

Program Review (SP11)

1. Enrollment Patterns	2. Achievement Data	3. Staffing /Resources	4. SLOs	5. Goals
Data provided by Institutional Effectiveness and Academic Services	Data provided by Institutional Effectiveness and Academic Services	Data Provided by HR	Data provided by Department Faculty	Department Plan
6. College Wide				
Overall - How does this information fit with the College Wide Goals?				

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.

The questions below are designed to help you create, a narrative review (roughly 5-10 pages) for each department "program". Each curriculum guide (AA or Certificate) within your department represents a "program" and requires a separate program review report. Any data included should be interpreted, not simply "plugged in"; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while "Program Plans" are really "Department Plans" (yearly), you need to create a separate "Program Review" (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. - 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

The Dance Program at Long Beach City College has been operating for over 30 years with a limited class schedule due to sharing facilities with the Physical Education Department in the Q building. Dance classes are held only in the afternoons Monday through Friday and Saturday mornings. Evenings are usually reserved for rehearsals for the semi-annual Dance Concert (Dance Performance 41 courses). In most other collegiate Dance

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programs, dance technique courses are offered in the morning; however, we are not able to offer any morning classes in the dance studio due to an impacted Physical Education schedule during the weekdays (Monday through Friday).

This seriously limits the growth of the dance program and talented students are unable to enroll because they must take other required courses for graduation during the afternoon hours. The number of sections of dance courses has declined from a high in 2006-07 of 59 to 40 sections in 2010-11. This is due to budget cutbacks. This has increased the enrollment numbers in all dance courses but no data is available from 2008-2011 to determine the percentage. WSCH in the Dance Program has increased 23% from 2006-07 to 2009-2010. In particular the Dance 1 sections (Dance Forms Through the Ages, general education) have been reduced to 2 online and 2 face-to-face sections with enrollment of 80 students. Previously in 2006-07 we had 2 online sections and 6 face-to-face sections with enrollment of 40 students. This increase in class size has had a ~~small~~ negative effect on the success rate in these courses, down 8.31%. We now have in 2010-11 only one section of each core style of dance technique. The beginning level dance technique courses (Dance 10AB, 14AB, 20AB, 5AB) are filled to capacity with waiting lists of 30-50 students. However, we do not have the facilities or faculty to add more beginning sections. The number of part time faculty has been reduced and the Dance program is in need of an additional full time tenure track faculty member. Reactivating our canceled class offerings and hiring part time faculty will make our program more efficient and desirable for students as well as competitive with neighboring community colleges.

The course with the highest success rate is Dance Performance (41/1, 41/2, 41/3, 41AD), which culminates in the public performance of our Dance Concerts. This is the capstone project of the program and students work extremely hard to present their best work. Success rate in these courses average 79-85%. In order to achieve a high standard in our program we must continue to offer the intermediate level technique courses (Dance 11AB, 17AB, 21AB, 6AB) as these are the classes that have the highest percentage of major students. The intermediate level courses prepare the students for Dance Performance and are essential to prepare students to transfer. A percentage of these students have been accepted into world-renowned summer intensive dance programs in major cities such as San Francisco, New York, Seattle, etc. These programs can offer opportunities for students to feed

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directly into the professional world of dance and bring national and international recognition to LBCC.

Degrees Awarded is a total of 4 A.A. degrees from 2005-2011. This low number is being addressed in our Program Plans for 2011-12. Reasons for this low number are two fold. One reason for the low number is the limited scheduling and offerings of our classes causing students to finish their degree at another community college. The second is that many students audition and are accepted into professional dance companies while in their early twenties and in the pursuit of their academic career. Given the experience and training at LBCC and the window of time to pursue a dance career, many artists choose to become a returning student at a later time in their lives/careers. Students have also have been transferring to 4-year institutions without earning their A.A. degree. Many of our students if they pass the audition at a 4-year institution, will transfer there without completing their A.A. degree here at LBCC. The fact that they are passing the auditions at 4-year institutions and acceptance into professional companies speaks well to the LBCC Dance faculty and of the preparation they are receiving at the LBCC Dance Program. When the requirements for the transfer A.A. degree in dance are finalized, we will be implementing it so that students will be encouraged to complete their A.A. degree before transferring.

