Program: Dance

Division: Arts and Humanities

Date: 11/01/24

Writer(s): Adrianne Cherry

SLO/SAO Point-Person: Adrianne 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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

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Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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.

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges equity definition?
- Did they connect to any of the college planning priorities?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

Our largest accomplishment this past year was bringing back the Spring Dance Concert. It allowed Dance students to show their own choreography and go through the process of planning for a full show. It had a range of student choreographers and different styles. The first time creating this opportunity for students was a bit of a challenge as we are still working on growing to provide the proper FTEF to allow for DANC 6, which would be a class time to plan this concert. Dedicated students and I worked outside of classes, scheduled rehearsals and brought over 20 pieces to the show. The feedback was great; students were excited for the opportunity to show their work and perform. Now that we have gone through the process, I have put together a better structure for developing our next performance. My hope for the upcoming concert is to reach out to more students on campus, clubs, and bring in guest choreographers to provide an even more diverse offering of pieces. I have already reached out to the KPop club and am currently working with a student to develop a dance club, as a safe space for students to learn different styles and open new areas of dance. The program is growing; we were able to have an additional class for this Fall semester. I am looking forward to continuing progress.

N/A_____

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

The main challenge for the Dance Department is the need for growth. We were fortunate to receive a slight bump in FTEF to allot 3 classes for the 24-25 year, however, 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. The limited class options also prohibit continued development within technical styles offered and only allows for introductory courses. While I often crosslist levels to allow more

opportunity for dancers to continue their development, it can be a challenge to balance; making introductory students feel welcomed and comfortable while still providing a challenge to students who have progressed beyond the introductory level. Students looking for growth in dance have very limited options. Students are often asking me where they can find classes outside of LPC to maintain their technique and continued growth.

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

Our plans maintain continued growth and a larger awareness of the Dance Department on campus. I am working on developing curriculum for a choreography class (DANC 5), developing the tools and artistry to create dance works. With this class, I would like to offer students more opportunities to present their work to audiences as choreography showings. Currently, I am speaking with a student about starting a dance club and have spoken to another club on campus to try and get them involved in the Spring Dance Concert. I am hoping to bring in guest choreographers for the Spring Dance Concert to further diversify the different styles/genres of dances offered for students to experience/ learn.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers: 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.

Suggestions: Continuing growth in the program

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes__x__   No____

2. Comments (Optional):
   CORs reently updated for: DANC 2A, 2B, 3A, 6A, 6B
   Launching curriculum for a new class DANC 5A

3. Please review your program maps. Do you need to make any modifications?
   Yes____   No____   NA_x__

4. *If yes, compare each* Program Map *to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.*
   a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **Pathway counseling faculty liaison** to initiate changes.

b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

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).

Overall trends for the dance department show success rates and enrollment counts are remaining consistent and climbing. While the class cap is set at 25 students, the average enrollment over the course of the past 4 semesters comes out to 28.5, ranging from 24 students up to 32 students within a class. (This continues as we have 2 courses this semester- Fall '24 and a total of 56 students enrolled in Dance classes.) Demographics show over half the class is generally female and white, however the number of male students has gone up a bit over the past couple semesters. I believe with a wider range of offerings and more outreach on my part, we can continue the growth of the department and provide a more diverse dance program.

*(**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 and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

    Yes__x__   No____

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

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning*. For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:

- ☐ 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)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen (See SLO Handbook, p. 7) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes_____   No_____

   If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist and the SLO Chair.

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, run a Faculty Participation report for 23-24).
   - _____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen See the Guide for instructions on how to disaggregate PSLO data.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you

decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

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

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?
   Yes__X__ 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.](#)

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
   As the sole part -time faculty, without office hours or reassign time to manage department needs, I have not tracked SLOs until this semester. More data will be available on the 2025 Program review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

   I am the only faculty member in the dance department, while I can access elumen, I can only do so as faculty and do not have the ability to run reports at this time. I have already reached out to find more information to allow me to access. I will have more data available for the 2025 Program review.

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
   As the sole part -time faculty, without office hours or reassign time to manage department needs, I have not tracked SLOs until this semester. More data will be available on the 2025 Program review.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
   As the sole part -time faculty, without office hours or reassign time to manage department needs, I have not tracked SLOs until this semester. More data will be available on the 2025 Program review.

6. 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.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
   Will all courses be assessed by June 2026?

   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.](#)

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

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

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?