

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: **Dance**
Division Name: **Arts and Letters**

Program Contact Information:

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Overview of Program:

The Golden West College Dance Program includes general education, education for an A.A. with a major in Dance curriculum, and transfer to upper division at colleges and universities. In a positive and creative environment, students are encouraged to develop their individual artistic identity along with a sense of the responsibility and discipline that is necessary for further study in a university or conservatory environment and a professional career. The program is designed to guide students as they develop individual strengths, acquire new skills, and discover hidden talents. The program and members of the faculty provide services to the campus and community in the form of public performances, master classes and workshops, fundraising, concert tours, adjudication, and significant outreach for the recruitment of new students.

College's mission (check all that apply)

- Basic Skills**
- Career Technical Education**
- Transfer**
- Offer Degrees/Certificates**

College goals (check all that apply):

- Institutional Mission & Effectiveness**
- Instructional Programs**

The Dance department supports Institutional Mission and Effectiveness and Instructional Programs through the department's exceptionally strong commitment to program excellence. Each semester, the department assesses each of its courses to ensure that students are challenged and that students achieve their desired outcome at the strong, professional level demanded.

- Student Equity**

The Dance department places no barriers to any student's involvement in our courses, productions and technical dance requirements. We are, by the nature of dance at its most basic level, inclusive and accepting of all students and can easily adapt to accommodate student's needs. The Dance department prides itself in fostering an atmosphere of acceptance as we welcome the beginning dancer, the dedicated dance student, the professional performer and the returning adult student. .

☒ Community Relations

- The Dance program welcomes over 1,000 patrons to our Mainstage Dance productions each season. In addition to the instructional program, the Dance Department serves as an ambassador to the community by striving to provide professional quality entertainment open to all. GWC Dance program plays an active role in the community by presenting workshops, master classes and performances in the community at schools and special events, such as the GWC Invitational Dance Concert., The dance program is grateful for the support we receive from our local and regional community. Our reputation for presenting our students in professional-grade dance concerts continues to grow within the campus and community.

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The Golden West College Dance Department is a well-known entity on the Golden West College campus. When discussing issues such as student success it is important to note that Dance is not a basic skills program so measurements of student success must be attained through alternative, less traditional methods.

The GWC Dance program offers over 25 courses covering a wide variety of dance styles. All the students have the opportunity to perform in the studio concerts each semester even if they are beginning students

Dance concert productions provide dance students the unique opportunities to explore dance while gaining required skills for college transfer and employment in the entertainment industry thus assuring student success. Students who participate in Dance department productions are participating in the life of the GWC campus. They are using campus resources (dance building, costumes, technical dance equipment, etc.) as they develop and grow in their field of study. Students who develop the skills to perform in public have demonstrated that they use those skills in other areas of campus life including shared governance, and tend to become more comfortable participating in other campus activities.

Dance department productions help students promote academic excellence while developing communication and leadership skills. Students in dance courses are given the opportunity to develop their craft in several disciplines required for performance including rehearsal and performance techniques, stage management, producing, audition and/or technical dance techniques. For this reason, participation in a dance concert production is impactful for students who participate.

Our students do not universally appreciate the importance of achieving a degree from Golden West College in dance. They do however successfully transfer to such prestigious schools and conservatories as UCLA, USC, UCI, CSU-Long Beach, Chapman University and CSU-Fullerton. Our dance students' work in film, television and concert dance across the nation.

Encouraging our students to accept advanced challenges is something the Dance department program continues to do well. The Dance department encourages, involves, and instructs students of all ages, backgrounds, and abilities to participate in all areas of dance. The Dance department places no barriers to any student's involvement in our

courses, productions and technical dance requirements. We are, by the nature of dance at its most basic level, inclusive and accepting of all students and can easily adapt to accommodate student's needs. The Dance department prides itself in fostering an atmosphere of acceptance as we welcome the beginning dancer, the dedicated dance student, the professional performer and the returning adult student. The Dance department provides students with one of the most positive, creative and professional dance experiences of all colleges in Orange County. We will continue to do so with renewed effort.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

Not applicable

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

Since the 2013 Program Review, the Dance department has had a few notable accomplishments from our faculty and our students. In the 2013 Program Review, the following items were identified as initiatives for the Dance department.

