College of Alameda

Dance

Program Review

October 13, 2017

The Comprehensive Instructional Program Review Report

1. College: College of Alameda

   Discipline, Department or Program: DANCE

   Date: 30 September 2017

   Members of the Comprehensive Instructional Program Review Team:
       Committee Chair: Glen Pearson
       Division Dean: Anna McCallahan
       Additional Faculty: Drew Burgess

   Members of the Validation Team:
       <mark>**TBD:**</mark> Danny Nguyen

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2. Narrative Description of the Discipline, Department or Program:

> Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

The objectives of the Dance Department include providing introductory courses that meet requirements of Associate of Arts (AA) degrees (including Dance Certificate of Achievement), courses geared toward a wide variety of dance techniques, dance history, and dance choreography transfer courses to four-year Universities and Colleges, and prerequisites for premier professional dance schools such as, Mills College, NYU, UC Berkeley, Cal-Arts, Cal-State Long Beach, UC Irvine, and Duke University.

By meeting the objectives above, we hope to:

    A/ Meet the educational needs of the community by providing an up-to-date program with courses that are transferable to four-year institutions.

    B/ Offer dance technique classes in at least two levels (beginning and intermediate) or more.

    C/ Allow students to expand their knowledge of dance and to improve their dance technique skills.

The goals of all of our dance courses are to:

    A/ Prepare students to start at a variety of levels, from very basic to professional level.

    B/ Challenge students to reach higher and farther than they think they can.

C/ Prepare students to teach beginning level dance at private dance studios and public schools.

We intend to continue to offer different levels of dance technique classes, such as Beginning – Advance levels to cater to students ranging from community learners to students moving on to professional levels. Dance as an art form is very broad and a variety of courses have shown great demand in the past. We anticipate further growth and require the funding to support it. This would include:

A/ Funding a full-time, classified accompanist, with deep knowledge of music as it relates to dance.

B/ Funding to "open up" the dance studio by adding some glass windows which can brighten up and attract more external programs into our school like, after school and summer dance camp programs.

C/ Funding, since COA does not have a theater, to renovate the studio stage space within which we can perform and still teach. Overall, we could use movable side wings also add about 150 theater seats in the back of the studio, which would come right up to the entrance.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

  All the dance courses have been updated and deactivated in the past 3 years already.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

  We would like to offer a several of new courses such as Dance History (online), Dance Production, and Yoga & Pilates for Dance Majors. These courses are required for an AA degree.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

  Right now CoA does not offer AA degree. However, we will offer couple new courses "Dance History & Dance Production" to meet the AA requirement

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  The SLO's are put in the syllabi for the courses and are given to the students and a copy is sent to the Dean's office.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the <u>past three years</u> as a response <u>to course and program assessment</u> results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1. Added curtains for the dance performance.

  Improvement 2. Portable lighting and extra speakers for performance.

  Improvement 3. Adding more levels for dance classes for beginning through advanced students for dance majors.

- Briefly describe three of the **most significant examples** of your discipline, department or program <u>plans for</u> <u>course and /or program level improvement</u> for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1. Offer AA degree for dance at COA.

  Plan 2.   Add new faculty part time and a teaching assistant for improved student learning.

  Plan 3. Add accompanist for improved music flexibility and performance.

- Describe how assessment results for Distance Education <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes.

  N/A

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

  N/A

- Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs).

  The Student Learning Outcomes will be verified to map to the ILO's.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

Attached.

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  Instructors pay attention to the students, watching for students who need additional help and also spending some extra time after classes with them. Students are encouraged to gather together in groups on the week-end or outside of class, to practice with themselves and with the instructor.

- How has new technology been used by the discipline, department or program to improve student learning?

  Since most dance classes are very physical, we don't use much technology to improve student learning. However, we would like to purchase a Pilates' work out machine (reformer) for dance students who want to improve their upper body strength and turn-out.

  We should consider adding a video project in the studio so that we can share and discuss instructional and demonstrative dance videos from around the world.

  However, if we do expand the curriculum to include an online course, new technology would be required for the Dance Department.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  Most of our courses require 2/3 or 70% content learning for a letter grade. Some of the students take dance courses for better health to "stay fit and live longer". Because we don't have additional higher levels of technique to teach beyond the current program, our instructors repeat the movements and styles every semester. However, some instructors keep up-to-date on new information in their field and on transfer requirements. To do so, they take dance workshops and professional classes to keep up with the subjects they teach.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

  We do not currently offer any Distance Education classes in the Dance Program.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  o Overall enrollment trends in the past three years

    Overall enrollment trends for the past three years within the DANCE Department have been on a steady rise. We feel that enrollment, as well as some other trend measures, are due to the implementation of our plan to delivery multiple levels of education of the same course within the same course time period.

