



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program **VISUAL & PERFORMING ARTS DANCE**

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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Date Received by Program Review: November 9, 2011

Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Choreographic Studies and Dance Techniques - AS Degree: Lower division transfer program
Choreographic Studies and Dance Techniques – Certificate: Students work towards a career as a dancer or choreographer
Dance Teaching – Certificate: Graduates are hired in private studios, fitness centers, or YMCA's

Statement of Purpose – briefly describe in 1-3 sentences.

The purpose of the Dance Program is to provide education for both dancers who wish to pursue dance as a professional career, and to train dance students to become teachers of Dance in the community.

Please list the **most significant achievement** accomplished since your last program review.

1. The internship program in partnership with the YMCA is increasingly successful. With the help of the YMCA paid positions have been created in the community for graduates of the Dance Teaching Certificate.
2. The GCC Dance Program's reputation is consistently growing. Private studio owners now request student teachers even before they earned their certificate.
3. Professional dancers enroll in the Dance Teaching Certificate program.
4. Several students transferred to the CSULB Dance Department and are working towards their Bachelor in Dance degree. One student is now enrolled in the CSULB Master's Degree in Dance program.

List the current major strengths of your program

1. A well balanced curriculum
2. Growing student success rate – graduation has increased 700%
3. Excellent Dance Industry reputation
4. Strong Dance Faculty – all faculty evaluations are excellent
5. Excellent Internship Program for the Dance Teaching
6. Production experience for the aspiring dance professional.
7. High success rate of graduation students finding work in the dance industry.

List the current weaknesses of your program

1. The program needs a second full time instructor (replacement for retired instructor).
2. The program needs a classified position to be in charge of costumes and to help with administrative duties.
3. Facilities are below standard. There is no dressing room available for male students. There are no facilities for male students which is a violation of the health code?

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTEs Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
DANCE	2007-2008	127	5.8	693	45.4%	105.7%	70.1%	1
	2008-2009	143	5.1	884	37.1%	135.1%	74.1%	8
	2009-2010	136	5.6	777	29.5%	121.7%	77.2%	1
	2010-2011	117	7.3	513	34.8%	98.0%	76.4%	8
	% Change	-7.6%	+24.7%	-25.9%	-23.2%	-7.2%	+9.1%	+700.0%
	4-Yr. Trend	stable	increasing	decreasing	decreasing	stable	stable	Increase
VISUAL & PERFORMING ARTS DIVISION TOTAL	2007-2008	1,281	74.5	547	56.0%	86.5%	69.2%	36
	2008-2009	1,338	72.4	588	53.1%	97.5%	70.5%	40
	2009-2010	1,328	76.4	553	50.0%	96.6%	72.1%	22
	2010-2011	1,228	79.3	493	50.6%	94.4%	70.0%	28
	% Change	-4.1%	+6.3%	-9.8%	-9.7%	+9.2%	+1.3%	-22.2%
	4-Yr. Trend	stable	stable	stable	stable	stable	stable	decreasing

1.1. Describe how these trends have affected student achievement and student learning:

There are several reasons why the statistics show a downward trend that does not reflect the true success of the program:

1. Before this review cycle cross-enrollment with some PE courses did not represent the true number of Dance students. This practice was discontinued beginning in the Spring 11 term.
2. The number of students working towards a degree or certificate is consistently increasing as the awards trend shows.
3. The scheduling cap on the number of internships offered severely limits the amount of students that can be accommodated. Demand from the community clearly shows that more students could be enrolled if adequate supervision could be provided with qualified GCC instructors to supervise.

4. Classes such as Dance Teaching Methodology (core to the Dance Teaching Certificate) should be taught more often. However, the limit and decrease in Dance FTEF has not allowed this course to be taught during the primary terms.

