



Dance
PROGRAM REVIEW REPORT
2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Vaughan, John	Allgaier, Jennifer	
Liskey, Renee (Tenure Track)	Cordova- Caddes, Andrea	
	Valverde, Yesenia	



Dance

I. Executive Summary

Program Description:

Dance offers students training in various dance genres, including jazz, classical ballet, tap, and hip-hop and provides a foundational dance background in history and kinesiology. The Modern program, a vital mainstay of the program, had been cut for the 2012/13 academic year, but was reinstated Spring 2014 to great success both in enrollment and in student success. Both a transfer and a career technical education program, this area of study offers performance opportunities for both dance majors and non-majors. We have extensive relationships with Disney, various cruise ship entertainment, and many surrounding Professional Musical Theatre organizations such as the Moonlight Amphitheatre, the Candlelight Pavilion Dinner Theatre, McCoy Rigby Productions and Musical Theatre West. Courses in dance satisfy general education requirements for the associate degree pending Chancellor's Office approval and lower division transfer requirements.

Courses are offered in the day, evening, and weekend with speaks to this program's commitment to Strategic Objective 1.1.1. of increasing student access by offering a wide variety in scheduling.

The advisory committee meets annually and is comprised of five industry professionals including a producer, casting director, choreographer, dancer, and educator. The discussion at the 2014 meeting commended the reworking of the Certificate due to repeatability and awaits the final approval process.

Strengths/Effective Practices:

The dance program remains strong and will continue to improve with the addition of a full-time, tenure track technique instructor approved through the FNIC committee in Fall 2013 and hired by the institution in Spring 2014 for a start date of Fall 2014. The new curriculum addressing repeatability issues was implemented and assessed in the 2013/2014 academic year and appears to be a success. Data from the Office of Institutional Research, Planning and Institutional Effectiveness highlights this success: enrollments for both Fall 2013 and Spring 2014 *increased* over the previous year even with the removal of repeatability. Retention and success rates remain significantly higher than the institution at large.

Weaknesses/Lessons Learned:

Until the new Certificate is in place, this will continue to be a weakness as the old Certificate is no longer viable due to repeatability. Hopefully, this will be approved by the Chancellor's Office by the Fall 2014 semester.

Recommendations/Next Steps:

With the addition of a new full-time, tenure track faculty member, the dance program plans to initiate a recruitment program to increase program success through a significant increase in AA-Dance and Commercial Dance Certificate completers.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
DANC102 History of Dance	S10	1	0	1	0	Summer 2014
DANC 103 Intro to Dance	F12	0	3	0	1	Spring 2014
DANC130 Alignment and Correctives	F09	0	1	0	1	Spring 2014
DANC158 Hip-Hop Dance Techniques	F12	0	1	0	1	Spring 2014
DANC159 Beginning Tap	F12	0	1	0	1	Spring 2014
DANC160 Jazz Dance Techniques	F12	0	1	0	1	Spring 2014
DANC161 Beg Modern Dance	S08	0	0	0	1	Spring 2014
DANC162 Beg Ballet	F12	0	1	0	1	Spring 2014
DANC172 Composition in Group Forms	S10	0	0	0	0	Spring 2012
DANC 259 Intermediate Hip Hop	F13	0	1	0	1	Spring 2014
DANC259 Inter Tap I	F08	0	1	0	1	Spring 2014
DANC260 Intermediate Jazz Dance I	F08	0	1	0	1	Spring 2014
DANC261 Intermediate Modern Dance	S14	0	0	0	0	Spring 2012
DANC262 Intermediate Ballet I	F08	0	1	0	1	Spring 2014
DANC263 Dance for Musical Theatre	S13	0	0	0	0	Spring 2014
DANC264 Popular Dance Tech	F12	0	2	0	0	Fall 2013
DANC265 Musical Staging	S13	0	0	0	0	Spring 2014

