



Annual Program Review 2012-2013 - INSTRUCTIONAL REPORT

DANCE

Authorization

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

Author: Dora Krannig

Division Chair: Dr. Peter Green

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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	2008-2009	143	5	884	37.1%	135.1%	74.1%	8
	2009-2010	136	6	777	29.5%	121.7%	77.2%	1
	2010-2011	117	7	513	34.8%	98.0%	76.4%	8
	2011-2012	110	7	492	30.8%	102.7%	78.8%	3
	% Change	-22.7%	+39.0%	-44.4%	-6.3%	-32.3%	+4.7%	-62.5%
	Four-Year Trend	decreasing	increasing	decreasing	stable	decreasing	stable	decreasing

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

1. Cross-enrollment with PE (Dance 164, Dance 194) was discontinued Spring 11, therefore the WSCH/FTEF trend is decreasing while the FTEF trend is increasing. It does not affect student achievement or student learning as we honor the PE courses towards our degrees and certificates.
2. Fill Rate is decreasing due to the administration requirements not to take more than 10% of students over the fill rate.
3. The award trend was decreasing due to the fact that students who are not dance majors are allowed to register at the same time as dance majors. Consequently classes are filled before the Dance Majors have a chance to enroll. This impacts our awards trend by delaying graduation for our certificates and degrees.

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

1. Around 20 students are only one or two classes short of the graduation requirements. Well over 40 students are enrolled in our certificate/degree programs. Not all of them were enrolled as dance majors. For some reason they run into difficulties declaring dance as their major. A dance department database is in the process of development to track dance majors and their success rate

(employment after graduation). It is necessary to allow dance majors priority enrollment. The dance department is now regularly updating its own database tracking success rate and employment of our dance majors.

2. Cuts are made so frequently that there is the need to review the degrees and certificates on a yearly basis. A taxing task for only one full time instructor.

2.0. Student Learning and Curriculum

Course Level

Year	SLOAC Course Count		% of Courses Assessed
2010-2011	29	100.0%	93.1%
2011-2012	28	100.0%	96.4%
% Change		+0.0%	+3.3%
Four-Year Trend		stable	stable

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

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
Dance program	28	100	27	100	31	100

2.1 Please comment on the percentages above.

All active courses in the dance department are on a three year assessment cycle.

2.2 Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

Assessment rubrics are updated and reviewed every semester. New assessments were developed and implemented over the past two semesters.

- 2.3** 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.

Dance 050

The dance department had 28 active classes and 9 inactive classes. The only fulltime faculty member underwent two surgeries over the past year and was not able to do it all. Priority was given to degree and certificate revision made necessary by dance curriculum cuts. The course outlines will be revised by the end of the Fall 12 semester.

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO
Choreographic Studies and Dance Technique AS	X		X					
Choreographic Studies and Dance Technique Certificate					X		X	
Choreographic Studies and Dance Techniques AA					X		X	
Dance Program					X		X	
Dance Teaching AS					X		X	
Dance Teaching Certificate					X		X	

- 2.4** Please comment on the percentages above.

All PLO's have been identified and have been assessed. An assessment cycle of 3 years is established and up and running.

- 2.5** Using the results from your division/departments recent assessment reports, please summarize any changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

As a result of the most recent assessment reports, all degrees and certificates have been revised during the Spring 12 semester.

- 2.6** Please list all degree/certificate programs within the division that were reviewed in the last academic

1. Dance Program
2. Choreographic Studies and Dance Technique Certificate
3. Choreographic Studies and Dance Techniques AA and Dance Teaching AS
4. Dance Teaching Certificate

2.7 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

X	Curricular development/revisions of courses
x	Curricular development/revision of programs
	Increased improved SLO/PLOs in a number of courses and programs
X	Other dialog focused on improvements in student learning
x	Documented improvements in student learning
	Increased/improved SLO/PLOs in a number of courses and programs
	New degree or certificate development
X	Best Practices Workshops
	Conference Attendance geared towards maintaining or improving student success
	Division Retreat in 2011-2012
x	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
x	Division Meeting Minutes
X	Reorganization

Please comment on the activities, dialogues, and discussions above

As only 27 out of 37 courses remain active in the dance department curriculum degree, certificate revisions took priority over course revision and development. The dance faculty meets at the beginning of every semester to discuss best practices, and consult on all course, program, degree, and certificate issues.