4. SLOs - a) Summarize the collected program data

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?
- Summarize how the program has responded to SLO assessment results
- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

Data at this juncture is minimal since we have just begun collecting data as of the fall semester of 2010. Our course outcomes for the Dance 1 courses are to 1) Analyze and synthesize the artistic decisions involved in the creation of a dance from the audition process to performance. 2) Assess and evaluate performance. 3) Synthesize and perform choreographed movements of flexibility, strength, coordination, and rhythmic ability to execute the technical skills necessary to dance with musicality and precision. We have created a new

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process of tracking data and assessing students through a formalized rubric. In the dance technique courses our course outcomes are to 1) Evaluate movement skills in terms of space, time, and force, and reproduce accurately through their own body. 2) Analyze a dance performance in terms of choreography, performance, and theatrical elements. 3) Demonstrate clarity of intent while applying kinesthetic principles for all dance elements. For our archives we have also created a video representation of our students dance performances and final exams for our archives and justification of our assessments. We currently use a standard department rubric of four (4) success levels (below average, average, above average, excellent) to score a videotaped ninety-minute (90) final dance concert. We have an expected achievement percentage of 70% of the representative sampling of students. We have assessed a success level of "Average" or above score based on the course rubrics. The students that are included in this data collection are a representative sampling of three (3) random dance major and three (3) random non-major students.

Courses that have been evaluated as of the spring of 2011 were Dance 5AB (Beginning Tap), Dance 11AB (Intermediate Ballet) and Dance 41/1, 41/2, 41/3 41AD (Dance Performance). The program has responded well to the SLO assessment results and as faculty we strive to see improvement in test scores, retention, transfer and overall course grades based on the specificity and clarity of the rubric. Assessment was submitted on time and will be continued as each course comes up for review. As time progresses we will have more data to compare, in order to establish whether our current methods either support or refute our criteria. This assessment has been beneficial to discovering new ways to improve course content, testing and the overall effectiveness of the Dance program.

Action/change based on the SLO results will become more defined as we collect more data in the future. The current method in use is effective for assessment and will contribute to the growth of the program and our students. Video taping the performances and final exams will allow students to do personal assessments, which will be added to our data collection in the future.

5. Goals -

- a) Based on the data from questions 1 - 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

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We are focusing on improving and increasing the number of A.A. degrees being completed. We have a goal in our Department plans to increase degrees awarded by 2-5%. We will further develop our mentoring program for our serious dance majors and meet with them each semester to guide them in achieving their goals. A new link on the Dance program website has been created as of the fall 2011 semester to feature and recognize the accomplishments of our outstanding dance students. This will continue to be updated when more data is collected and as students achieve their academic and professional dance goals.

As the financial climate improves, we look forward to increasing our class section numbers to provide more classes for the general education students through Dance 1 Dance Forms through the Ages and Dance 19 Hip Hop Dance History. These classes were severely cut several years ago due to budget cutbacks.

The implementation of the Dance Showcase has helped prepare students for performing in our main stage semi-annual Dance Concerts. Performing the Dance Showcase in the Auditorium (as opposed to the Dance Studio) has increased attendance and given novice and intermediate level dancers the skills and confidence to continue pursuing performance goals.

The invitation of guest performers from dance professionals and students from Chapman University, Cal State Long Beach and UC Irvine to perform with our performers has created a greater awareness of the nearby four year dance programs. The intensity and technical skill that they share on our stage has raised the bar and our students have improved dramatically. As a result of this, there has been an increased rate of transfer to the 4-year university among our dance students and a more aggressive pursuit of dance as a career and major.

