Dance Program Review
2011-2012

1. Program Description

A. Description

Dance program provides students with intellectual and practical experience in multiple genres of dance. We offer courses that both fulfill undergraduate general electives and transferable requirements to obtain a Bachelor Degree in a four-year institution. The Dance program is intended for students who desire a formal course of study in dance and is anchored by a progression of technical, historical and compositional courses in contemporary dance designed to prepare and enhance their abilities in communication, critical thinking and self-expression.

B. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Express themselves creatively through dance composition and performance.
2. Analyze and practice the ways the body is organized in relationship to multiple dance genres and somatic practices.
3. Demonstrate knowledge of cultural, historical and theoretical perspectives on dance.
4. Evaluate their beliefs, biases, and assumptions of dance.
5. Describe, analyze and interpret diverse artistic dance works.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)
No certificate of achievements in dance

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

There is no perquisite for admission to the Dance program.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.
• Student Success
• Respect
• Integrity
• Quality
• Collegiality
• Access
• Innovation
• Diversity
• Service
• Collaboration
• Sustainability
• Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events

1. The Dance Department's full and part time faculty work in collaboration with Ventura College Student Dance Company to produce two concerts yearly. Every year the concert grows in attendance and participants.

2. Through tickets sales, fund-raising and advertisement sales for our dance concert programs the dance department has raised over $6,000 for our yearly trust.

3. Many of our students have transferred to major University dance programs.

4. Several of our dance alumni and current faculty are dancing professionally with national and international dance companies.

5. For over 50 years the Ventura College Dance department has partnered with many social community services to perform socially conscious site-specific dance works in the West Ventura community.

6. The dance department alumni with our faculty continue to produce and perform with the Ventura County "AIDS project "Rhythms for Life" annual benefit concert.

7. The student dance company has toured performances in West Ventura Community grade and high schools.

8. In Fall 2011 the dance department introduced 7 new courses enhancing the program by creating a second level of all formal technique and composition courses (Modern, II Ballet II, Jazz II, Tap II, Composition II).

9. We also updated the description and content of many of our existing dance courses.

10. We are currently working on developing additional new courses to support the creation of an Associates of Arts degree in Dance.

K. Organizational Structure

President: Robin Calote
     Executive Vice President: Ramiro Sanchez
       Dean: Gwendolyn Lewis-Huddleston
         Department Chair: Judy Garey

Instructors and Staff

Name	Krenly Guzman
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	20 Years
Degrees/Credentials	B.A., M.F.A.

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2. Performance Expectations

A. Program Student Learning Outcomes   - Successful students in the program are able to:

1. Express themselves creatively through dance composition and performance
2. Analyze and practice the ways the body is organized in relationship to multiple dance genres and somatic practices.
3. Demonstrate knowledge of cultural, historical and theoretical perspectives on dance.
4. Evaluate their beliefs, biases, and assumptions of dance.
5. Describe, analyze and interpret diverse artistic dance works.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district. (The dance department would like to request that the WSCH/FTEF goal be lowered to reflect similar performing arts departments like theatre and music).
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)
I: This program-level student learning outcome is **INTRODUCED** is this course.
P: This program-level student learning outcome is **PRACTICED** in this course.
M: This program-level student learning outcome is **MASTERED** in this course.
Leave blank if program-level student learning outcome is not addressed.

Program:	Dance ▼ Click here for instructions. See#1
Description:	Program Purpose: The dance program is designed for students to express themselves creatively through dance composition and performance; analyze and practice the ways the body is organized in relationship to multiple dance genres and somatic practices; demonstrate knowledge of cultural, historical and theoretical perspectives on dance;
Date Prepared:	4/29/2011
Present at meeting:	Krenly Guzman, Judy Garey
Submitted By:	Judy Garey

College-Level Student Learning Outcomes (CLSLO)

1) Communication   3) Critical Thinking and Problem Solving   5) Civic Responsibility
2) information Competency   4) Creative Expression   6) Social Interaction and Life Skills

List your Program-Level SLOs and indicate the number of one or two corresponding CLSLO(s) above.

Most programs do not have more than three PLSLOs.   Click here for instructions. See#2

1) Express themselves creatively through dance composition and performance	4 ▼	3 ▼
2) Analyze and practice the ways the body is organized in relationship to	3 ▼	5 ▼
3) Demonstrate knowledge of cultural, historical and theoretical perspectives on	4 ▼	5 ▼
4) Evaluate their own beliefs, biases, and assumptions of dance	5 ▼	3 ▼
5) Describe, analyze and interpret diverse artistic dance works	3 ▼	4 ▼
6)	CLSLO? ▼	CLSLO? ▼

CLSLO? ▼   CLSLO? ▼

7)

CLSLO? ▼   CLSLO? ▼

8)

Course to Program-Level Student Learning Outcome (PLSLO) Mapping. Please use all capital letters.

   I: This program-level student learning outcome is **INTRODUCED** is this course.
   P: This program-level student learning outcome is **PRACTICED** in this course.
   M: This program-level student learning outcome is **MASTERED** in this course.   [Click here for instructions. See #3](#)
   Leave blank if program-level student learning outcome is not addressed.

Courses (i.e. CHEM1A)	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5	PLSLO #6	PLSLO #7	PLSLO #8
DANC V01	I	I	I,P	I,P	I			
DANC V10A	I,P	I,P	I	I	I			
DANC V10B	I,P	I,P	I,P	I,P	I,P			
DANC V13A	I,P	I,P	I	I	I			
DANC V13B	I,P	I,P	I,P	I,P	I,P			
DANC V14	I,P	I,P	I	I	I			
DANC V15A	I,P	I,P	I	I	I			
DANC V15B	I,P	I,P	I,P	I,P	I,P			
DANC V23	I,P	I,P	I,P	I	I			
DANC V27	I,P	I,P	I,P	I	I			
DANC V29A	I,P	I,P	I	I	I			
DANC V29B	I,P	I,P	I,P	I,P	I,P			
DANC V30	I,P,M	I,P,M	I,P,M	I,P,M	I,P			
DANCE V50A	I,P	I,P	I,P	I,P	I,P			
DANC V50B	I,P,M	I,P,M	I,P,M	I,P,M	I,P,M			

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

   I: This program-level student learning outcome is **INTRODUCED** is this course.
   P: This program-level student learning outcome is **PRACTICED** in this course.
   M: This program-level student learning outcome is **MASTERED** in this course.
   Leave blank if program-level student learning outcome is not addressed.