1. The GWC Dance program needs to focus on recruiting more students especially those who wish to major in Dance. **RESULT:** While growth has been slow, we continue to recruit students through our full-time and part-time faculty and by student-to-student recommendation. The Dance department is unlike most other departments on our campus and in the district. Our needs are unique. Some strides have been made. However, there seems to be a continuing perception issue and an occasional lack of response to the needs of the Dance program in favor of larger programs that provide traditional basic skills through traditional formats.
2. The GWC Dance program currently has one full time professor and 2-3 adjunct instructor per semester. All the responsibilities of the program fall on the one faculty member so the planning and introduction of new courses, new ideas or representation on college committees is extremely difficult. **RESULT:** The GWC Dance program must continue to identify then hire additional faculty and add additional class sections to accommodate the current volume of students as well as a high volume of student we are seeking to join the program as majors. To accommodate the current and future volume of students, we will continue to work with the college and the Arts and Letters division to provide more faculty positions, more sections and more opportunities for students interested in all aspects of dance performance and production. Additional faculty is needed to sustain and grow the program. However, additional faculty positions not yet approved, funded or filled.
3. The GWC Dance program has an ambitious dance concert production schedule with high production values modeled on professional standards requiring the collaboration of administration, faculty, classified staff, hourly staff, and students. **RESULT:** The GWC Dance program faculty and staff will continue to improve communication to eliminate confusion and misunderstanding about dance processes, professional standards, production scheduling and planning.
4. Since the 2013 program review, the Dance program as presented 6 – 10 dance concerts on the Golden West College campus. Each of these presentations is the final examination for a Dance production course

5. Dance program students continue to successfully transfer to such prestigious schools and conservatories as UCLA, USC, UCI, CSU-Long Beach, Chapman University and CSU-Fullerton. Our dance students work in film, television and concert dance across the nation.

FOR CTE PROGRAMS ONLY

Not applicable

SWOT ANALYSIS

Strengths:

The Dance program at Golden West College, though small, does many things well. Our reputation continues to confirm that. .

- Overall, the GWC Dance program has a much more personal approach than most community college dance programs with faculty, accompanists, and hourly teaching assistants going out of their way to help students become accomplished in dance technique and performance.
- GWC dance students enjoy small classes with individual attention and after class coaching to meet their needs.
- GWC dance faculty members are very friendly and available to students for advisement.
- The GWC Dance program offers over 25 courses covering a wide variety of dance styles with course enrollments mostly under 25 students in most cases.
- All the students have the opportunity to perform in the studio concerts each semester even if they are beginning students
- GWC dance students have opportunities to travel and perform in festivals within the U.S. and abroad. More advanced students have opportunities to perform in the dance concerts in the spring semester, work with professional guest artists and travel to festivals
- Former students return, often with words of great respect for the GWC Dance program and how it positively affected their lives
- GWC Dance program plays an active role in the community by presenting workshops, master classes and performances in the community at schools and special events, such as the GWC Invitational Dance Concert
- Professors from university dance departments have respect for the caliber of GWC Dance program classes and performances, which positively affects their view of our students when they transfer to universities as dance majors
- The Dance program has had a live accompanist for one or two classes each year for many years, which is in line with university and professional dance programs and prepares our students to work in an environment with live accompaniment

Weaknesses:

In what areas does your program need to improve? –

The Dance program needs to:

- Review the following items in order to constantly invigorate the program:
 - Programs and courses
 - Grading
 - Student learning outcomes

- Strategies to encourage earlier enrollment in Dance courses and strategies to reduce early drop rate
- Identify then hire additional faculty and add additional class sections to accommodate the current volume of students especially those seeking to join the program as majors. To accommodate the current and future volume of students, the GWC Dance program will continue to work with the college and the Arts and Letters division to provide more faculty, more sections and more opportunities for students interested in all aspects of dance performance and production.
- Identify new funding resources for the program either from the District, the college, the community, government or private grant programs

What are your program's immediate needs?

- Additional full-time and part-time faculty to teach additional sections to maintain program vitality

What limitations or barriers is your program experiencing?

- Inconsistent college and divisional withholding of sections and LHE in favor of basic skills departments thus preventing the Dance department from offering and supporting additional courses and sections

Opportunities

What opportunities exist for your program?-

The dance program opportunities include:

- Adding new full-time and adjunct faculty to teach additional sections to maintain program vitality.
- Searching out incoming high school students who are already trained in dance to encourage their participation in our program
- Being at the forefront of concurrent enrollment initiatives with local high schools

What trends are happening in the field or subject area that may allow your program to expand?-

- While dance is a classical art form steeped in tradition, new trends in dance styles continue to challenge the relevancy of the GWC Dance program. Adding additional dance faculty fully knowledgeable in current dance styles will assist in creating increased interest in the Dance department, its programs and productions and will be truly reflective of our course goals, program goals and student learning outcomes.

What external funding opportunities are available for your program?

Sponsorships and corporate grant opportunities

What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

- The Dance program is hoping to be at the forefront of concurrent enrollment initiatives with local high schools.

Threats/Challenges

What challenges exist for your program?