DANC266 Pop Dance	F12	0	1	0	0	Fall 2013
DANC269 Intermediate Tap II	F13	0	1	0	1	Spring 2014
DANC270 Intermediate Jazz Dance II	F08	0	1	0	1	Spring 2014
DANC271 Intermediate Modern Dance II	F08	0	0	0	0	Not offered
DANC272 Inter Ballet II	F08	0	1	0	1	Spring 2014
DANC279 Advanced Tap I	F13	0	0	0	0	Not Offered
DANC281 ADV Jazz Dance I	S13	0	1	0	1	Spring 2014
DANC289 Dance Concert Prod	F09	0	0	0	0	Spring 2013

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Commercial Dance	C	2001	2	1		
Fine Arts	AA	1970	88	89	103	100
Liberal Arts: Arts and Humanities	AA	2009	7	18	20	30

TYPE: **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award
AA-T = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

There were 25 sections offered in the 2013/2014 academic year (including Summer), although many of them were offered concurrently. Surprising, enrollment actually increased the past year even with the removal of repeatability. This is a testament to the strong continuing recruitment efforts of the entire division.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

For data on course sections, success and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.

Please see the "plus one" addendum".

Observations and comments about course, program and college level data can be made below.

The dance program, from course level to program level, ranks consistently higher in terms of success and retention than the college average. This attests to both the strong demand for the classes and the pedagogy of the instructors. Success rates range from 84% to 90% over the last five years, while retention range from 93% to 98%.

The ethnicity data closely mirrors the college wide percentages, while the program still remains overwhelmingly female, although the number of males in the program has declined slightly over the year. Male success have stabilized, now in line with female success rates.

An effort has been made through the recommendations of the program review process to increase the level of male dancers, the styles of the dances in the concerts with emphasis on ethno-centric dances. It is suggested at this time to continue these practices.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Dance students Jennifer Montoya is working professionally in Los Angeles as a dance/musical theatre performer and in NetFlix's "Orange is the New Black".

Current dance students, Lisa Lopez, and Kylie Molnar and Josh Tangerman perform at Performance Riverside, The Candlelight Pavilion Dinner Theatre and others.

Dance student Cesar Quintero continues as a Principal Contract for Princess Cruise Line.

Current alumni Jairus Pecson-Aquino is now on his third contract with Holland-America cruise line since graduating eighteen months ago, and will be starting his first national tour with Sesame Street Live in September 2014.

Citrus Dance Alumni Tamara Teragawa and Nicholas Kanyer both employed by the Disney company as dancers in both parade and theater performances.

Citrus Fine Arts alumni Stephanie and Zane Gerson both perform with the USO Singers, traveling the world, performing for our armed forces. Zane is also a fine arts agent with the Daniel Hoff Agency in New York City, working in the business end of the fine arts world.

Citrus Dance student Robert Ramirez performs professionally, recently coming off a National tour of "In The Heights."

Citrus Dancer and alumni Christine Ivy works in the professional dance world performing in the traveling production The Lucent Dossier Experience. She has been seen in several music videos, including Pharrell's "Come Get It Bae," and is represented by the Go 2 Talent agency.

Citrus dancer Hilary Kadoya is a dancer in the national tour of Disney Live.

Citrus Fines Arts alumni Josh Pecjak has spent several years performing at Tokyo Disney.

Commercial Dance Certificate student Shawna Cooks is currently employed by the City of Duarte and manages the city's youth dance program.

Student alumni Shawna Hamic makes her Broadway debut this fall in Sting's first Broadway musical "The Last Ship. was featured in 3-D Theatricals "Shrek", and The National Broadway tour

of Les Misarables. Student Anthony Clinton teaching youth and young adult hip hop and commercial dance classes at the new Hip Hop School of the Arts in Pomona, California

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

The SLO assessment rubric details the results from Winter/Spring 2014 assessments. Most technique classes have one slo per course providing ease of ongoing assessment. Only multi-unit courses now have multiple SLO's. This will allow effective on-going assessment plans (that are also practical) and allow for the majority of classes to have useful, meaningful, management assessment documentation. This is reflected in the data provided Spring 2014. GE assessment is now possible again this year in Dance as our GE course (History of Dance) has been reinstated for the Winter and Summer sessions.