3.0 Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths

List the current strengths of your program

1. Strong dance teaching certificates numbers (40+ students enrolled). Graduate students are already teaching in YMCA's and private studios.
2. Well-developed dance teaching internship program that leads to employment
3. Strong GCC dance student transfers to major universities
4. Strong dance faculty

3.2 Weaknesses

List the current weaknesses of your program

1. Every semester the enrollment of male students is increasing, but there are no dressing rooms or restrooms available to accommodate the male students.
2. The dance program needs a second full time position in order to function at its full potential.
3. Dance majors do not have priority enrollment and therefore have difficulties graduating within a two-year period.
4. Major cuts have already devastated the dance curriculum. Further cuts are necessary in order to accommodate the new scheduling system (minimum 50 minute lab/lectures). Dance is running out of space.
5. The position of the wardrobe mistress needs to be replaced. The students are now bringing their own clothes to perform in. Proper costuming is a crucial aspect of dance and needs to be integrated in the learning process.

- 3.3** Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Hiring 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 and changes. 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.	EMP: Goal: 1 1.1 Awareness 1.2 Access 1.3 Persistence and success Goal 2; 2.1. 2.3, 3.4, 3.5 SLOs: All PLOs: All

Hiring a classified position (at least 50%) in costuming.	Performances will again receive needed support (costumes). The costume wardrobe will be kept up to date (repair/cleaning/organization). The faculty members will get much needed support for administrative duties.	EMP: Goal 1.3 SLOs,: historical and cultural context
Install a men's dressing room and bathroom	The Sierra Nevada building will be up to required health code. Male dancers will have equal facilities to female dancers.	EMP Goal 1: 1.2 Access

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2012 PROGRAM REVIEW

Section 4 Resource Request

VPA-DANCE

*Install Men's Dressing
room and Bathroom*

I:VPA.Da-1

Mark Type of Request:

X	Facilities/Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer hardware or Faculty Use
	Instructional equipment		Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment		Conference/Travel
	Supplies		Other

4.1 Clearly describe the resource request.

The Sierra Nevada building will be up to required health code.
Male dancers will have equal facilities to female dancers.

Amount requested: \$15.000

Strategic Goal 1: Access, Persistence and Success

4.2 Funding

X	Requires One Time Funding
	Requires Ongoing Funding
	Repeat Request
3	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

X	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
X	Legal Mandate

Please explain how/why this request meets any of the above criteria.

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

- 4.4** Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

Strategic Goal 1: 1.2 Student Access, 1.3 Persistence and Success

- 4.5** What measurable outcome will result from filling this resource request?

Male and female dancers will equal access to dressing rooms, toilets and showers.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	X
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW**VPA*****Dance - Costume Manager*****I: VPA.Da-2****Section 4: CHAC REQUEST**

If this is a repeat request, please list the year(s) requested: 4 years, position was not replaced since three years

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.

The Costume Manager serves as seamstress to the dance department and the dance locker coordinator. 20 hours per week – 50%.

Examples of duties:

Cleans and repairs existing dance costumes.

Provides alterations for dance production costumes.

Designs and sews dance costumes for productions.

Assists dance productions for all costume needs.

Assigns and coordinates lockers for dance students.

Assists students in learning costume design

4.2 Criteria:

a) Are there state or federal mandates particular to this program/service?

If so, please describe.

N/A

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 assignment would provide quality educational support 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 and dance performance.
- Dance promotes the openness to the diversity of the human experience.
- It would help students develop the skills necessary to function in the workplace. The CTE Dance Teaching Certificates teaches students the necessary skills to teach dance in studios, fitness centers, after school programs etc. Students are required to be able to run a dance recital, which includes costume design, care of costumes etc.
- It would help the students reach their goals in a timely manner.

This position was lost through retirement.

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

Since the retirement of the position, the students are not able to design any of their own costumes, a skill necessary in dance teaching workplaces. They need a staff member in place to assist and guide them as they learn to create costuming. The students are able to use lockers since dance lost the position of the locker room coordinator. They work out several hours per day and need to change their clothes often. Our costumes are not up to hygienic standard due to the loss of this position.

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

N/A

- 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, in after school programs, and in community centers 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?

The money for this position is still in the dance department budget. 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 on a level required by the dance industry. Students work preparedness will suffer.

- c) Are there any special concerns that are not addressed in this request? If so, please explain.

N/A

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

Dance education majors will be able to enter the work force with all necessary skills to teach up to the industry standards. This includes the ability to produce a dance show, including the costuming.

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)

2012 PROGRAM REVIEW**Program Name:*****Fulltime Dance Instructor*****I: VPA.Da-3****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

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).	1
3. CPF INDEX (Total of # 2 divided by #1)	1

4.3 Status of Released Time Faculty

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

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 |

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

1. As two instructors would share the administrative work, much needed time could be spent with the students and developing and updating the program. (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 from alumni in terms of employment and success rate.

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

The position relates to the objectives and functions of the college as follows:

It is not possible for one faculty member alone to manage 28 active classes per semester effectively 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 four-year institutions
- c) We offer two Career and Technical Education Certificates

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

It will be difficult for assessments and developments to be completed in a timely manner, not only with the college reporting requirements, but with changing industry standards.

4.8 Are there any other special concerns not previously identified? If so, please explain.

N/A