The challenges facing the Dance program continue to be:

- All responsibilities of the GWC Dance program falling on one full-time faculty member so the planning and introduction of new courses, implementation of new ideas or representation on college committees is extremely difficult. With only one full time professor and 2 - 3 adjunct instructors per semester, additional faculty is needed to sustain and grow the program
- Constant reduction of budget for the GWC Dance program each year so the quality of the Dance concert productions has been affected
- Lack of funding for designers, costumes, props and hourly wages for stage crew and additional personnel such as photographers, seamstresses and videographers. Currently, the GWC Dance program is expected to fully produce concerts with only 1/3 total funding as compared to previous years.
- Intermittent ability from College administration and Division management to recognize the uniqueness of the Dance department and its needs which manifests itself through unrealistic expectations for the department in terms of enrollment, class size, faculty requests and awarding of degrees and certificates
- Purchasing and acquisition of supplies and materials for dance production courses. Regulations and procedures appropriate for other departments are not effective when dealing with the nature of activities required for a successful Dance department concert. .
- Lack of additional restroom facilities in and around the Mainstage Theater for dance patrons

What budgetary constraints is your program facing?

The Dance department faces unique budget issues on a continuing basis. Unlike the typical department or program on this campus, all Dance department productions, supplies, materials and activities must be funded independent of District or College funding sources. While performing in dance concerts is the skills demonstration final examinations for dance courses, the college does not pay to have these finals produced. Instead, the Dance department must identify the funding to pay for every aspect of these actual events. The majority of funding for Dance department production courses and actual performances comes from ASGWC funding with a small amount coming from ticket sales. Personnel costs remain a problem. The District only funds faculty and the positions of Theater Operations Facilitators who oversee the facilities and assist as directed with Dance department production requirements. All other personnel expenses are charged to Dance department income. The District also funds a small portion of the cost of materials, which is why ASB funding and ticket sales are so vital to the operation of the Dance department programs and courses.

What kind of competitive disadvantages is your program facing?

- Our only competitive disadvantages are the general decline in audience/patrons for all live dance and musical events in Southern California in general and our productions in particular. We are still experiencing a general decline in attendance that began approximately 6 – 8 years ago when buying habits for live dance and musical events changed drastically as the economy weakened.
- Since we have to financially support our own productions/final exams through ticket sales and other funding, inconsistent attendance at our productions adversely affects our ability to financially plan for the next season.

- Due to the budgetary constraints previously listed, we are also at a competitive disadvantage when compared to Dance programs at other colleges who seem to have full financial support from their college and district.

Are there upcoming changes to state and federal regulations that will impact your program? Who seem to If so, please explain.

- There are no upcoming changes to state and federal regulations that will impact the Dance program.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through CurricUNET, please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
(example ENGL 225)	October 2017	
DANCE G100	Spring 2018	N. Brodie
DANCE G101	Fall 2017	Instructor
DANCE G105	Fall 2016	N. Brodie
DANCE G106	Fall 2016	N. Brodie
DANCE 112	Spring 2017	Instructor
DANCE G115	Fall 2017	Instructor
DANCE G120	Fall 2018	N. Brodie
DANCE G125	Fall 2016	N. Brodie
DANCE G130	Fall 2016	N. Brodie
DANCE G135	Spring 2017	Instructor
DANCE G136	Spring 2017	Instructor
DANCE G145	Spring 2018	N. Brodie
DANCE G150	Fall 2017	Instructor
DANCE G155	Fall 2018	N. Brodie
DANCE G160	Fall 2016	N. Brodie
DANCE G200	Spring 2018	N. Brodie
DANCE G215	Fall 2017	Instructor
DANCE G220	Fall 2018	N. Brodie
DANCE G225	Fall 2016	N. Brodie
DANCE G230	Spring 2017	N. Brodie
DANCE G235	Spring 2018	N. Brodie
DANCE G240	Fall 2017	Instructor
DANCE G245	Spring 2017	N. Brodie
DANCE G250	Spring 2017	N. Brodie

DANCE G260	Spring 2017	N. Brodie

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the Course Identification Numbering System (C-ID). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

Does your department plan to submit more courses for C-ID designation? No

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart. The Dance department does not have any dual listed courses.

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

- All of our current active courses will remain active. Dance G112, not offered in the last three years, is currently being offered and will stay on the schedule. Dance 235 and Dance G240, both dance production courses, are offered when that area of dance is required for concert dance performance. Dance G135 and G136 have not been offered in the last three years due to financial inability to hire faculty to reintroduce the courses and teach them. However, we hope to schedule Dance G135 in an upcoming semester.

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment. List of courses offered in the last 3 years that have not been assessed

Question:

Looking at all assessments of your programs and courses, describe proposed plans for improvement.