Courses (i.e. CHEM1A)	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5	PLSLO #6	PLSLO #7	PLSLO #8
DANC V88	I,P	I,P	I,P	I,P	I,P			
DANC V89	I,P	I,P	I,P	I,P	I,P			
DANC V90	M	M	M	M	M			

Meeting Minutes   Click here for instructions. See #4&5

We met on 4/29 and discussed how all of the program level student learning outcomes related to each of our dance courses.

Dance Program Review
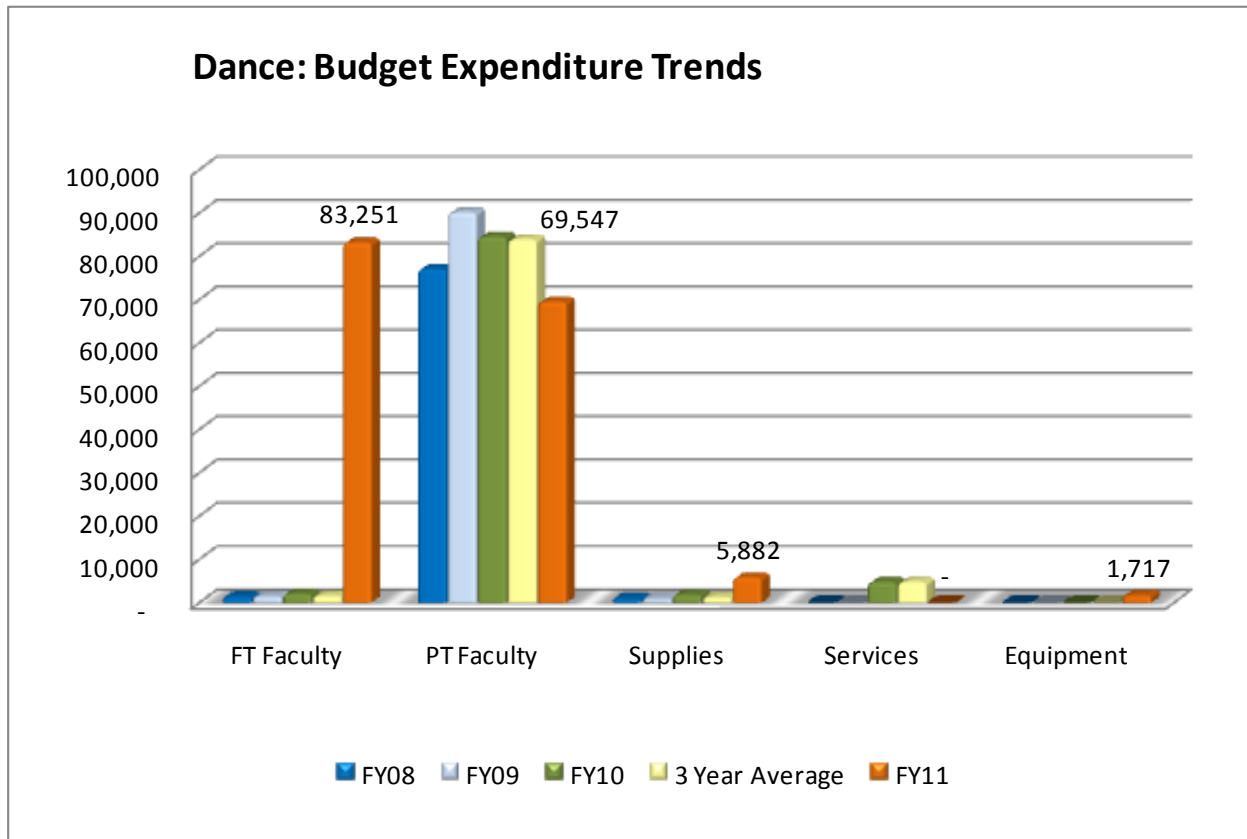2011-2012

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	1,388	1,477	2,038	1,634	83,251	4994%	12%
2	PT Faculty	77,101	90,198	84,568	83,956	69,547	-17%	-10%
7	Supplies	1,000	998	1,832	1,277	5,882	361%	24%
8	Services	-	-	4,825	4,825	-	-100%	-17%
9	Equipment	-	-	-	-	1,717	100%	-42%
	Total	**79,489**	**92,673**	**93,263**	**88,475**	**160,397**	**81%**	**0%**

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three year average.


Dance: Budget Expenditure Trends

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Dance: Comparative Budget Changes
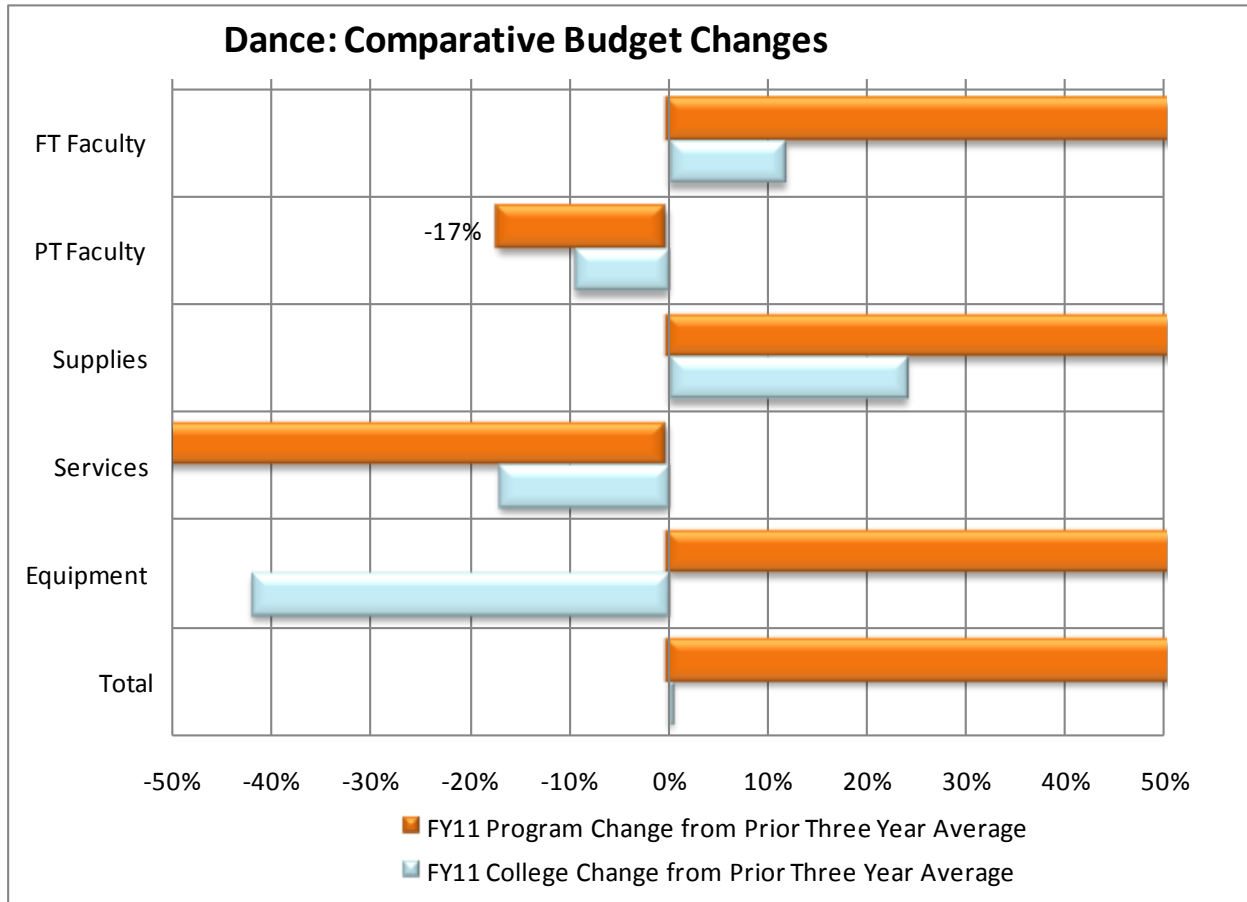
A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The program shows an increase in full-time faculty expenditures parallels the college average expenditures over the same period. The main factor that explains this is the first full-time hire on FY10 that the dance program has ever had in fifty years. The increases in full-time expenditures correspond to the decrease in part-time expenditures that also mirrors the college trends. The increase of the budget supplies is due to the introduction of new courses.

B1: Program Inventory Table

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment in the Banner Assets system								

B2: Interpretation of the Program Inventory Information

The equipment list provided by Banner is incomplete and does not accurately reflect the program's holdings. An inventory is underway to provide an accurate equipment list. The Dance program is currently building a new studio and will have a complete list of both the new and old studios inventory information.

C1: Productivity Terminology Table

| Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	16	18	14	16	26	63%	-12%
Census	448	534	538	507	751	48%	0%
FTES	51	59	58	56	79	41%	-1%
FT Faculty	-	-	-	-	1.01	0%	3%
PT Faculty	1.31	1.51	1.28	1.37	1.12	-18%	-11%
XL Faculty	-	0.10	0.20	0.10	-	-100%	5%
Total Faculty	1.31	1.61	1.48	1.47	2.13	45%	-4%
WSCH	584	550	588	571	556	-3%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.
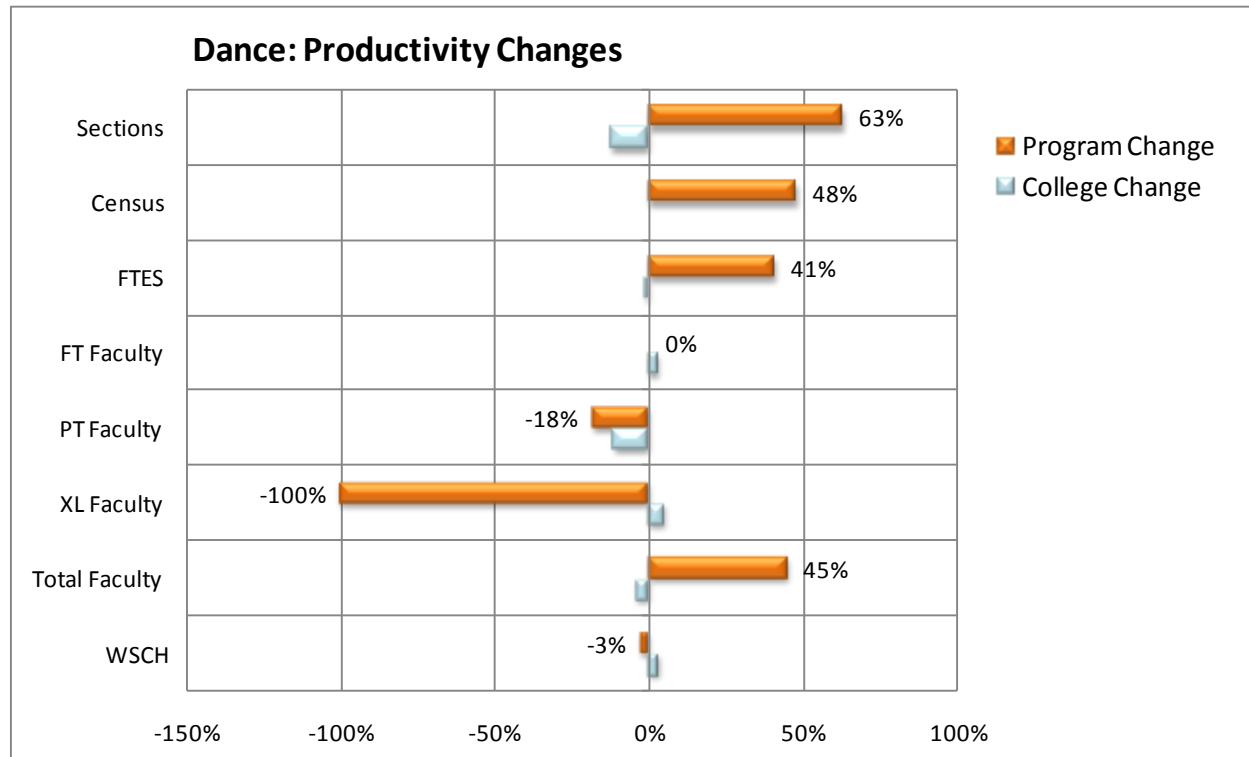
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C4: Interpretation of the Program Productivity Information

The number of Dance department sections increased due to several factors:

1. The Dance department is currently working on developing an Associates of Arts Degree in Dance. In FY11 we introduced 7 new courses to the department.
2. Increased popularity of the development of the dance curriculum increased the demand by the students for more sections. The department is attempting to offer the core required courses to both meet transferable requirements and prepare the students to achieve a future A.A. degree in dance. We should see an increase enrollment within the next year.
3. Some of the updated courses like Ballroom have already increased in enrollment.
4. The additional and updated courses are increasing the educational standards of the department.
5. All new level two courses are essential for articulation to UC and CSU for transfer students.
6. For dance classes to be effective and meet the standards for transfer requirements the class should not exceed 25 students per class. This supports our request to lower the WSCH/FTES ratio for the dance department from 600 to 400 reflecting the numbers for other performing arts departments.

D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)
DANCV01	Dance Appreciation	-	615	1,043	829	544	-34%	600	91%
DANCV10	Modern Dance	676	485	618	574	560	-2%	600	93%
DANCV13	Tap Dance	396	618	521	512	705	38%	600	117%
DANCV14	Movement for theTheatre	290	328	-	306	270	-12%	600	45%
DANCV15	Ballet	695	753	917	788	666	-16%	600	111%
DANCV16	Western Line Dance	792	531	-	661	-	-100%	600	0%
DANCV23	Ballroom Dance	-	-	-	-	695	0%	600	116%
DANCV27	Street Dance	-	-	-	-	589	0%	600	98%
DANCV29	Jazz Dance	486	580	668	574	535	-7%	600	89%
DANCV30	Dance Performance	630	557	452	546	391	-28%	600	65%
DANCV90	Directed Studies in Dance	-	-	-	-	186	0%	600	31%
TOTAL	Annual District WSCH Ratio	580	585	679	613	555	-9%	600	93%

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D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

Dance: District WSCH Ratio by Course   District Goal = 600
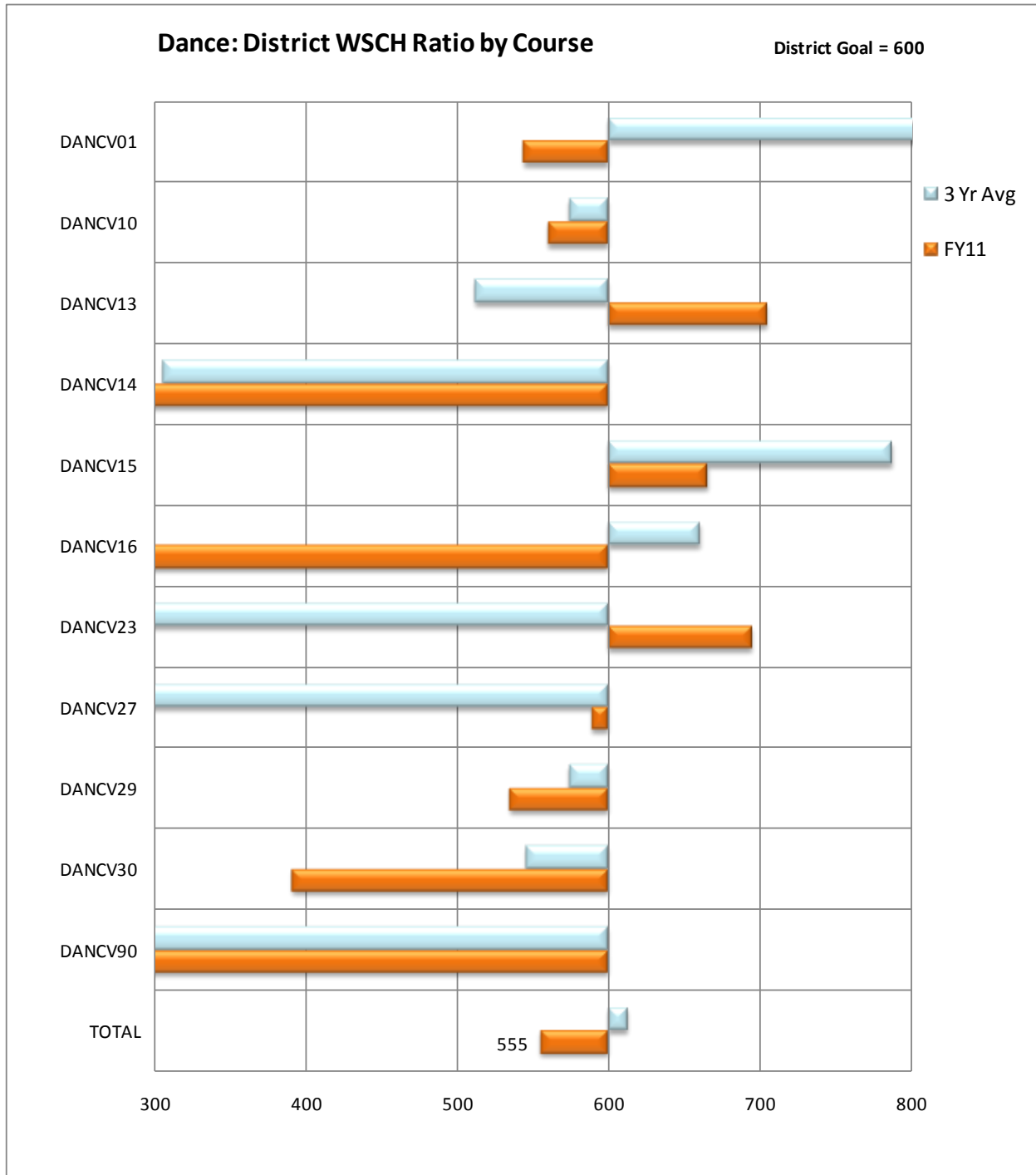
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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
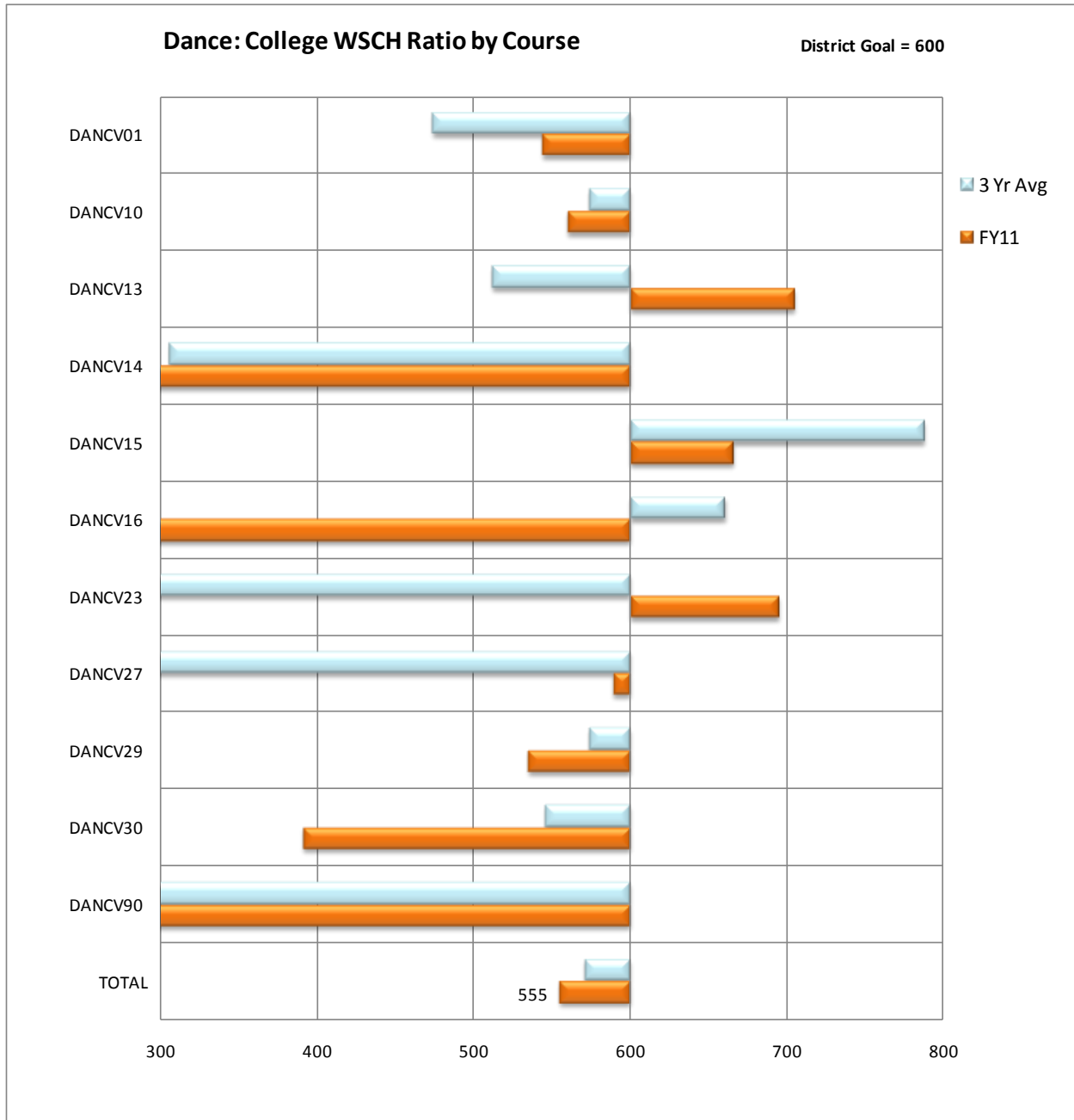
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
DANCV01	Dance Appreciation	-	410	521	474	544	15%	600	91%
DANCV10	Modern Dance	676	485	618	574	560	-2%	600	93%
DANCV13	Tap Dance	396	618	521	512	705	38%	600	117%
DANCV14	Movement for theTheatre	290	328	-	306	270	-12%	600	45%
DANCV15	Ballet	695	753	917	788	666	-16%	600	111%
DANCV16	Western Line Dance	792	531	-	661	-	-100%	600	0%
DANCV23	Ballroom Dance	-	-	-	-	695	0%	600	116%
DANCV27	Street Dance	-	-	-	-	589	0%	600	98%
DANCV29	Jazz Dance	486	580	668	574	535	-7%	600	89%
DANCV30	Dance Performance	630	557	452	546	391	-28%	600	65%
DANCV90	Directed Studies in Dance	-	-	-	-	186	0%	600	31%
TOTAL	**Annual College WSCH Ratio**	**580**	**549**	**588**	**571**	**555**	**-3%**	**600**	**93%**

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

Dance: College WSCH Ratio by Course — District Goal = 600

Legend: 3 Yr Avg, FY11

Courses: DANCV01, DANCV10, DANCV13, DANCV14, DANCV15, DANCV16, DANCV23, DANCV27, DANCV29, DANCV30, DANCV90, TOTAL (555)

Axis: 300, 400, 500, 600, 700, 800

D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

1. Generally our courses exceed the college goals and expectations. We are currently working to build the new second level courses to match our enrollment history.
2. Classes declined by 100% were those not offered in fall 2011.

E1: Student Success Terminology

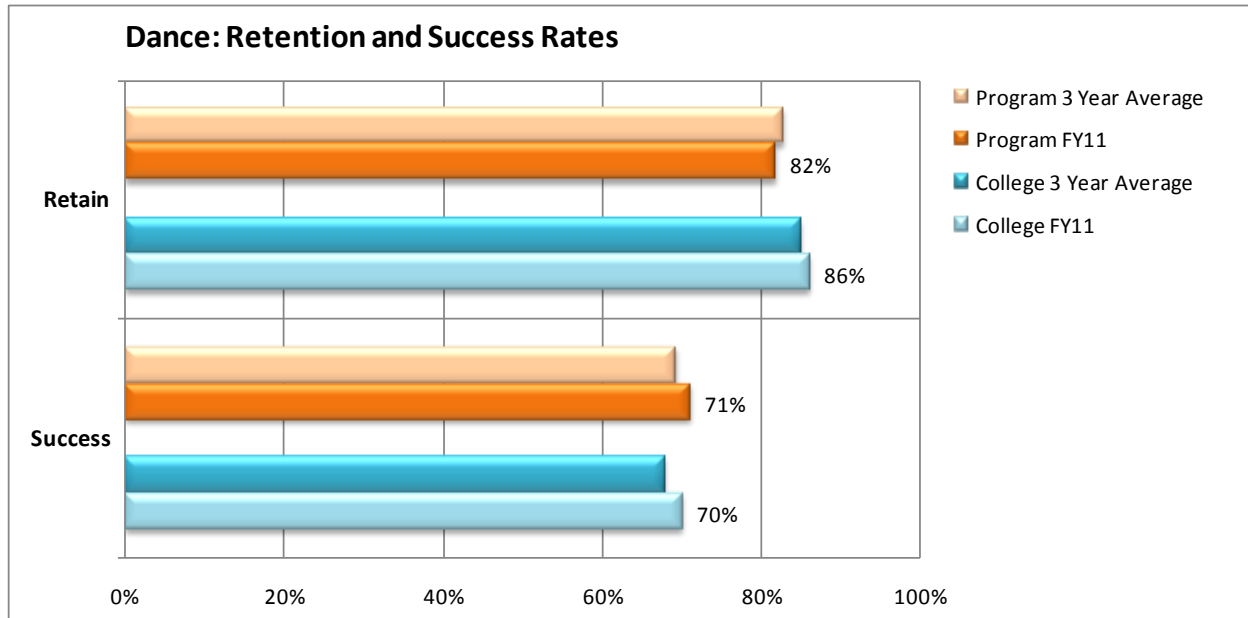|	
Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*.   The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures.   The "College" success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
DANC	FY08	225	37	27	19	16	19	66	11	420	354	308
DANC	FY09	237	54	22	21	9	49	104	16	512	408	334
DANC	FY10	247	72	26	15	6	62	79	6	513	434	360
DANC	3 Year Avg	236	54	25	18	10	43	83	11	482	399	334
DANC	FY11	354	99	41	23	14	53	132	12	728	595	517

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
DANC	FY08	54%	9%	6%	5%	4%	5%	16%	3%		84%	73%
DANC	FY09	46%	11%	4%	4%	2%	10%	20%	3%		80%	65%
DANC	FY10	48%	14%	5%	3%	1%	12%	15%	1%		85%	70%
DANC	3 Year Avg	49%	11%	5%	4%	2%	9%	17%	2%		83%	69%
DANC	FY11	49%	14%	6%	3%	2%	7%	18%	2%		82%	71%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Dance: Retention and Success Rates

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Retain:
- Program FY11: 82%
- College FY11: 86%

Success:
- Program FY11: 71%
- College FY11: 70%

E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Dance: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Program FY11	College FY11
A	49%	33%
B	14%	20%
C	6%	13%
P/CR	3%	3%
D	2%	5%
F	7%	10%
W	18%	14%
NC	2%	2%
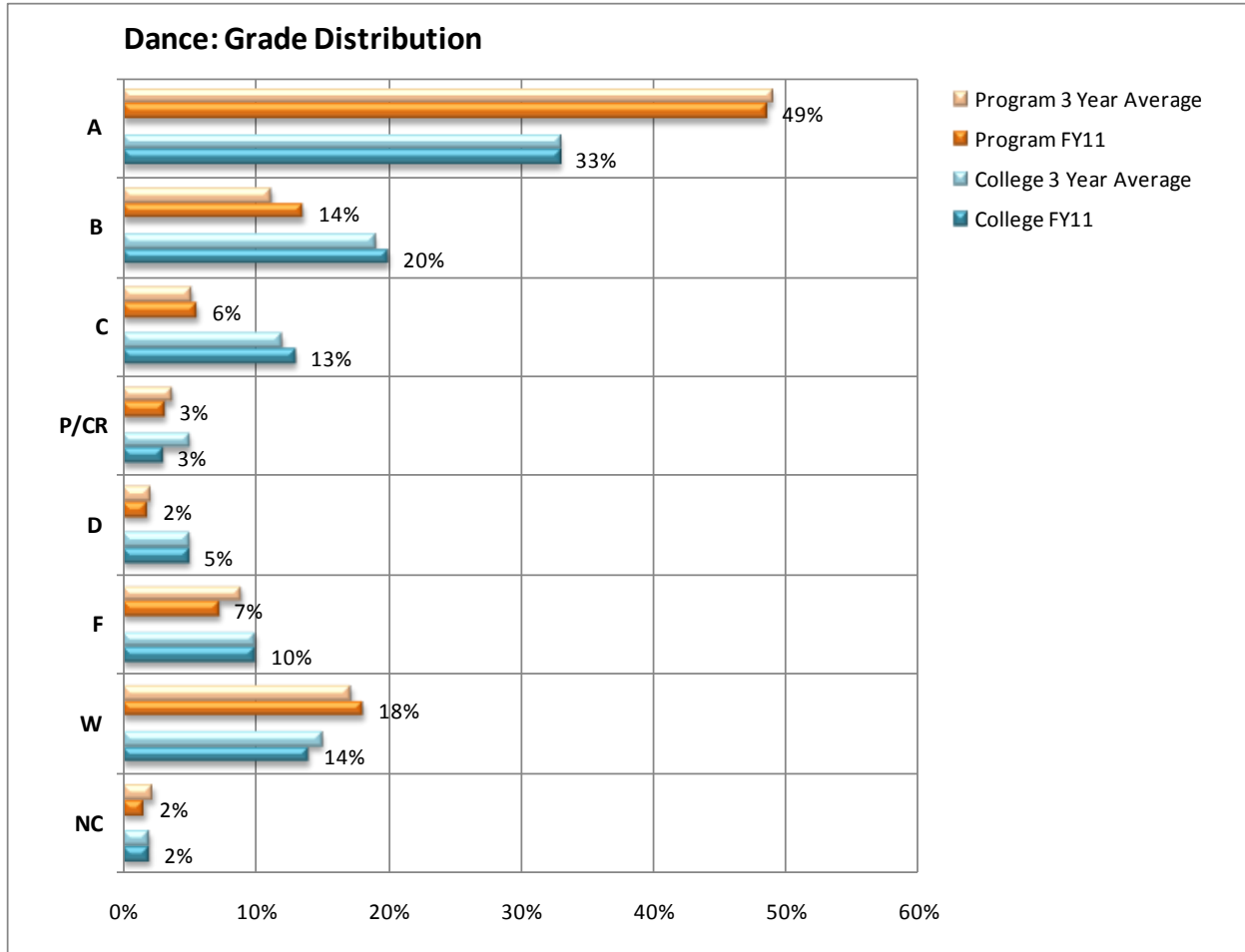
E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

1. The department has been working on improving our teaching methods and the productivity report show our success rate is 1% higher than the college.
2. Most students meet and exceed the standards we set for our SLO'S.

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Dramatic Arts	FY08	-	3	1	2
Dramatic Arts	FY09	-	2	1	1
Dramatic Arts	FY10	-	4	1	3
Dramatic Arts	FY11	-	-	-	-
Total Awards in 4 Years		**-**	**9**	**3**	**6**