Taking students to the American College Dance Festival each year has increased the seriousness of our students and has given all students an incentive to work harder in their weekly classes in order to be selected to attend. We have been able to attend out of region festivals in Arkansas and New Mexico in the last two years exposing both students and faculty to different training, teaching and styles of dance. We hope to be able to take more students as finances allow us, in order to expose more of our students to this important opportunity to network and train with top dance professionals.

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b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

We have begun the mentoring program and hope to see improvement in the upcoming years in terms of A.A. degrees awarded in Dance as well as dancers being accepted into summer intensive programs and companies as a dance professional. A new link on the department website has been created titled "Dance Student Success" where students can be recognized for their accomplishments, awards and dance successes. We cannot obtain long range goals without a new facility which is solely dedicated to Dance. We need the space to offer more technique classes and rehearsals and a studio dedicated to Pilates and other mind/body disciplines. A studio equipped with computer, projector, screen, video cameras, etc. will bring technology into the technique and choreography classes which will open up more options for our instructors to present concepts in a new and exciting way.

Offering a certificate program in Pilates teacher training is a goal that we would like to accomplish; but without the dedicated studio and equipment, it is not possible. Other local community colleges are ahead of us in this area.

Continuing to fund raise to take students to the American College Dance Festival is still part of our goals. Increasing funding to take more students out of region is a continued goal.

c) Based on the new data collected (4), what are your plans for change in the future?

In the Dance 1 Dance Forms through the Ages course sections, our goals are to reduce class sizes from 80 to 40 and offer more sections. A decrease in student success has been noticed since increasing class size to 80. Our program has implemented distance learning online courses to help facilitate the college's goal to increase distance learning. Offering more online sections of Dance 19 Hip Hop Dance History and Dance 1 Dance through the Ages will broaden our offerings for the general education student in Dance and help further the College's goal of increasing distance learning. Currently there are extensive waitlists for each course and students are unable to enroll due to a limited number of sections. Reinstating and creating the currently inactive Dance Appreciation

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course into an online course would give students an opportunity to complete a completely online degree in Fine Arts.

Adding e-portfolios for our graduating students will prepare them for the next step in their career whether they continue at a 4-year university or conservatory or they enter the professional world of auditions. This is one of the goals in our Department Plans but again we need the financial resources to make this happen.

Student/faculty mentoring again is something we can accomplish now to sow the fruits of more successful completion data in the future.

We want to provide our students with more interdisciplinary productions (ie. Musicals and Multimedia presentation) to bring more technology and current trends in the professional world into our students' experience here at LBCC. Ultimately, our mission is for the students who complete our program to be fully prepared to move on to the next level of dance education and to be successful as professional dance artists.

6. College Wide -

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Our department provides an avenue for community outreach with our Theatrical/Dance/Film productions, which are open to the public. Often the public's first encounter with LBCC is at one of our productions. Maintaining consistently high artistic standards serves the college's mission of community outreach. The Dance program fulfills three of the General Education Learning Outcomes based on Aesthetics and Creativity, Wellness, and Critical Thinking. The Dance program prepares students to analyze/synthesize concepts, to think in new ways, and promotes health and wellness through self-expression. We have also provided experiences for high school students with our High School Dance Invitational and Performing Arts Festival. The High School Dance Invitational brings twelve (12) local high schools to the LBCC Auditorium as an opportunity to bring the dance community together in performance. It serves as a recruitment tool for the Dance program and introduces graduating seniors to our campus and program. The Performing Arts Festival brought area high school students to LBCC to compete in their respective fields and receive quality feedback from our professors and top professionals.

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The Dance program has actively been a part of the 4th Grade President's Promise providing brief lectures, dance demonstrations, video presentations, and question/ answer sessions to 4th grade students during on campus tours.

Our program has implemented both CSU and UC transferrable courses in distance learning online courses to help facilitate the goal of the college which is to increase distance learning.

Our dance courses prepare all students to analyze, synthesize concepts, think in new ways while providing and promoting physical, mental and social health. Our courses also provide diversity through exposure to diverse cultural experiences from history to the present day.