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Enrollment Trends
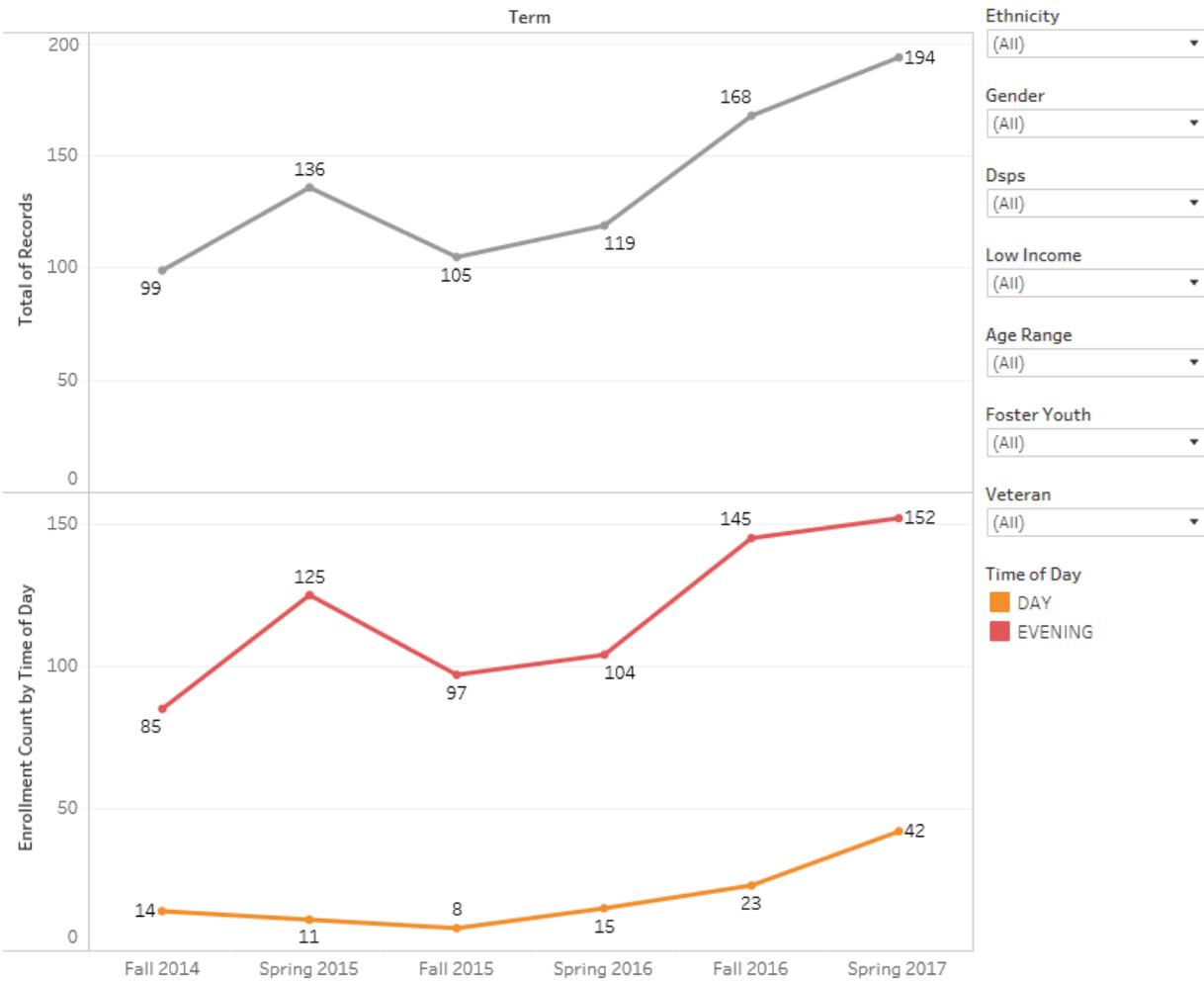
o   An explanation of student demand (or lack thereof) for specific courses.

Total enrollment trend has steadily increased over the last three years, which we believe can be attributed to implementing multiple levels of learning, from beginning to advance, within the same class period delivery.

While evening enrollments have usually been strong, supported by community-based learners and participants, our daytime enrollment continues to rise, almost tripling within the last three years. Presumably this is due to multiple level learning within many course types, appealing to students oriented towards dance majors and minors, primarily to be achieved after they depart from COA and transfer to other, larger colleges and universities.

With a full-time dance professor in the COA Dance Department, we continue to build up the Dance Department's reputation through community outreach, performing around the San Francisco, South and East Bay Areas regularly.

o   Productivity for the discipline, department, or program compared to the college productivity rate.

Productivity
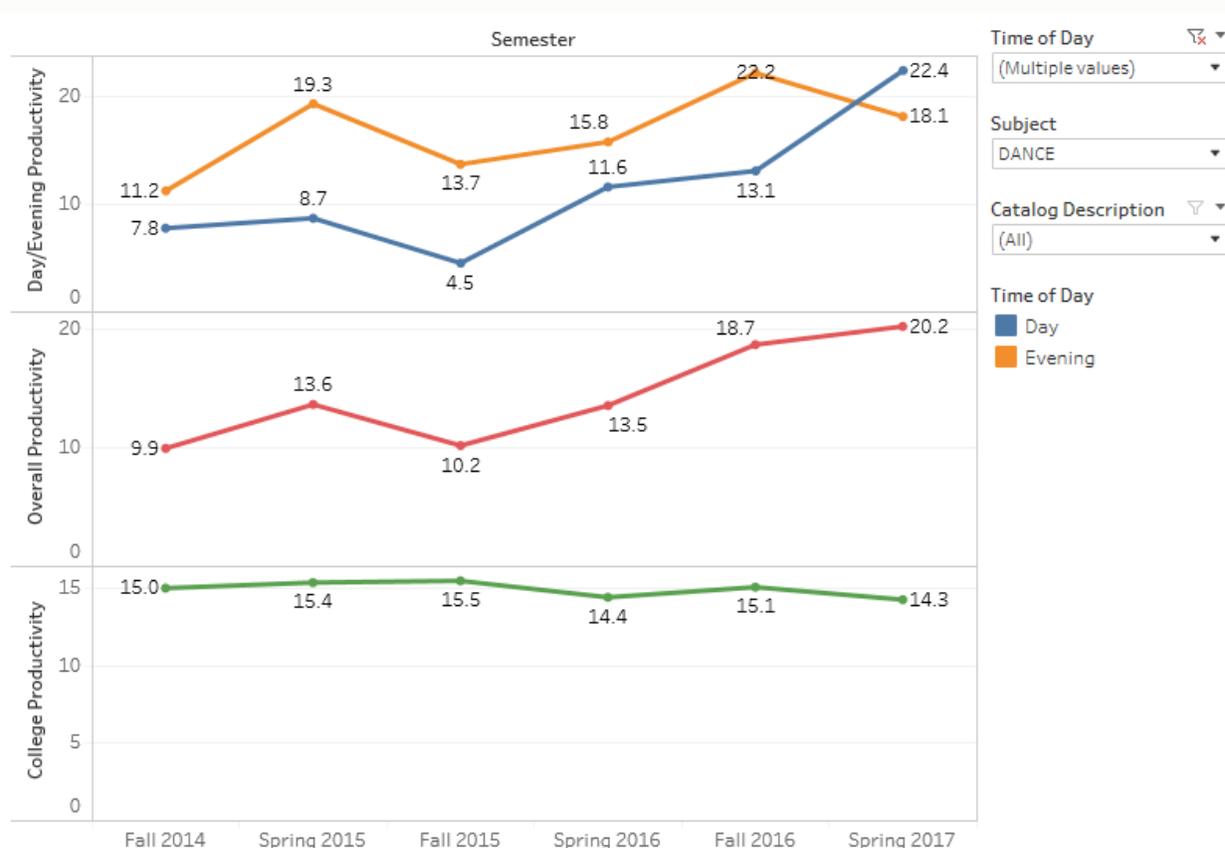
Productivity - Data Table

	Fall 2014	Fall 2015	Fall 2016	Spring 2015	Spring 2016	Spring 2017
Productivity	9.9	10.2	18.7	13.6	13.5	20.2
FTEF Total	1.56	1.52	1.52	1.52	1.52	1.68
FTES Total	15.50	15.46	28.36	20.72	20.58	33.92

College productivity rate ____14.3____

o   Salient factors, if known, affecting the enrollment and productivity trends you mention above.

As predicted with the previous Program Review, after the reduction to single full-time faculty (unplanned) which was working against the plan to increase multiple levels of learning during the same class period, Dance Department productivity has steadily increased from 9.9 to 20.2 with the same level of faculty staffing in the last three year period. This should be compared alongside overall COA productivity which has remains steady / stable, if not slightly declined at 14.3.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

We believe that courses are scheduled in a manner meeting student needs and demands balanced with the capacity of the current faculty to deliver them.

- Recommendations and priorities.

  However, we do believe that additional part-time faculty may help increase students that are more oriented to majors and minors, if we can successfully target more higher levels of learning coordinated with more day delivery.

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6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

  College course completion standard _____70%_____

Completion Comparison - Group 2

	Year								
	2009	2010	2011	2012	2013	2014	2015	2016	2017
Completion Rate - New	67%	67%	69%	69%	67%	67%	67%	69%	70%
Success Count	66,977	112,605	109,407	102,600	106,240	107,088	107,415	104,451	45,742
Total Graded	99,398	167,028	159,239	149,555	159,541	160,543	159,245	152,257	65,718

  Department/discipline course completion rates:
  Department: DANCE   _____81%_____
                                                    rate

Group 1	Campus	Semester	Department	Catalog Description	Catalog Number	Distance Education
	College of Alameda ▼	(All) ▼	DANCE ▼	(All) ▼	(All) ▼	Null ▼

Age Range	Gender	Ethnicity	Dsps	Low Income	Veteran	Foster Youth
(All) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼

Completion Comparison - Group 1
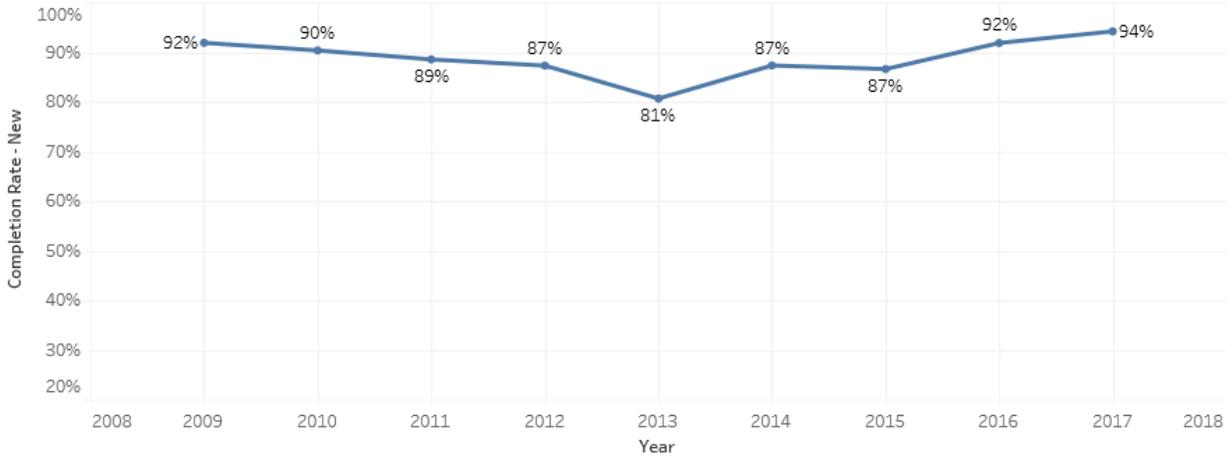
	Year								
	2009	2010	2011	2012	2013	2014	2015	2016	2017
Completion Rate - New	69%	70%	75%	68%	73%	74%	71%	72%	81%
Success Count	776	1,409	1,356	974	922	809	691	547	290
Total Graded	1,130	2,006	1,803	1,432	1,262	1,099	971	764	360

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Average Success Rates

Term	Grand Total All Courses	BALLET	BALLET I	Ballet II	Ballet III	Ballet IV	BALLROOM DANCE
2010 Fall	92%	100%					88%
2010 Spring	90%	82%					93%
2011 Fall	88%	91%					86%
2011 Spring	90%	90%					93%
2012 Fall	88%	85%					93%
2012 Spring	89%	93%					83%
2013 Fall	87%		97%				
2013 Spring	78%	88%					77%
2014 Fall	86%		67%	100%			
2014 Spring	89%		88%				
2015 Fall	92%		100%	100%			
2015 Spring	81%		58%	56%			
2016 Fall	92%		83%	100%	100%	100%	
2016 Spring	89%		82%	100%			
2017 Spring	92%		75%	100%	100%	100%	
Grand Total	88%	89%	83%	87%	100%	100%	88%

Average Success Rates

Term	Grand Total All Courses	BALLROOM DANCE FOX TROT	BALLROOM DANCE RUMBA	BALLROOM DANCE TANGO	BALLROOM DANCE WALTZ	BEGIN GROUP CHOREOGRAPHY
2010 Fall	92%					
2010 Spring	90%					
2011 Fall	88%					
2011 Spring	90%					
2012 Fall	88%					
2012 Spring	89%					
2013 Fall	87%		94%			
2013 Spring	78%					80%
2014 Fall	86%	86%				
2014 Spring	89%			92%		85%
2015 Fall	92%	100%				
2015 Spring	81%					78%
2016 Fall	92%				94%	
2016 Spring	89%		81%	87%		93%
2017 Spring	92%		94%	80%	93%	100%
Grand Total	88%	92%	92%	89%	94%	88%

Term	Grand Total All Courses	BEGIN INDIVID CHOREOGRAPHY	JAZZ DANCE I	MODERN DANCE	MODERN DANCE I	MODERN DANCE II	MODERN DANCE III
2010 Fall	92%			94%			
2010 Spring	90%			96%			
2011 Fall	88%			95%			
2011 Spring	90%			89%			
2012 Fall	88%	90%		81%			
2012 Spring	89%			88%			
2013 Fall	87%	87%	86%		79%		
2013 Spring	78%			80%			
2014 Fall	86%	86%			86%	100%	
2014 Spring	89%		91%		88%		
2015 Fall	92%	100%			89%	100%	100%
2015 Spring	81%				86%	100%	100%
2016 Fall	92%	94%			85%	100%	100%
2016 Spring	89%				94%	100%	100%
2017 Spring	92%				89%	90%	100%
Grand Total	88%	91%	88%	90%	87%	98%	100%

Average Success Rates

Term	Grand Total All Courses	MODERN DANCE IV	SALSA	SALSA I	SALSA II	SALSA III	SWING DANCE I	SWING, SALSA & TANGO
2010 Fall	92%		94%					91%
2010 Spring	90%		92%					83%
2011 Fall	88%		89%					75%
2011 Spring	90%		89%					88%
2012 Fall	88%		84%					92%
2012 Spring	89%		94%					89%
2013 Fall	87%			79%				
2013 Spring	78%		70%					81%
2014 Fall	86%			80%	100%	100%		
2014 Spring	89%				88%			
2015 Fall	92%	100%		79%	100%	70%		
2015 Spring	81%			90%	75%	56%	90%	
2016 Fall	92%	100%		94%	100%	50%		
2016 Spring	89%			87%	80%			
2017 Spring	92%	100%		88%	100%	100%		
Grand Total	88%	100%	89%	86%	89%	77%	90%	85%

Average of Success Rate	Gender			
Term	Female		Male	Unknown	Grand Total

Average of Success Rate	Gender				
Term	Female		Male	Unknown	Grand Total
2010 Fall		91.81%	90.71%	100.00%	92.45%
2010 Spring		89.55%	87.30%	100.00%	89.98%
2011 Fall		90.24%	82.26%	90.48%	87.84%
2011 Spring		89.15%	93.89%	86.67%	90.08%
2012 Fall		85.30%	91.49%	100.00%	88.06%
2012 Spring		85.67%	93.02%	100.00%	88.89%
2013 Fall		85.42%	88.89%	90.00%	86.50%
2013 Spring		73.10%	85.82%	100.00%	78.42%
2014 Fall		86.67%	82.61%	100.00%	86.05%
2014 Spring		92.62%	74.00%	100.00%	88.66%
2015 Fall		91.67%	91.67%	100.00%	91.76%
2015 Spring		78.41%	90.74%	77.78%	81.05%
2016 Fall		90.07%	94.59%	100.00%	91.54%
2016 Spring		89.22%	88.10%		88.95%
2017 Spring		91.01%	94.00%	100.00%	92.20%
Grand Total		87.17%	88.86%	95.45%	88.21%

Average of Success Rate	Ethnicity								
Term	American Indian	Asian	Black / African American	Hispanic / Latino	Pacific Islander	Two or More	Unknown / NR	White	Grand Total
2010 Fall	100.00%	95.83%	82.00%	89.39%	######	85.71%	95.00%	96.43%	92.45%
2010 Spring	100.00%	91.74%	87.88%	88.86%	66.67%	100.00%	88.89%	92.00%	89.98%
2011 Fall	100.00%	92.41%	80.37%	84.85%		83.33%	88.89%	92.42%	87.84%
2011 Spring	100.00%	98.09%	85.65%	82.72%		100.00%	92.86%	80.83%	90.08%
2012 Fall	100.00%	99.07%	84.00%	93.68%	######	87.50%	58.82%	78.85%	88.06%
2012 Spring	50.00%	88.27%	85.00%	93.48%		77.78%	100.00%	90.48%	88.89%
2013 Fall	100.00%	89.06%	82.35%	80.00%		83.33%	100.00%	86.11%	86.50%
2013 Spring	100.00%	92.28%	75.00%	75.79%		81.25%	73.33%	69.12%	78.42%
2014 Fall		93.75%	81.25%	82.35%		100.00%	100.00%	76.47%	86.05%
2014 Spring	100.00%	94.29%	80.00%	84.38%		85.71%	83.33%	90.00%	88.66%
2015 Fall	100.00%	96.34%	100.00%	89.47%	0.00%	87.50%	71.43%	100.00%	91.76%
2015 Spring		77.66%	80.00%	89.66%		40.00%	73.33%	94.44%	81.05%
2016 Fall		90.64%	85.71%	95.00%		100.00%	88.89%	92.59%	91.54%
2016 Spring		86.19%	88.24%	87.50%		100.00%	66.67%	100.00%	88.95%
2017 Spring	100.00%	94.74%	82.35%	93.33%		100.00%	100.00%	84.21%	92.20%
Grand Total	94.12%	92.31%	83.17%	87.31%	71.43%	86.89%	86.62%	86.74%	88.21%

Average of Success Rate	Age Range								
Term	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above	Under 16	Grand Total
2010 Fall	100.00%	88.01%	90.00%	95.24%	92.31%	96.93%	100.00%		92.45%
2010 Spring	90.00%	84.11%	98.20%	75.00%	98.51%	82.35%	81.25%		89.98%
2011 Fall	80.00%	85.46%	88.02%	84.21%	92.06%	88.24%	100.00%		87.84%
2011 Spring	100.00%	90.09%	90.74%	80.95%	90.63%	90.91%	100.00%		90.08%
2012 Fall	90.91%	84.67%	80.30%	90.91%	89.29%	100.00%	100.00%		88.06%
2012 Spring	57.14%	87.32%	93.48%	92.86%	95.35%	88.89%	60.00%		88.89%
2013 Fall	85.71%	80.00%	73.81%	66.67%	96.97%	100.00%	100.00%		86.50%
2013 Spring	52.38%	62.09%	91.30%	97.06%	85.15%	85.71%	80.00%	0.00%	78.42%
2014 Fall	80.00%	84.62%	60.00%	50.00%	97.14%	86.67%	100.00%		86.05%
2014 Spring	66.67%	85.00%	70.00%	85.71%	95.31%	100.00%	100.00%		88.66%
2015 Fall	100.00%	95.24%	85.71%	81.82%	92.00%	97.50%	0.00%		91.76%
2015 Spring	100.00%	85.71%	82.35%	66.67%	84.29%	90.00%	40.00%		81.05%
2016 Fall	50.00%	86.96%	92.59%	90.48%	90.20%	100.00%	100.00%	100.00%	91.54%
2016 Spring	66.67%	100.00%	80.56%	80.00%	88.33%	100.00%	100.00%		88.95%
2017 Spring	100.00%	89.66%	91.67%	95.00%	88.64%	96.00%	100.00%		92.20%
Grand Total	**84.35%**	**85.09%**	**86.60%**	**85.53%**	**91.75%**	**93.19%**	**85.80%**	**66.67%**	**88.21%**

Average of Success Rate	Disability Status		
Term	No	Yes	Grand Total
2010 Fall	92.23%	94.44%	92.45%
2010 Spring	88.52%	100.00%	89.98%
2011 Fall	87.06%	95.00%	87.84%
2011 Spring	89.80%	95.00%	90.08%
2012 Fall	88.08%	87.50%	88.06%
2012 Spring	87.71%	100.00%	88.89%
2013 Fall	87.22%	80.00%	86.50%
2013 Spring	79.52%	70.00%	78.42%
2014 Fall	85.71%	88.89%	86.05%
2014 Spring	88.04%	100.00%	88.66%
2015 Fall	92.35%	83.33%	91.76%
2015 Spring	80.58%	100.00%	81.05%
2016 Fall	92.59%	75.00%	91.54%
2016 Spring	88.82%	90.00%	88.95%
2017 Spring	92.48%	87.50%	92.20%
Grand Total	**88.04%**	**90.06%**	**88.21%**

Average of Success Rate	Disability Status		
Term	**No**	**Yes**	**Grand Total**
2010 Fall	92.23%	94.44%	92.45%
2010 Spring	88.52%	100.00%	89.98%
2011 Fall	87.06%	95.00%	87.84%
2011 Spring	89.80%	95.00%	90.08%
2012 Fall	88.08%	87.50%	88.06%
2012 Spring	87.71%	100.00%	88.89%
2013 Fall	87.22%	80.00%	86.50%
2013 Spring	79.52%	70.00%	78.42%
2014 Fall	85.71%	88.89%	86.05%
2014 Spring	88.04%	100.00%	88.66%
2015 Fall	92.35%	83.33%	91.76%
2015 Spring	80.58%	100.00%	81.05%
2016 Fall	92.59%	75.00%	91.54%
2016 Spring	88.82%	90.00%	88.95%
2017 Spring	92.48%	87.50%	92.20%
Grand Total	**88.04%**	**90.06%**	**88.21%**

Average of Success Rate	Foster Youth Status		
Term	**Not FY**	**Foster Youth**	**Grand Total**
2010 Fall	92.43%	92.86%	92.45%
2010 Spring	89.83%	100.00%	89.98%
2011 Fall	89.33%	55.56%	87.84%
2011 Spring	90.41%	75.00%	90.08%
2012 Fall	88.08%	87.50%	88.06%
2012 Spring	88.52%	100.00%	88.89%
2013 Fall	87.24%	50.00%	86.50%
2013 Spring	80.16%	50.00%	78.42%
2014 Fall	87.06%	0.00%	86.05%
2014 Spring	88.66%		88.66%
2015 Fall	91.48%	100.00%	91.76%
2015 Spring	81.71%	0.00%	81.05%
2016 Fall	91.35%	100.00%	91.54%
2016 Spring	88.29%	100.00%	88.95%
2017 Spring	91.97%	100.00%	92.20%
Grand Total	**88.54%**	**77.69%**	**88.21%**

Average of Success Rate	Veterans Status		
Term	Not Veteran	Veteran	Grand Total
2010 Fall	92.32%	100.00%	92.45%
2010 Spring	90.09%	87.50%	89.98%
2011 Fall	87.47%	100.00%	87.84%
2011 Spring	89.97%	100.00%	90.08%
2012 Fall	87.85%	100.00%	88.06%
2012 Spring	89.04%	85.71%	88.89%
2013 Fall	86.50%		86.50%
2013 Spring	79.07%	66.67%	78.42%
2014 Fall	85.54%	100.00%	86.05%
2014 Spring	88.54%	100.00%	88.66%
2015 Fall	91.67%	100.00%	91.76%
2015 Spring	80.89%	100.00%	81.05%
2016 Fall	91.21%	100.00%	91.54%
2016 Spring	88.70%	100.00%	88.95%
2017 Spring	92.09%	100.00%	92.20%
Grand Total	88.15%	90.57%	88.21%

Discussion:

As predicted with the previous Program Review, after the reduction to single full-time faculty (unplanned) which was working against the plan to increase multiple levels of learning during the same class period, Dance Department course completion rates have steadily increased with the same level of faculty staffing over the last three year period. This should be compared alongside overall COA productivity which, which while it has remained steady / stable, if not slightly increased over the same period, the Dance Department is outpacing and overachieving.

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?
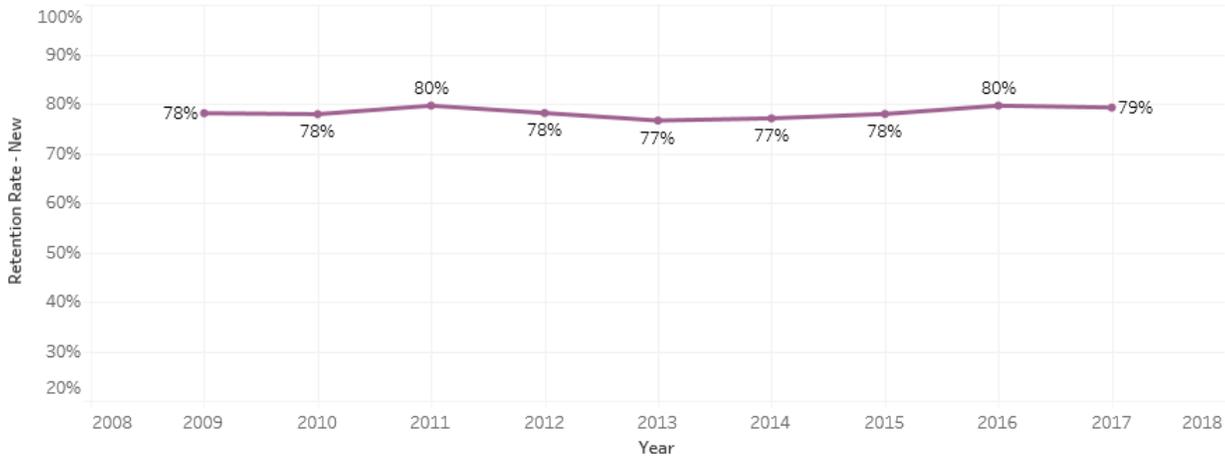
College retention standard _____79%_____

Retention Comparison - Group 1

	Year								
	2009	2010	2011	2012	2013	2014	2015	2016	2017
Retention Rate - New	78%	78%	80%	78%	77%	77%	78%	80%	79%
Retention Count	15,354	23,590	23,615	21,396	22,985	22,278	22,004	22,059	9,275
Total Graded	19,625	30,231	29,610	27,339	29,948	28,862	28,182	27,655	11,684

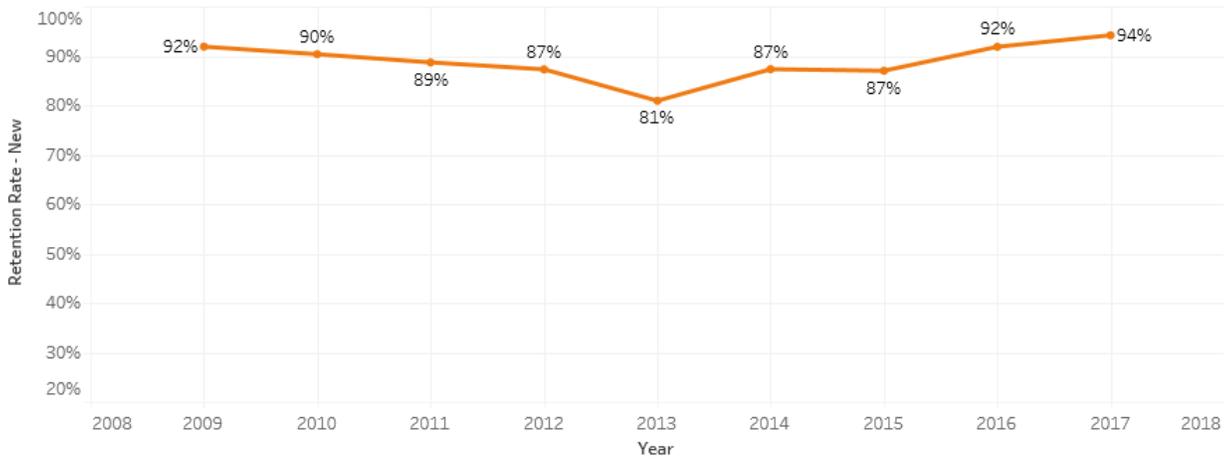Discipline, department, or program retention rates: DANCE Department

Year 1._____87%_____

Year 2._____92%_____

Year 3._____94%_____

Retention Comparison - Group 2

	Year								
	2009	2010	2011	2012	2013	2014	2015	2016	2017
Retention Rate - New	92%	90%	89%	87%	81%	87%	87%	92%	94%
Retention Count	323.0	561.0	525.0	417.0	291.0	209.0	210.0	264.0	183.0
Total Graded	351.0	620.0	591.0	477.0	359.0	239.0	241.0	287.0	194.0

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Discussion:

DANCE Department retention rates have increased steadily over the last three years. In comparison, the COA retention rate has remained somewhat flat during the same period.

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

  The multiple level course delivery within the same course time period seems to be aiding retention rates as well. We will continue to pursue this strategy.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

  We can ONLY achieve the ability increase / offer degrees in Dance by first increasing the faculty available to deliver enough course variety to fulfill minimum necessary degree needs.

_____

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount _____1_____

  Part-time faculty headcount _____0_____

  Total FTEF faculty for the discipline, department, or program _____1_____

  Full-time/part-time faculty ratio _____1:0_____

  Classified staff headcount _____1_____

- Describe your current utilization of facilities and equipment.

  The Dance Department currently utilizes G-111 for all course deliveries and performances.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  Adding a part-time faculty would help increase class counts such that more variety and / or times of day can be offered and work towards fulfillment of Associates of Arts capability. Also, add one dance assistant to help with lab delivery and observation.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  We should consider adding a video projector in the G-111 room / studio so that we can share and discuss instructional and demonstrative dance videos from around the world with students. We might also be able to use this to augment performances with background or accompanying video.

  Adding additional speakers in the back of G-111 would increase ability to broadcast sound during rehearsals and performance, with a more balanced sound system and effect.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  Dance studio G-111 is a large, 3,400 square feet studio which can be utilized as a performance studio at least twice a year like other colleges (i.e. Mills, CCSF, Foothill, and Contra Costa). The performance capabilities could be improved by adding some new Stage Lights, side curtains ("Wings") and back curtains to cover the mirrors when the department holds a performance. G-111 also needs seating for about 150 person audience, such as bleachers in the back of the studio, preferably collapsible to make them easy to store out of the way during classes and make ready for use with performances.

  We may attract more attention if we post a large sign (COA Dance Department) right outside the street-side walls of G-111.

- # Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  Each semester, the Dance Department organizes and provides an end-of-semester performance within which the students perform and / or choreograph dance numbers, utilizing and demonstrating what they have learned and technique improvements.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

  With a full-time dance professor in the COA Dance Department who is very oriented in the communities in the Greater Bay Area. We continue to build up the Dance Department's reputation through community outreach, performing around the San Francisco, South and East Bay Areas regularly.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

  There is no adjunct faculty members in the dance department.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  Workshops in different types of world dance would help to add new courses of interest to students, especially in Southeast Asian dances. Travel and workshop fees would be needed.

---

10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

   Activities and Rationale:

   Continue to develop and monitor the delivery of multiple level skill courses within the DANCE Department curricula.

- **Goal 2. Assessment:**

   Activities and Rationale:

   See also Goal 3.

- **Goal 3. Instruction:**

   Activities and Rationale:

   Continue to develop and monitor the delivery of multiple level skill courses within the DANCE Department curricula.

- **Goal 4. Student Success:**

   Activities and Rationale:

   Continue to develop and monitor the delivery of multiple level skill courses within the DANCE Department curricula.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

   Activities and Rationale:

   Coordinate with community organizations and / or venues outside of COA to allow and provide COA student Dance Performances, extending COA and DANCE Department visibility outside of COA and into the neighboring communities.

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary

College: ___**College of Alameda**_____

Discipline, Department or Program: _____**Dance**_____

Contact Person: _____**Danny Nguyen**_____

Date: ____**October 13, 2017**_____

See attachment

Appendix B

PCCD Program Review
Integrated Goal Setting Template

College: **College of Alameda**

Discipline, Department or Program: **Dance**

Contact Person: **Danny Nguyen**

Date: **October 13, 2017**

See attachment

Appendix C

Prior-Year Resource Utilization Self-Evaluation Form

Please review your total resource allocations and expenditures from the last academic year and evaluate your use of those funds.

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Please describe (in 100 words or less) the impact of these funds on your Program Goals	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe (in 100 words or less) the impact of these funds on your students' outcomes	If you were not able to utilize all of your resources last year, please explain.	With which of CoA's ten college goals do these expenditures best align?
Fund 01							
Fund 10							
Strong Workforce Program							
IELM							
Lottery							
Perkins							
Equity							
Other restricted funds							
TOTAL 2016-17 Funding	1500	1535	Wireless microphones and other technology to improve classroom teaching.		Students are better able to hear instruction and improve dance methods.		3. Advance teaching and learning.

Appendix D

Program Review Validation Form and Signature Page

College: College of Alameda

Discipline, Department or Program: Dance

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☑ 1. The narrative information is complete and all elements of the program review are addressed.	
☑ 2. The analysis of data is thorough.	
☑ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
☑ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
☑ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team

_____   _____   _____
Print Name   Signature   Date

Validation Team

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date

College of Alameda

MISSION
The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION
The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES
We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

* Academic Excellence

* Budgetary Competence

* Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

<center>**District-College Strategic Goals & Institutional Objectives**</center>

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.

2015 - 2018 Program Review Cycle: Course Level Learning Outcomes Assessment

Programs/Areas Required to Complete Course SLO Assessment at least once during 3 year program review cycle

Organizational Area	2012-2015 Assessment Cycle (Year 2) 2013-2014 Assessment Cycle		2012-2015 Assessment Cycle (Year 3) 2013-2014 Assessment Cycle		2015-2018 Assessment Cycle (Year 1) 2015-2016 Assessment Cycle		2016-2017 Assessment Cycle (Year 2) 2016-2017 Assessment Cycle		2017-2018 Assessment Cycle (Year 3) 2017-2019 Assessment Cycle	
	Assessment Plan	Assessment Findings	Assessment Plan	Assessment Findings	Assessment Plan	Assessment Findings	Assessment Plan	Assessment Findings	Assessment Plan	Assessment Findings
Dance 12A Beginning Individual Choreography	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
Dance 12B Beginning Group Choreography	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
DANCE 25 Ballroom Dance Rumba	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
DANCE 26 Ballroom Dance Tango	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
DANCE 60 Ballet I	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
DANCE 61 Ballet II	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Shared	Not Started	Not Started	Not Started
DANCE 68 Modern Dance I	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Shared	Not Started	Not Started	Not Started
DANCE 69 Modern Dance II	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
DANCE 70 Modern Dance III	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
DANCE 71 Modern Dance IV	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
DANCE 92 Salsa I	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
DANCE 93 Salsa II	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started
DANCE 94 Salsa III	Not Started	Not Started	Not Started	Not Started	Shared	Shared	Not Started	Not Started	Not Started	Not Started

Integrated Goal Setting Template

Please align the goals you have set for your discipline, department or program with those of the College and District. COA and PCCD goals are listed in the tabs below.

College:	College of Alameda
Disciline, Department or Program:	DANCE
Contact Person:	Danny Nguyen
Date:	1-Oct-17

Discipline, Department or Program Goal	College Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
Coordinate with community organizations and / or venues outside of COA to allow and provide COA student Dance Performances, extending COA and DANCE Department visibility outside of COA and into the neighboring communities.	Increase community and educational partnerships	
Continue to develop and monitor the delivery of multiple level skill courses within the DANCE Department curricula.	Advance CoA teaching and learning	
Continue to develop and monitor the delivery of multiple level skill courses within the DANCE Department curricula.	Increase retention and persistence rates	
Continue to develop and monitor the delivery of multiple level skill courses within the DANCE Department curricula.		E: Develop and Manage Resources to Advance Our Mission / E.4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

Comprehensive Instructional Program Review Prioritized Resource Requests Summary Form

College:	College of Alameda
Discline, Department or Program:	DANCE
Contact Person:	Danny Nguyen
Date:	13-Oct-17

Resource Category	Description	Priority Ranking (1-5, etc.)	Estimated Cost (in dollars)	Justification (insert page or section # in the program review narrative report)	District or College Goal	College Institutional Learning Outcome (ILO) to be achieved
Human Resources						
Faculty	Part-time	1	$10000/semester	To broaden the knowledge of the world of dance to all students	3	3
Classified Staff	Assistant	2	$2000/semester	An experience assistant would help students to complete their assignments and help them to achieve their goals.	5	1
Student Workers						
Technology						
	Video Projector	4	$1,000	To share & discuss instructional & demonstrative dance videos from around the world with student	5	2
Equipment						
	Speakers for Back of Studio	5	$500	To increase ability to broadcast sound during rehearsals & performance	3	2

	Stage Lights	5	$10,000	To improve performance delivery capabilities	3	2
Supplies						
Facilities						
	Bench seating, collapsable	3	$8,000	For audience seating.	2	3
Professional Development						
	Travel and workshops	2	$5,000	To develop new dance styles and classes.	3	4
Other (specify)						

Prior Year Resource Utilization Self-Evaluation Form

Directions: Please review your 2016-17 resource allocations and expenditures prvided in the **Expenses 2016-17** tab below. Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel kengel@peralta.edu. Thank you.

College:	COA
ne, Department or Program:	
Contact Person:	
Date:	

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your **Program Goals**	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your **students' outcomes**	If you were not able to utilize all of your resources last year, please explain
General Fund			0				
Instructional Equipment			0				
Instructional Supplies	1,500	1,532	($32)				
Fund 10			0				
Measure A			0				
Strong Workforce			0				
Perkins			0				
Equity			0				
Basic Skills			0				
Work-Study			0				
Other			0				

TOTAL			0				

With which of the College's 10 college goals do these expenditures best align? (See tab below)