5. The current registration system works to our disadvantage. Students who are not majors and at the lower levels are allowed to register before majors. Consequently, classes are filled before Dance majors have a chance to enroll. This impacts our awards trend by delaying graduation for our Dance Teaching Certificate and slowing down the transfer rate for those who wish to transfer for professional experience and degrees.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

Data collection of quantitative/qualitative information is in the process of development:

1. Transfer data including lower and upper division achievements
2. Employment information after certificate graduation.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed?
	n/n	%	n/n	%	n/n	%	Yes or No
DANCE	39	100%	34	100%		100%	Yes
THEATER							

2.1. Please comment on the percentages above.

The only classes that have not been assessed are inactive classes. Some classes, such as Dance Teaching Methodology are only offered when a minimum of 15-20 dance majors are ready to enroll. Classes that are inactive will be removed from the 2012-2013 catalog.

- 2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
- b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
- c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

a) Links to assessment timelines are in the process of development. b) New assessment rubrics have been created for all courses. Student exams have been improved. Course/program alignment matrixes are revealing that every degree/certificate/program is well developed and no major changes are needed at this time.

c) The dance program assessment cycles are all up and running. In the future, courses will be assessed every three years (previously they were assessed every two years). The first assessment of our degree/certificates/program has been accomplished and reported.

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
 b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

a) links are in the process of development. The assessment reports show evidence that all dance technique students easily achieve the desired learning outcomes. Dance students are extremely motivated. As the classes are physically very demanding and the data reveals that students who can't achieve the desired outcomes drop the dance technique classes before or right after the mid-term exams. Students are less successful when taking written exams, however, they still do achieve the desired learning outcomes.

b) The dance faculty is paying more attention to the dance science components as a result of the assessments conducted. Faculty and students have now increased understanding of how properly applied dance science techniques prevent injury. The written component of exams has been increased.

- 2.4 Please list all courses which have been reviewed in the last academic year.
Note: Curriculum Review is required by the Chancellors Office every 6 years.

All classes were reviewed and re-written between the years of 2004-2006.
 New courses have been written and implemented over the past 6 years. 33 classes are currently taught and are assessed every 2 years.
 All classes are scheduled for review during the 2011/2012 semesters.

- 2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

1. Choreographic Studies and Dance Technique – AA Degree
2. Choreographic Studies and Dance Technique – Certificate
3. Dance Teaching – Certificate

- 2.6 For each program that was reviewed, please list any changes that were made.

No changes to the programs are necessary at this time.

3.0. Reflection and Action Plans

- 3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

1. A dance faculty meeting is scheduled at the beginning of every Fall and Spring semester. Dialogues and discussions include:

- a) SLO's and SLOAC's.
- b) How to support the learning process of our Dance Majors.
- c) Value, process and student support of Internships.
- d) Dance Science (for injury prevention).

2. Ongoing discussions are held with the dance industry to insure that the courses offered through our certificates and degrees reflect the current needs of the industry.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
A replacement for our second full-time position vacated by retirement in 2008 must be achieved.	a). It will ensure that the quality of the Associate Degree meets the ever changing needs of the dance industry. One instructor alone cannot keep up with the necessary course and program development. b) It will insure that the quality of instruction meets the standards of the Transfer institutions. A second instructor is needed as a liaison with the four year schools to ensure appropriate ongoing curriculum development c) An internship program in partnership with the YMCA has been developed over the past two years. This program has been highly successful in training and placing students within the workforce and needs a qualified instructor to supervise student teaching. Moreover, the curriculum needs ongoing review in order to meet the constantly changing dance industry requirements. The Dance Teaching Certificate is rapidly growing, with thirty five students working towards the certificate. Several students have been offered jobs within the workforce and are currently teaching while they finish the course work at GCC.
Apply for a classified position (at least 50%)	Performances will again receive needed support (costumes). The costume wardrobe will be kept up to date (repair/cleaning/organization). The faculty member will get much needed support for administrative duties.
Apply for building a men's dressing room and bathroom	The Sierra Nevada building will be up to required health code. Male dancers have equal opportunity as female dancers. Potentially more male dancers will achieve one of our certificates or degrees.
Dance 107 – Survey of Dance Teaching Methodology: Improve exams. Create new exam rubrics. Update the portfolio and lesson plan requirement.	Dance majors will have an improved understanding of the SLO's and the required assessments. Dance majors will have a current portfolio which will helps them get work in dance teaching.

