accidents (291 of 2,281 reported injuries spanning 17 years) in professional and student dancers to a fault with flooring. The most common complaint from the injured dancers was a slippery floor, with the second most common being too much friction in the interface between the foot/shoe and the floor. The majority of the injuries to the professionals occurred on a stage surface, and about half of the professionals’ injuries occurred during performances. In response to these data, <u>optimal maintenance practices are essential to ensuring a surface properly prepared for the type of dance to be performed on the floor</u> and the footwear to be worn (or the lack of footwear for some genres). However, <u>this responsibility rests with the dance facility</u> and, therefore, hazardous conditions may be outside the influence of a health care provider unless he or she is employed by the responsible dance company or university.”</p>	Curriculum*
	Enrollment Management
	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
	Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	Services to Students
	SLO/SAO Process
	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).
	**Facilities will also be addressed in Question H.

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>Achieved goals from the 2016 Program review include, offering master classes, rewriting and updating existing offering master classes for students, rewriting, updating and creating new course outlines and dance program outreach to Las Positas students and the community at large.</p> <p>Fall semester 2016, the dance department offered an African Dance Master class taught by Cheza Nami Foundation. Cheza Nami is a non-profit organization that teaches about African culture through dance.</p> <p>Spring semester 2017, The Paul Taylor Dance Company performed at the Livermore Bankhead Theater. Connecting with Denise Bridges from the Livermore Performing Arts Center, we were able to arrange a master dance class for the students and Las Positas with a member from the world renowned Paul Taylor Dance Company.</p> <p>As mentioned above in section A, I revised DANC 1 and DANC 5 and 6 and created new sections of courses for both DANC 5 and 6.</p> <p>Performing in public spaces on campus and creating a media presence in school and local papers achieved the goal of dance outreach. Also, please visit our Las Positas College Dance Facebook page at: ucandanceifuwant2</p>	<p>Mark an X next to each area that is addressed in your response.</p>
	<p>Definitions of terms: https://goo.gl/23jrxt</p>
	<input type="checkbox"/> Community Partnerships/Outreach
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>I wish I would have held onto some of the papers I collected in response to the documentary <i>Hastdans pa Havdala</i> sponsored by the dance department on September 21, 2017. One student said something to the effect of “I saw the humane side of what the performing arts can achieve versus the expected egotistical, dog eat dog world of the performing artists.”</p> <p>The film addressed the process of dance artists working with a group of young autistic performers. Through dance and the dancers experience in working with equines (yes, horses! Sounds unusual, I know!) The dancers were able to connect with autistic individuals in spite of the commonly perceived difficulty in communicating with an autistic individual.</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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	<input type="checkbox"/> Human Resources

<p>Much of the impact of the performing arts is immeasurable. Yet, every day in class, I see moments of clarity and understanding; not only when a student masters a physical movement, but more importantly, when a student is moved emotionally and spiritually by dance.</p> <p>Suelyn Pewitt expressed interest in continuing her dance studies at a four year University. I have had Suelyn in DANC 5, Dance Composition and in DANC 3, Beginning Ballet. (Although, Suelyn is not a beginning dancer, she yearns to continue to dance at Las Positas!)</p> <p>Natasha Moore expressed her enthusiasm for taking “every dance class offered at Las Positas”. I have had Tasha in every class since I began teaching at Las Positas in the fall of 2016.</p> <p>Dance is essential to higher education.</p>	Learning Support
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>Obstacles to our program include:</p> <ol style="list-style-type: none"> 1. An unsafe performance surface 2. Sharing a space with lecture classes 3. Approval and funding for an increase and variety of dance classes 4. Funding for adding another dance instructor 	Mark an X next to each area that is addressed in your response.
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>My short term plans for the next year include the following:</p> <ol style="list-style-type: none"> 1. Offering more performance opportunities for dance students. 2. Offering Master classes 3. Write an Instructional Equipment Request for a Marley floor. 4. Write curriculum for modern/contemporary dance technique courses. 	<p>Mark an X next to each area that is addressed in your response.</p>
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>Not applicable for now</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Yes! We need a proper dance floor for the main stage theater space! Please see section **B!**

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

Included in the mission of the Las Positas Dance department is the message: dance is for everybody and every body! Our classes are UC and CSU transferrable. The dance department aims to reach out to students of every background. We embrace learning and inclusion through the performing arts.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes _X___no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

The dance department did not meet the standard. Possible reasons could include:

1. A continual turnover of dance instructors in the last several years
2. The current courses offered have lost student interest. Need to rewrite, create new courses

3. When the choice between a desired class and a needed class arises, the student opts to take the needed class.
4. Courses that lead to higher paying jobs are in greater demand because of the increase of housing/living expenses

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: DANC1 - Dance Technique
Text of the CSLO, SAO, or PSLO: 1. Demonstrate increased technical ability and knowledge regarding alignment, range of motion, strength and flexibility. 2. Develop and appreciate dance as both its physical and artistic forms. 3. Perform basic dance exercises with proper form.
Describe the quantitative or qualitative results: Out of the seven students, two received As, two received Bs, one student a C and another D. One student stopped coming to class early in the semester and did not take the final.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: I had to adjust to the students various levels of ability. I simplified the movement to encourage understanding and accomplishment.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? N/A Insufficient data in eLumen; course offered at irregular intervals. This course has been revised with new SLOs, which will be available Spring 2018.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: Dance 3 – Beginning Ballet
Text of CSLO/PSLO/SAO: Demonstrate correct center work. Participate in the elements of a ballet lesson This course could possibly be re-evaluated for the CSLOs because enrollment tends to be sufficient when offered. It is difficult to plan for other courses because enrollment is unsure.
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. N/A

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

The only course listed in the "Course Outline Report" is DANC 6 Dance Production-Choreography; the last revision was in 2004. I have updated DANC 6 and have included an additional section. The availability of DANC 6 A/B Dance Production-Choreography will be available Spring 2018.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

Not applicable

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Not applicable

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Not applicable

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?