Dramatic Arts : Student Certificates and Degrees
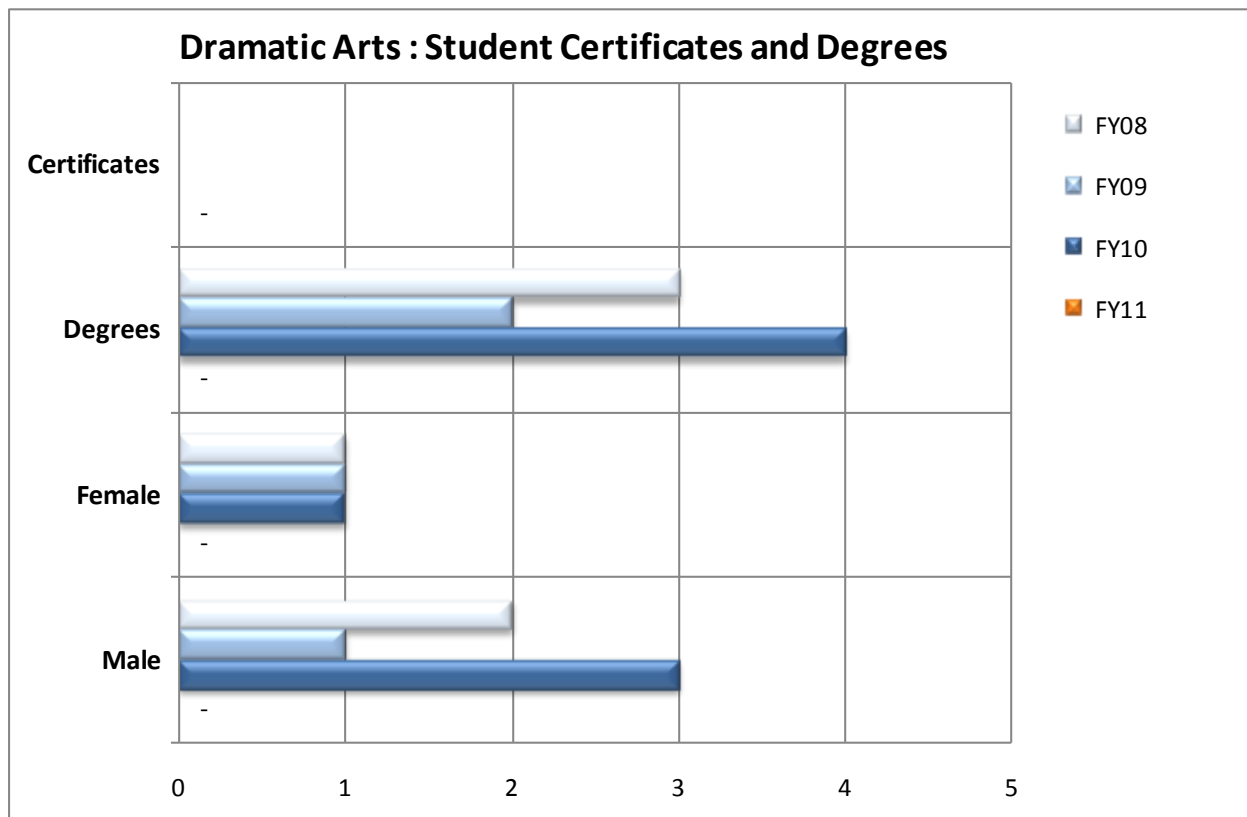
F2: Interpretation of the Program Completion Information

We are currently working on developing an Associates of Arts degree in Dance.

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

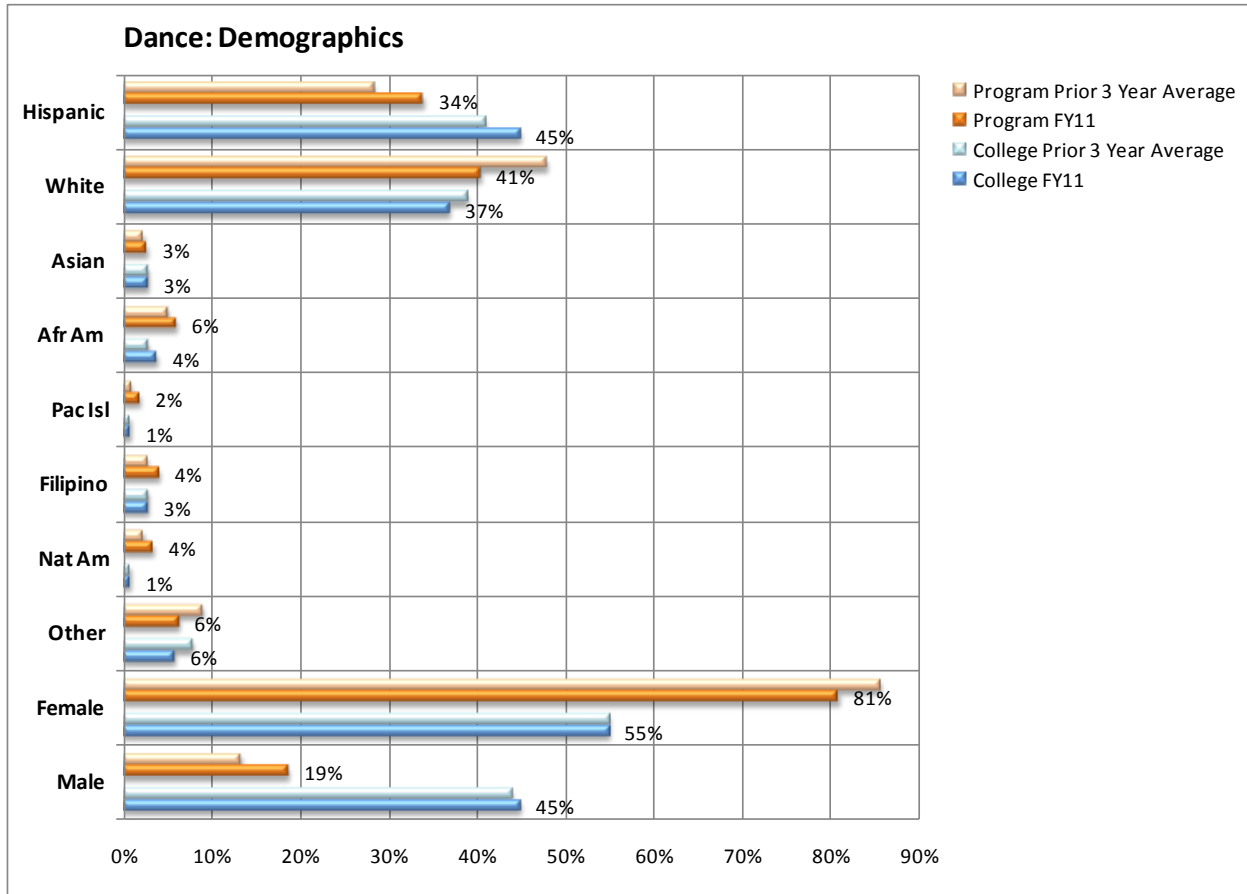| Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
DANC	FY08	86	243	13	17	3	11	7	40	370	46	4	29
DANC	FY09	151	224	14	22	8	17	16	60	433	73	6	27
DANC	FY10	175	225	9	37	5	15	14	33	433	77	3	25
DANC	**3 Year Avg**	**137**	**231**	**12**	**25**	**5**	**14**	**12**	**44**	**412**	**65**	**4**	**27**
DANC	**FY11**	**248**	**295**	**21**	**45**	**15**	**31**	**26**	**47**	**589**	**137**	**2**	**24**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
DANC	FY08	20%	58%	3%	4%	1%	3%	2%	10%	88%	11%	1%	29
DANC	FY09	29%	44%	3%	4%	2%	3%	3%	12%	85%	14%	1%	27
DANC	FY10	34%	44%	2%	7%	1%	3%	3%	6%	84%	15%	1%	25
DANC	3 Year Avg	28%	48%	2%	5%	1%	3%	2%	9%	86%	14%	1%	27
DANC	**FY11**	**34%**	**41%**	**3%**	**6%**	**2%**	**4%**	**4%**	**6%**	**81%**	**19%**	**0%**	24
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	24