2011 PROGRAM REVIEW**VPA - DANCE
Remodel SN104****I:VPA.Dan-1****Section 4
Resource Request****Type of Resource Request:**

☐ Facilities/Maint. ☐ Classroom Upgrades ☒ New space ☐ Conference/Travel
☐ Instructional Equip. ☐ Non-Instructional Equip ☐ Training ☐ Other
☐ Computer/Hdware ☐ Software/Licenses ☐ Supplies

Mandatory: Is this request for one-time funding? yes OR Does this request require ongoing funding?

If this is a repeat request, please list the Resource ID code or year requested:

Mark if the following apply to this request: ☒ Health & Safety Issue ☐ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

Division of space in SN104 to build a men's dressing room, and a men's bathroom.

Amount requested \$ 15,000 (?)

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

The use of the staff bathroom as a men's dressing room is a health hazard and possibly against code.

4.3. What measurable outcome will result from filling this resource request?

It will bring the Sierra Nevada building up to code.
Male and female dancers will have equal access to dressing rooms, toilets and showers.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						X
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Academic Affairs						Prioritization Score	

2011 PROGRAM REVIEW**VPA - DANCE**
FT Dance Instructor**I: VPA.Dan-2****Section 4**
IHAC Request

If this is a repeat request, please list the Resource ID code or year requested:
Program Review 2010/2011

- 4.1** The Office of Instruction will provide data on instructional hires during the past five years, including zzzz the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	1
b) Number of full-time faculty assigned to the Program in 2005	2
c) Does this position cover classes currently taught by adjuncts? Yes or No	Yes
d) Does this position contribute to program expansion? Yes or No	No

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	1
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	2
3. CPF INDEX (Total of # 2 divided by #1)	2

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Dora Krannig-Moscatello	Perkins Grant	15	Certificate Development, Internship Development

4.4 How does this assignment relate to the college's Mission Statement?

The assignment would provide quality education to insure the commitments of GCC as outlined in the entire Mission Statement.

- It would support providing a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of society through the eyes of dance.
- Dance promotes the openness to the diversity of the human experience.
- It would give the instructors the time necessary to help students develop the skills necessary to function in the workplace. Dance and dance teaching promotes personal responsibility and the ability to work with others.
- It would give the instructors the time necessary to create a supportive, non-discriminatory environment and to help the students reach their goals in a timely manner.

4.5 How does this position relate to the objectives and functions of the college?

- | | |
|--|------------------------------|
| a) Associate Degree | d) Basic Skills development |
| b) Transfer to a four-year institution | e) Noncredit Adult Education |
| c) Career and Technical Education | f) Personal enrichment |

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets

One transfer degree, two certificates and 33 ongoing courses cannot be effectively managed by one instructor alone. The quality of the program will suffer in the long run.

1. As two instructors would share the administrative work, much needed time could be spent with the students (Student success)
2. More time needs to be allotted to supervise Interns (Student success)
3. Internships, programs, and courses could be reviewed more effectively and changes would be implemented without delay. (Industry needs)
4. Data would be collected more consistently from alumni in terms of employment and success rate
5. SLOAC data could be used more effectively to enhance instructional skills.

community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

It is not possible The position relates to the objectives and functions of the college as follows: for 1 faculty member alone to manage 33 classes per semester in term of SLO/SLOAC requirements, certificate development, course reviews, program reviews etc.

- a) We offer an Associate Degree in Dance
- b) We have students who transfer to a four-year institution
- c) We offer two Career and Technical Education Certificates
- f) Many students enroll for personal enrichment.

