

PROGRAM REVIEW Fall 2022

Program: Dance

Division: Arts and Humanities

Date: 10/31/2022

Writer(s): Adrienne Cherry

SLO/SAO Point-Person: Adrienne Cherry

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

____ x ____ N/A

Accomplishments
1
2
3
4
5
6

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

____ N/A

Challenges/Pain Points/Needs
1. The dance program continues to be challenged by limited FTEF, which decreases our ability to offer diverse class options in different genres of dance, specifically non-Western and Eurocentric dance styles.
2. The dance program continues to be challenged with limited class offerings. Only one course with one section is offered per semester. To attempt to accommodate as many as possible, students were added past the cap, which decreased the space to effectively complete all movement possibilities. Even after adding waitlist students, I had to turn down another 5 or more that emailed requesting to add into the class.

3.
4.
5.
6.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____x___ N/A

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D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

As a new faculty member as of Fall '22, I only have the basis of my current course and have many plans to continue to develop connections through the college mission statement and Educational Master Plan. For my course currently, I provide readings/ assignments/ videos based within diverse cultures, genders and backgrounds in dance. In the future I hope to also provide Master class offerings from instructors of different backgrounds and abilities. I gear my instruction in a variety of different ways to provide success to different style learners (auditory cues, video/ visual presentation, kinesthetic/ movement base.) I also make a point to personally engage and know all of my students individually to best accommodate their individual needs.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
Increase the number of dance classes and/or sections offered per semester. This prevents		x		

overcrowded classrooms, provides options for students with different availability, and the option for continued development in dance from beginner to advanced levels.				

Tab to add more lines as needed

F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

____x____ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	
What did you learn?	
How will you use the feedback?	

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Limited availability of classes; limited access for students to enroll	Increase the number of course offerings to account for the students unable to enroll in already full classes.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Course success rates have trended down slightly from 95% Fall 2021 to 76% Spring 2022. There is however an increase in student enrollment from 22 students in Fall '21 to 33 students Spring '22. This remains consistent with 31 currently enrolled for Fall '22, (with multiple students unable to enroll due to the class being filled.) Age demographics maintain a predominant amount (45%- Fall '21, 52% Spring '22) in the 19 years and younger category, with no students in any of the categories above 24 years old. The gender demographics show an increase in male identifying students from 29% in Fall 2021 to 39% in Spring of 2022. Race-Ethnicity demographics show a slight increase from Fall '21 to Spring '22 in Multiethnic (9% to 12%) and Latino (27% to 36%) students.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page](#)

- Did your program meet its program-set standard for successful course completion?
___x___ Yes ___ ___ No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(*Departments without degrees, non-major courses, and/or other courses up for assessment*\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

DANC2A - Jazz Dance Beginning

- Upon completion of DANC 2A, students should be able to critique jazz dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
- Upon completion of DANC 2A, students should be able to execute movement reflecting the desired timing and musicality at an introductory level.
- Upon completion of DANC 2A, students should be able to perform dance technique specific to jazz dance at an introductory level.

DANC2B - Jazz Dance Intermediate

- Upon completion of DANC 2B, students should be able to critique jazz dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.

- Upon completion of DANC 2B, students should be able to execute movement reflecting the desired timing and musicality at an intermediate level.
- Upon completion of DANC 2B, students should be able to perform dance technique specific to jazz dance at an intermediate level.

DANC3A - Ballet-Beginning

- Upon completion of DANC 3A, students should be able to critique ballet performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
- Upon completion of DANC 3A, students should be able to execute movement reflecting the desired timing and musicality at an introductory level.
- Upon completion of DANC 3A, students should be able to perform dance technique specific to ballet at an introductory level

As mentioned in the 3-year plan, these SLOs were chosen because those were the only courses being offered at the time. As there was no permanent faculty member, the decision was made to include them all on the plan.

Non-Major Courses

Name of Department: Dance

The courses are selected for evaluation based on when they are currently planned to be offered (as of 10/30/20).
Dance is currently without a Faculty member of any kind so this document will most likely change.
All CSLOS corresponding to the class will be assessed in the indicated semester (XX).
CSLOs can be found here: <http://www.laspositascollege.edu/slo/assets/docs/2020-21/LPC%20SLOs%20Fall%202020.pdf>

Course	Year 1 (2020-21)		Year 2 (2021-22)		Year 3 (2022-23)	
	Fall	Spring	Fall	Spring	Fall	Spring
DANC 1		XX				
DANC 2A/B				XX		
DANC 3A			XX			
DANC 4A/B		XX				
DANC 5A/B					XX	
DANC 6A/B						XX

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). 0%
3. [Using the CSLO data and reflection questions](#), what are some conclusions?

There is no data to assess.

4. List changes that you plan on making to improve student learning.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☒ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

☐ YES ☒ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

Because the instructor is no longer with the college, it is not clear why there were no assessments completed in Fall 21 or Spring 22. This year, we intend to assess CSLOS in DANC 1 and DANC 3 (the map above will need to be modified in order to reflect the new course offerings).

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

- 1) Are your Program Maps accurate?
 - Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____ Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"

3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

___x___ YES _____ No

Course Name & Number
Working on updates for courses, however currently working with the Curriculum Committee to resolve login issues with Curriconet. I anticipate all changes to be completed by 11/11 by 5pm.

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES _____x_____ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please contact the [Curriculum & SLO Specialist](#) if you are planning a new program.

_____ YES ☒ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES ☒ No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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