Program: Dance

Division: Arts and Humanities

Date: Oct. 10, 2016

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

   If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). 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 (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2yIZ)

Retirements: Sherry Proctor is up for retirement.

New Hire: Susan P. Lloyd, MFA, is the new dance faculty.

State Government: Governor Brown passed senate bill 916, a restoration of the Theater and Dance Credential. With a dance credential in place, the level of experience with which a new college dancer enters a college program will be greater because of the level of expertise offered by dance teachers in the public schools grades K-12. (As of now, any teacher with a PE credential can teach a dance class.) In addition, college students in dance programs will, in the future, be able to consider Dance Education as a viable career option, supported by a state-level credential. Therefore, those students who perhaps are not interested in going into a professional dance career, but love dance and dance education, still will have a clear career pathway in our state.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

- Dance was not included in the 2015 Program Planning Update.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

- Not applicable, since there was no program review submitted last year.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

One obstacle for growing and maintaining our dance program has been the dance space. We have had to share the studio with other divisions. Sharing is always nice- if the goals of your classes are similar. However, in this case, sharing the dance space with non-dancers is difficult because the lack of concern for the up-keep of the floor which is vital to a dance studio. In addition, sharing is difficult because of the need to accommodate multiple class obligations, which compete with limited time availability for dance classes and rehearsal space.
The sound system has been another obstacle. The I-Pod input jack is broken. Music is essential for dance classes. If live music were an option, that would be my choice! However, for now, recorded music is all we have and the I-Pod input jack needs repair.

E. What are your most important plans (either new or continuing) for next year?

After looking at enrollment statistics over the last five years, my goal is to increase enrollment by outreach, offering master classes, rewriting and updating existing curriculum and creating new curriculum. After updating existing curriculum, I would like to create curriculum that would support the Theater program, enhance the existing dance program and offer new enrichment opportunities for the diverse student population at Las Positas College.

F. Instructional Programs: 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.

- Dance does not offer DE courses.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

> *Planning Priorities for 2016-17*
> - *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
> - *Provide necessary institutional support for curriculum development and maintenance*
> - *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
> - *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

In regards to "Provide necessary institutional support for curriculum development and maintenance", Titian Lish and I discovered many duplicate and out-dated curricula for dance. The change from dance being a part of the Kinesiology/Athletics, Health and Business division to the division of Arts and Humanities may have perpetuated the duplicated and outdated curricula.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes ___X__no

(This data can be found here: http://goo.gl/Ssfik2**)**

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

http://www.laspositascollege.edu/researchandplanning/documents/SuccRatesAY10-11to15-16_Prog_SetStandard.pdf
No, our program standard is 80% and we were @ 72%. I am unsure of the cause. It looks like we were successful in the 5 previous years. My guess would be a high rate of withdrawal from dance courses. For example, if a dance class conflicts with a more competitive and needful GE requirement, the student may opt for another course that will fulfill the humanities credit. Another possibility for not meeting the standard may be the repeatability restriction, time of day and/or day of the week.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

- There are no reports in the eLumen library from last year.

Describe the quantitative or qualitative results:

Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results

(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

• There is no data for last year in the eLumen report system.
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;

2. be **limited** in number (3-6 outcomes);

3. be **clear** so that students and colleagues can understand them;

4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5. be **relevant** to meet the needs of students, employers, and transfer institutions;

6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:															
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**														
1.															
2.															
3.															
4.															
5.															
6.															

1. Did you make any changes to your existing mapping? (circle one)

     Yes   No   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

    a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
    b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?