The assessment process for all technique and alignment/corrective classes has been a very formalized and routine process for the past several years, including the 2013/2014 academic cycle. The standardized class format throughout all techniques (ballet, jazz, tap, modern and hip-hop) of warm-up, across the floor, center floor combinations has proved an ideal template for practicum assessments as well as constant, individualized feedback and uniform assessment data throughout the program. We have been pleased to report as evidenced in the assessment tables that consistent student improvement has been showed throughout the program. Primary semester retention rates over the five years have been 90% to 97%, and primary semester success rates have been 79% to 90%.

The removal of repeatability has so far not been as big of a challenge as expected. In the past, students having the ability to repeat a skill based course four times have allowed instructors to consider student assessment based upon the time needed for the body to change physically for the athletic, kinesthetic nature of dance. As the state now expects us to progress students from a

beginning to inter-mediate level in just 16 weeks, pedagogical techniques have been implemented to accelerate the delivery of technique. One significant change that we have implemented is moving the vast majority of the technique classes to meeting twice a week, which has helped in the body shaping/molding process that is necessary in order to meet the demand of skill progression. In addition, the re-implementation of Danc 103- Introduction to Dance has been utilized as a pre-requisite for all base level technique classes in order to guide students into techniques that they are most suited towards. The dance faculty is challenged with whether to assess students on their individual progress, or on whether they are able to execute the various class activities at a level that might truly be called intermediate or advanced. Our plan to use the Fall semester 2013 to assess as we have in the past, put with a highly accelerate rate of pedagogy was a success. We met over Winter intersession in order to assess if this new approach should continue it for Spring 2014 and plan to for the foreseeable future.



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VIII. Progress toward previous goals

During 2013 - 2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
Goal 1 2011/2012	Track job placements	John Vaughan-data base has been started with student contact email list compiled. Facebook Dance Page started.	C	2.2.6
Goal 2 TABLED	Study the viability of combining with theatre arts to align with four-year institutions and to increase collaboration in the interdisciplinary work among the performing arts programs	TABLED until New Faculty is in place- will study this year now that we have a tenure track	P	X
Goal 5 2009-10	With the remodel of the Hayden Library, there should be a focus toward providing students with additional dance research materials and dance videos for viewing Resources. The opportunity for students to independently research will greatly Benefit the dance program. Note: This is an ongoing recommendation that has been Thwarted in the past by state requirements of subtitles for all video/DVD. Due to the nature of dance videos being primarily in musical form without narration, a solution	Completed Summer 2013. We have reinstated History of Dance with adjunct professor Dr. Jennifer Allgaier. Dance DVD's and research materials have been updated.	C	1.1

	Will need to be researched and implemented.			
Goal 6 2009-10	Encourage a broad range of styles and diverse themes in classes and concerts.	Continuing Vaughan, Liskey	C	1.1
Goal 7 2009-10	Classes vital to the completion of the Commercial Dance Certificate should continue To be offered on an annual basis. The Certificate requirements should be revised through the "Non-Substantial Change" process of the Chancellor's office to offer a realistic and viable option to completing this Certificate.	This Goal is complete and awaiting Chancellor's office approval.	C	1.1.1
Goal 8 2009-10	Hiring of new full-time faculty or support staff.	This goal is now complete	C	1.2.4
Goal 9 2009-10	Continued emphasis on curriculum development pertaining to commercial dance skills, Pilates training and video for choreography; separation of curriculum into independent course offerings by skill level instead of concurrent technique levels.	New Courses Danc 258, 284, 296, 263B, 265B, 292 all written during 2012/13 year address this goal.	C	1.1.1 1.1.2
Goal 10 2009-10	The development of a stronger relationship with four-year institutions and conservatories to better articulate literature requirements for matriculation	Continuing Vaughan, Liskey	P	2.2
Goal 11 2009-10	A new all purpose dance floor is required.	Complete.	C	3.1.4
Goal 12 2009-10	Establish a liaison from Counseling to Fine Arts students, including dance.	Continuing Vaughan, Liskey	P	2.2
Goal 15 2009-10	A state-of-the-art video production facility, perhaps for inter-disciplinary utilization with	As budget allows Vaughan	I	3.1