- Dance G112, not offered in the last three years, is currently being offered and will stay on the schedule. Dance G240, a dance production course, is offered when that area of dance is required for concert dance performance. Dance G135 and G136 have not been offered in the last three years due to financial inability to hire faculty to reintroduce the courses and teach them. The department is looking for strategies to offer those courses again on a regular basis.

Student Demographics (Headcount by Discipline)

Gender, Age, Ethnicity, Disability, Economic Disadvantage, Veteran, Foster Youth
Comparison to GWC

Questions:

How does your student population compare to GWC's general student population?

- Averaging student demographics from the last six academic years 2009 – 2015, the Dance department student demographics closely mirrors the GWC general student demographics in the areas of disability, veteran and foster youth. The Dance department primarily has females in their classes at 83.86% versus males at 16.31%. In addition, the department serves a higher percentage of Hispanic students than the GWC general student population (31.61%) with all other ethnicities nearly matching the GWC general student population. The Dance program serves more students in age range 50 or older and in age range 19 or less than the GWC general student demographic. The Dance department serves significantly more economically disadvantaged students (54.53%) than the GWC general student demographic (46%).

Based on the trend that you are seeing, what type of adjustments would you make to your program?

- The Dance department will be making no discernable adjustments to our program since our student demographics information closely matches the GWC general student demographics information.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census, Sections Offered (by CRN), Fill Rate at Census, FTES/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

What factors have contributed to your trends in enrollment, sections offered, and fill rate?

- Since 2009, the Dance program consistently maintains high enrollment for both Fall and Spring semesters by offering courses required by our students to facilitate their successful transfer to a college, university or conservatory dance program and by offering courses that support the development of a Dance professional. However, the Dance program will continue its efforts to increase and sustain enrollment by adding more FTES and more sections. It is our belief that the Dance department could easily support more FTES. The causes or reasons for the most recent reductions in FTES would include District and college-

wide budgetary restrictions that limited the number of sections smaller departments such as Dance were allowed to offer.

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Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

- The Dance department would like to restore 1 - 2 dance courses in order to present courses that are still active but have not been offered due to District and college-wide budgetary restrictions in hiring faculty. It is our belief that the Dance department could easily support more FTES.

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How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

- The college-wide average FTES/FTEF from 2009-2014 averaged 39.56%. The Dance department averaged 73.53% during the same period.

Course Retention and Success

Overall, By Ethnicity, Age, Gender, By Large Lecture, By Session Type (Day, Evening, Hybrid, Online)

Questions:

Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

- The Dance department totals are at or above the college totals in every category of ethnicity where student data is present. The Dance department totals are at or above the college totals in retention and success by gender and special population.

If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact?

- There are no student groups experiencing disproportionate impact in the Dance department.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers. Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

- The number of degrees awarded in the last six years is smaller than anticipated. As is traditional with performing arts majors, dance students do not value receiving a degree as it is not necessary for their continued success when they transfer to a college, university or conservatory. Dance students successfully transfer based on their academic record, talent, demonstrations of that talent. Alternatively, as is becoming more common, they simply leave Golden West College after several years to become employed in the field of dance. Continuing strong recruitment and the addition of more contemporary dance courses could help increase the number of completers in Dance.

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

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- The Dance department has enjoyed success in hiring and retaining qualified part-time faculty in all areas.
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Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

- The Dance program would best function with two (2) full-time faculty members in order to accommodate our students and definitively promote student success in Dance. Currently, there is one tenured professor who teaches nearly every dance course and singlehandedly choreographs and produces the concerts. Ideally, the Dance department could welcome one more full-time faculty members with slightly different dance skills to create a well-rounded professional faculty. Having two full-time Dance department faculty members would allow robust participation in shared governance and other college activities by our faculty and continue the Dance department's growth on campus and in the dance community.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

What does your program want to accomplish in the next three years? What areas does your program plan to improve?

- The Dance department would like to dramatically improve enrollment in the dance program and courses, and increase general student enrollment through active recruiting, and high student participation in dance concert productions. The Dance department also needs to introduce new faculty to teach new dance styles as a way of attracting more students and staying even with or ahead of our competitors.

What specific actions will you take to improve upon those areas?

- Continue to work with college administration to acquire a new faculty member knowledgeable and cognizant of new dance trends.
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How will you assess whether your program has accomplished those goals?

- The Dance department will assess the success of our dance program by analyzing course enrollments, SLO assessments, student surveys, student participation and degrees awarded.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

The Dance department needs are:

- Staffing: None
- Faculty: One additional full-time faculty member
- Facilities:
- Technology: update of audio equipment in Rec. Ed 211
- Equipment: update of audio equipment in Rec. Ed 211
- Funding for Professional Development: