

Program Review, Analysis, and Planning

Department Name: Dance

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

The department's FTES/FTEF for academic year 2017-2018 was 36.9 which was above the GWC average. The most recent slight increase is part of the cyclical pattern of gains (65.5 FTES/FTEF in 2013-14) and losses (28.2 FTES/FTEF in 2016-17) this department has experienced for over a decade.

Average enrollment per section for the Dance department in years 2016-2018 is 19.3 which is below the GWC average of 37. However, nearly all course offerings for the department are capped at-25 - 30 students which is far below the GWC average of 37. The sole online lecture course accepts larger enrollments on a regular basis. It is the hope of the department to accept as many students as wish to enroll for each of the department courses as there is no physical barrier to enlarging the class size due to classroom size, safety or rigor of Dance department courses.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

The Dance department is experiencing a slight decline in enrollment due to a number of factors. First is the recent retirement of the only full-time faculty member who taught for 42 years. The department has continued to provide instruction with outstanding part-time instructors and has had to reorganize its offerings to do so. Second factor is the impending hiring of a new full-time faculty member beginning in Fall 2019 which is expected to positively impact enrollment.

To reinforce this new beginning, the Dance department will continue to be extremely active in promoting classes, faculty, degrees, and concert dance productions. The department will continue to actively recruit students with each full-time and part-time faculty member contributing to this action. We believe the effort to reinstate our reputation of providing quality courses and live concert dance productions within the campus and community will help stem any enrollment declines which tend to be cyclical in nature.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

The Dance department places no barriers to any student's involvement in our courses, or concert dance productions. We are, by the nature of dance at its most basic level, inclusive and accepting of all students and can easily adapt to accommodate student's needs. Students come to our courses based on their individual passion, talents, skills and goals. The Dance department prides itself in fostering an atmosphere of acceptance as we welcome the beginning dancer, the dedicated dance student, the professional performer and the returning adult student who is seeking a career in the profession or additional training. The Dance department is again attempting to provide one of the most positive and creative dance experiences of all colleges in Orange County. We will continue to do so with renewed effort.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

The 2017-18 dance department success rate is higher than the GWC success rate consistent with 2013-14 and 2015-16 which were also above the GWC success rate. Faculty will continue to assist our students in myriad ways to keep success rates at an acceptable level. Since Fall 2015, the Dance department has awarded 4 Associate of Arts degree, and transferred only 2 dance majors. The dance department may have had more successful transfers to 4-year universities and conservatories but those students did not make their plans known to the faculty or were not listed as dance majors. Dance department students do not universally appreciate the importance of achieving a degree from Golden West College in dance. They do however successfully transfer to such prestigious schools and conservatories as UCLA, USC, UCI, CSU-Long Beach, Chapman University and CSU-Fullerton. The Dance department believe our success rates will stay high as we continue to reinforce our impressive dance courses taught by leading dance instructors and our ambitious dance concert production schedule with high production values modeled on professional standards requiring the collaboration of administration, faculty, classified staff, hourly staff, and students. We will look for success by searching out incoming high school students who are already trained in dance to encourage their participation in our program while seeking the GWC student dancer who might have stayed away in the past. Having a new full-time dance instructor will help in improving the department's success rates.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

According to the supplied data, Man, Asian, Economically Disadvantaged, and EOPS/CARE students are experiencing slight disproportionate impact as compared to the total GWC student population. Until this data was provided for this report, Dance faculty were simply unaware which of our students fall into each of these categories. We do not seek to identify any subgroups of our total student enrollment but rather expect and enforce the same rigor expected of all our students while providing kind counsel and academic mentoring. Our department will continue to welcome students from all student populations and continue to educate all who are willing to learn since all our students choose to enroll in Dance courses to enhance their college experience and reach academic goals. In all technique courses, faculty

will continue to stress basic learning skills and practices and continue to introduce and enforce professional level skills and goals as appropriate. This data contradicts the data regarding success and retention rates which continue to be higher than GWC success and retention rates in most years.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

In a positive and creative environment, the Associate of Arts in Dance prepares a student for transfer and/or careers. The goal of the AA is to develop competency in modern dance, ballet, and jazz dance, gain an overview of the historical, cultural, and scientific dimensions of dance, explore the fundamental skills and techniques necessary for the public performance of dance, have practical experience in the production aspects of dance and demonstrate an understanding of the craft and aesthetic qualities of dance orally, practically, and in writing.

Student dancers are aware that receiving a degree is not necessary for transfer to a college, university or conservatory. Students successfully transfer based on their academic record, and demonstrations of their skills.

Faculty will continue to advise students to enroll in the degree program while stressing the value and importance of achieving a degree.

7. Are students transferring to four-year institutions from your program? Yes
What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

The data lists 2 transfers from 2013 through 2017 which is an alarming statistic. The dance Department has few declared majors but does have students who successfully complete nearly all offered dance courses and successfully transfer to private colleges, universities and conservatories but do so without notification to the department or the college. The biggest push needs to be the acquisition of declared dance majors who will successfully complete the required course of study and successfully transfer as dance majors. Faculty will continue to advise students to enroll in the degree program while stressing the value and importance of achieving a degree. The arrival of a new full-time dance instructor should significantly assist with this goal.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

Not applicable

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

Yes. The dance department completed all SLO assessments in the range of 95% -96% with the exception of 2015-2016 which was slightly lower but well above the GWC average.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

Yes.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

The Dance department:

- Added new full-time faculty member to begin Fall 2019.
- Employed outstanding adjunct faculty who kept the department going when the only full-time faculty member suddenly retired and whose contributions helped to maintain program vitality.
- Continued to present concert dance productions with an ambitious production schedule and high production values modeled on professional standards requiring the collaboration of administration, faculty, classified staff, hourly staff, and students.
- Has added dual enrollment courses with APA at Huntington Beach High School which appear to be successful. The department is open to adding other dual enrollment courses.
- *Added courses in Ballroom, Hip-Hop and Middle Eastern dance. Enrollments were strong in Ballroom but less so in Hip-Hop and Middle Eastern dance. Courses were recently curtailed when it was decided that focus on basic dance technique would be beneficial for our student dancers and enrollment.*
- *Worked to achieve an increase in the number of declared Dance majors and AA degrees awarded*

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years.

- *Immediate acquisition of new and safe sprung wood dance floors in one or both dance studios*
- *Continued focus on promoting classes, faculty, degrees, and concert dance productions to GWC students, the general community and to high school and college students who have an interest in dance in study and in performance including outreach to the community.*
- *Consistent funding for annual concert dance productions*
- *Membership and annual participation in the American College Dance Association for the benefit of our faculty and students*
- *Remodel, reorganization and inventory of the Dance department costume and supplies storage room*

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p>Goal 1:</p> <ul style="list-style-type: none"> Maintain a safe learning environment in dance studios 	<ul style="list-style-type: none"> Surveys Increase in enrollment Reduction in reports of injuries 	<ul style="list-style-type: none"> Immediate acquisition of new and safe sprung wood dance floors in one or both dance studios Apply for any and all available funding for this action 	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<ul style="list-style-type: none"> Funding to purchase sprung wood dance floor in one or both dance studios Installation of same
<p>Goal 2:</p> <ul style="list-style-type: none"> Remodel, reorganization and inventory of the Dance department costume and supplies storage room 	<ul style="list-style-type: none"> Survey to determine if reorganization and remodeling promoted student efficiency and learning success. 	<ul style="list-style-type: none"> Remodel, reorganization and inventory property room and storage. 	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<ul style="list-style-type: none"> Materials (including paint, lumber, etc.) and storage supplies (plastic bins, shelving, cabinets, etc.)
<p>Goal 3:</p> <ul style="list-style-type: none"> Increase enrollment and awarding of degrees 	<ul style="list-style-type: none"> Surveys Enrollment Data provided by ORPIE reflecting number of degrees 	<ul style="list-style-type: none"> Continued focus on promoting classes, faculty, degrees, and concert dance productions Promote a thorough and diverse marketing and promotion program completed by 	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<ul style="list-style-type: none"> Hire Department publicist for theater arts, dance and music productions, classes and outreach

		<i>faculty, staff and publicist</i> <ul style="list-style-type: none"> • <i>Promote diversity in repertoire selected for production and outreach</i> 			
Goal 4: <ul style="list-style-type: none"> • <i>Membership and annual participation in the American College Dance Association (ACDA) for the benefit of our faculty and students</i> 	<ul style="list-style-type: none"> • <i>Attendance at ACDA festivals and conferences</i> 	<ul style="list-style-type: none"> • <i>Faculty and student attendance and participation at ACDA festivals and conferences</i> 	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<ul style="list-style-type: none"> • <i>Funding for faculty and students to attend and participate</i>
Goal 5: <ul style="list-style-type: none"> • <i>Consistent funding for annual concert dance productions</i> 	<ul style="list-style-type: none"> • <i>Survey of participants and audience</i> • <i>Attendance</i> 	<ul style="list-style-type: none"> • <i>Seek out appropriate funding and fund-raising</i> • <i>Reinstate ASGWC and other available college funding</i> 	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<ul style="list-style-type: none"> • <i>Hire Department publicist for theater arts, dance and music productions, classes and outreach</i>
•	•	•			