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Dance: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

Group	Values
Hispanic	34%, 45%
White	41%, 37%
Asian	3%, 3%
Afr Am	6%, 4%
Pac Isl	2%, 1%
Filipino	4%, 3%
Nat Am	4%, 1%
Other	6%, 6%
Female	81%, 55%
Male	19%, 45%

G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

The gender distribution shown in the charts is reflective of most college dance departments. We are working on increasing the male population.

Dance Program Review
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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Express themselves creatively through dance composition and performance.	95% of the students performing in the end of the semester concert for the dance performance class will perform successfully.
Operating Information	
For the spring 2011 production of "the 25th Annual Putnam County Spelling Bee" 100% of the students achieved the set goals.	
Analysis – Assessment	
Our students exceed both our department and college indicators in our dance performance class.	

Program-Level Student Learning Outcome 2	Performance Indicators
Analyze and practice the ways the body is organized in relationship to multiple dance genres and somatic practices.	Dance V10A Modern dance 85% of student will apply knowledge of the dance principles to achieve strength, stretch, and aerobic conditioning.
Operating Information	
90% of students meet the standards and goals set.	
Analysis – Assessment	
This exceeded the expected set goals by 5%.	

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Program-Level Student Learning Outcome 3	Performance Indicators
Demonstrate knowledge of cultural, historical and theoretical perspectives on dance.	Dance V01 (Dance Appreciation) 85% of students will successfully demonstrate cultural, historical and theoretical knowledge by performing an oral presentation examining and analyzing a chosen artist from assigned reading.
Operating Information	
During the spring 2011 semester 87% percent of the students achieved and surpassed the set goal by 2%.	
Analysis – Assessment	
Our goal was exceeded by 2%.	

Program-Level Student Learning Outcome 4	Performance Indicators
Evaluate their beliefs, biases, and assumptions of dance.	Dance V01,V15A and V10A (Dance Appreciation, Ballet and Modern Dance) 80% of students will successfully write a critical analysis of a live dance concert.
Operating Information	
82% of the students achieved this goal and surpassed the set goal by 2%.	
Analysis – Assessment	
Our goal was exceeded by 2%. The department is working to improve students' analytical skills by creating a set rubric defining how to critique and evaluate dance to form their own opinions.	

Program-Level Student Learning Outcome 5	Performance Indicators
Describe, analyze and interpret diverse artistic dance works	Dance V01, V15A and V10A (Dance Appreciation, Ballet and Modern) 75% of the students will present an in-depth oral response and analysis to assigned readings and videos.
Operating Information	
80% of the he students achieved this goal and surpassed the set goal by 5%.	
Analysis – Assessment	
This goal was exceeded by 5%. The department is working together to improve students' analytical skills by creating a set rubric defining how to evaluate and critique dance performances.	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the **program's** average student success rate for the prior three years.
Operating Information	
In FY 2011 the dance program achieved a 71% success rate.	
Analysis – Assessment	
Program met goals and increased the success rate by 2%.	

Student Success Outcome 2	Performance Indicators
The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will mirror the average of the **college's** student success rate for the prior three years.
Operating Information	
In FY 2011 the dance program achieved and increased the college's set census goal by 1%.	
Analysis – Assessment	
The program success rate both mirrored the college's census rate and additionally increased by 1%.	

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificate and/or degrees.	Currently we do not have a degree in dance.
Operating Information	
Analysis – Assessment	
We are currently working on creating an AA Degree in Dance.	

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C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The dance department goals have been set above the district goals.

Operating Information
Even with this high goal some of our classes have exceeded this expectation.

Analysis – Assessment
We have requested that the district reevaluates the WSCH/FTEF to reflect other performing arts departments.

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.

Operating Information
The inventory list is out of date and needs to be reviewed (3B1)

Analysis – Assessment
The equipment list provided by Banner is incomplete and does not accurately reflect the program's holdings. An inventory is underway to provide an accurate equipment list. The Dance program is currently building a new studio and will have a complete list of both the new and old studios inventory information.

5. Findings

Finding 1 the need for an Associates in Arts degree in Dance.

Finding 2- the district miscalculations of the WSCH/FTEF number for dance.

Finding 3

Finding 4

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6. Initiatives

Initiative- Request for a new full time faculty in dance. Currently the dance department is developing an Associates of Arts Degree in Dance and is in need of fulltime Dance professor with an administrative background and capable of teaching multiple genres of dance.

Initiative ID

Links to Finding 1 - The Dance department is currently working on developing an Associates of Arts Degree in Dance. In FY11 we introduced 7 new courses to the department. Increased popularity of the development of the dance curriculum increased the demand by the students for more sections. The department is attempting to offer the core required courses to both meet transferable requirements and prepare the students to achieve a future A.A. degree in dance. We should see an increase enrollment within the next year. Some of the updated courses like Ballroom have already increased in enrollment.

Benefits: This will help meet the needs of many students in the dance program by offering all required courses to achieve an AA in dance during the day and in the evening. Student should be able to achieve the degree in totality as either a day or a night student. The additional and updated courses are increasing the educational standards of the department.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative – Request to reevaluate the WSCH/FTEP number for dance.

Initiative ID

Links to Finding 2 For dance classes to be effective and meet the standards for transfer requirements the class should not exceed 25 students per class. This supports our request to lower the WSCH/FTES ratio for the dance department from 600 to 400 reflecting the numbers for other performing arts departments.

Benefits: For a specialized program such as dance with exceptional needs, the classroom sizes should be smaller. The core required courses demand special attention to each student to both meet transferable requirements and prepare the students to achieve an A.A. degree in dance. They should also reflect the same WSCH/FTEP number of other performing arts departments like Music and Theater.

Request for Resources

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Initiative ID

Links to Finding 3

Benefits

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Initiative ID

Links to Finding 4

Benefits

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.