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.**4.8** Are there any other special concerns not previously identified? If so, please explain. **N/A**

The Dance program will suffer and students will choose to go to another College for the program.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be: NA	Well supported						
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: IHAC					Prioritization Score		

2011 PROGRAM REVIEW**Section 4: CHAC REQUEST**

VPA - DANCE
*PT Wardrobe Mistress/
 Locker Room Attendant*

I:VPA.Dan-3

If this is a repeat request, please list the year(s) requested: Not a new position/ was not replaced since employee retired .

4.1. Describe the position including the complete description used to advertise for the position. Also include the division/department/program or service and full-time percentage for the position.

Serves as locker room assistant, and seamstress to the dance department.
 Examples of duties:
 Cleaning and repairing of existing dance costumes/keep costumes organized
 Alteration necessary for dance productions
 Design and sewing of dance costumes if needed for productions
 Assists dance productions for all costume needs
 In charge of lockers for dance students
 This is a 50% position.

4.2 Criteria:

- a) Are there state or federal mandates particular to this program/service?
 If so, please describe.

No

- b) How does this position support the objectives and functions of the college in regards to the Mission Statement, EMP goals, annual college goals and/or student need?

The duties that were performed by the person who filled this position until her retirement two years ago have been neglected ever since. Not only are the existing costumes dirty and falling apart, the students do not learn about costuming a performance anymore, a vital part of our Dance Teaching Certificate (CTE Program).

Replacing this position would allow the faculty member to better implement the following EMP goals:

- 1.1 – “Improve awareness of GCCD resources” Our dance productions are always filled to capacity by an audience consisting of surrounding community members and is therefore spreading the word of our outstanding dance program’ Without appropriate costuming the quality of our performances cannot be held up to the present standards.
- 1.3 – “Increase student persistence and success in completion of their educational goals. Students working towards completion of a dance teaching certificate (CTE program) need the experience of a complete production including costume needs in order to work at an industry job.
- 2.3 - “Explore other potential collaborations” The GCC Dance Department already collaborates with the YMCA through a successful internship program. Our students teach dance through the YMCA after school programs. A major requirement is that the students are working towards a showcase with the children, which also involves appropriate costuming of the performance.

- c) Please provide quantitative data to support your request (such as program review, research office reports, surveys, etc.)

Every college or university dance department provides lockers to their students. As they sweat they need to change clothes several times during the day.
Every college or university dance department has a wardrobe mistress/seamstress to keep costumes organized, clean, repair them, and sew new costumes when necessary.

- d) Is this request related to compliance with a collective bargaining agreement?
If so, please explain.

No

- e) Are there industry standards that directly relate to this position? If so, please explain.

Every dance studio has a collection of costumes that need to be attended to on a regular basis. Dance productions are produced in every studio, after school program, community center at least twice yearly. All university dance departments provide costume support. If we deprive students of costuming the shows they lack knowledge when they enter the workforce. Costumes need to be cleaned and repaired in between shows. It is industry standard to provide lockers to the dance students.

4.3 Additional Information

- a) What implications does the addition of this position have on: budget, staffing, facilities and equipment?

\$20,000 is still allocated for this position in the dance department budget (Budget 11/12) It was not used due to the hiring freeze.
The position will support dance faculty and students.

- b) Discuss any benefits your program may have lost from not receiving this requested position.

The dance department will not be functioning up to the standards required by the dance industry. It will also not meet the standards of other college and university dance departments.
Students work preparedness will suffer.

- d) Describe how this position enhances student success and/or program outcomes.

Dance teaching majors will be able to enter the work force with all necessary skills to teach up to the industry standards, which includes the ability to produce all aspects of a dance show.

4.4 Please attach data from Human Resources on new classified hires in your program during the past five years, including the full-time percentage of each new hire.

A temporary hourly classified position was approved for Fall 11. (19 hours per week, during the semester only)

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be: NA	Well supported						
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request							
Committee: CHAC						Prioritization Score	