	the Recording Arts Department.			
Goal 1 2011	Increase Student Choreography Participation in Spring Concert	Complete	C	1.2.4 1.1.1 1.2.5
Goal 2 2011	Increase awareness of AA degree in dance department	Continuing.	P	1.1
Goal 1 2012	* Search for ways to re-implement Spring Dance Concert Production, Modern Program and History of Dance Course.	Complete.	C	1.1.1
Goal 2 2012	*Write additional sequence to Alignment/Correctives Class.	Curriculum Committee- Fall 2014- NOT COMPLETE, ON SCHEDULE FOR FALL 2014	High Demand for this course	1.1.5
Goal 3 2012	*Revamp Commercial Dance Certificate.	COMPLETE	C	1.1.2
Goal 4 2012	*Rewrite ALL Curriculum to address repeatability issues.	COMPLETE	C	1.1.2

In addition to previous goals, during 2014 - 2015, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal**
Goal 1	Follow up directly with all dance/performing arts students at annual FPA recruitment Day	Get list from Autumn Leal/Bob Slack, follow up with personalized letter from Dance Department. Vaughan/Liskey Spring 2014	I	2.1.2
Goal 2	Individualized counseling with all students completing Danc 103- Introduction to Dance to plan which technique pattern is suited to their abilities.	Complete and continuing on two year test cycle.	C	2.2.5
Goal 3	Use assessment data from Danc 103 and all beginning level course techniques to guide additional curriculum development regarding additional "families" if needed.	Complete and continuing.	C	5.2.4
Goal 4	Assess technology needs in VT 323.	Work with Recording Tech personnel to assess equipment needs and status of TV's, CD's, DVD players, etc. Vaughan- request new audio/visual equipment in this year's PR and explore possible funding through Dance ASO Fall 2014	I	1.2.1

**For institutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Track job placements
EFMP 2 – Study the viability of combining with theatre arts to align with four-year institutions and to increase collaboration in the interdisciplinary work among the performing arts programs.
EFMP 3 – Modify curriculum as needed to respond to industry trends including the trend to fuse disciplines.
EFMP 4 – Develop a core course to cover the business aspects of the entertainment industry.



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IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Speakers/ TV/Sound System	Assess sound/video/dvd system for replacement and repair- update of technology in VT323- explore ASO Dance as possible funding source.	1K to 3K	Q	2

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.



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X. Career Technical Education

TOP CODE: 1008 DANCE

1. Advisory Committee meeting date(s): May 7th, 2012

2. Advisory Committee recommendations

1.	Revamp Certificate due to lack of repeatability. Completed Summer 2013 and is awaiting Curriculum Committee approval. This will then be sent to the Chancellor's Office.
2.	
3.	
4.	
5.	

3. Are these Advisory Committee minutes on file with Academic Affairs?

YES NO

4. Vocational Funds

Source	Purpose	Amount
NONE		

5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
Dancers	27-2031	2,200	2,300	4.6%
Singers/Musicians	27-2042	18,100	18,700	3.3%
				%
				%
				%
				%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

CORE INDICATORS

Indicator	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	100.00	95.45	95.83	100.00	100.00
2. Credential, Certificate, or Degree	90.00	100.00	88.24	92.31	92.31
3. Persistence or Transfer	94.74	95.45	79.17	95.24	95.45
4. Placement	50.00	33.33	100.00	66.67	100.00
5. Nontraditional Participation					
6. Nontraditional Completion					

Total Count is 10 or Greater

Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above:

Core 2 - Completions, Certificates, Degrees and Transfer Ready :)

Core 3 - Persistence in Higher Education :)

Core 4 - Employment: 79.86% Performance Goal

Core 5 - Training Leading to Non-traditional Employment:

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

CITRUS COLLEGE Negotiated Level	2009-10	2010-11	2011-12	2012-13	2013-14
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%