



## **Dance 2014 - 2015**

### **Year Five Focus Area: PROGRAM SELF EVALUATION and SUMMARY<sup>1</sup>**

Program review should model a miniature accreditation self-evaluation process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the accreditation self-evaluation as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program.

#### **Program Review: Setting A Standard – The Academic Senate for California Community Colleges**

##### **I. Program Description**

Dance offers students training in various dance genres, including jazz, classical ballet, modern, tap, and hip-hop, and provides a foundational dance background in history and kinesiology. Both a transfer and a career technical education program, this area of study offers performance opportunities for both dance majors and non-majors. Courses in dance satisfy general education requirements for the AA degree in Dance, the Certification in Dance, which awaits approval by the Chancellor's office, and lower division transfer requirements. Courses are offered in the day, evening, and weekend which speaks to this program's commitment to Strategic 1.1.1. of increasing student access by offering a wide variety in scheduling.

##### **II. Discuss progress toward objectives identified in the Educational and Facilities Master Plan 2011 - 2020.**

The new curriculum addressing repeatability was implemented in the 2013/2014 academic year, and although a process to adapt to, this has been rolled out successfully. Data from the Office of Institutional Research, Planning and Effectiveness highlights this success, showing enrollments for both Fall 2013 and Spring 2014 increased over the previous year even with the removal of repeatability.

Curriculum has been modified, reinstating Modern Dance 161, which prepares students seeking a 4 year dance degree from the CSU or UC system.

Using communication via letter, social media, and personal meetings, full time faculty are amassing an inventory of job placements held by Citrus College graduates in dance and the fine arts. (See section VI of Dance Program Review).

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<sup>1</sup> Reference to Accrediting Commission for Community and Junior Colleges (ACCJC) Standards:

**Standard IIA.2 (b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving these outcomes.**

Our student successful course completion remains strong at 88%, compared to the state course completion rate of 70.9%.

**III. Are there obstacles or barriers that restrict the rate of student completions or are delaying timely completion?**

Citrus College awaits approval from the Chancellor's office on restructuring of the Commercial Dance Certificate, as the old Certificate is no longer viable due to repeatability. We hope for approval by the Fall 2014 semester.

Due to the high demand for the Alignments and Correctives course an additional sequence should be written to accommodate more students and increase completion rate.

**IV. Identify three to five measurable self-improvement objectives to improve student retention and completion during the next five years.**

Retention and success rates have increased over the last year within both the African American and Hispanic demographics with the Program Success/Retention rate increasing in African American students from 84% in the Spring of 2013 to 96% in the Spring of 2014, as well as in the Hispanic demographic with the rates increasing from 83% in the Spring of 2013 to 91% in the Spring of 2014. Within the Hispanic demographic 7 degrees/certificates were awarded in the 2012/2013 year, with an increase to 15 degrees/certificates awarded in the 2013/2014 year.

- (1) With these data, we will launch a self-improvement objective centered upon a continued focus toward our African American and Hispanic students through increased ethnocentric dances and styles integrated into our classes and dance productions.
- (2) Additionally, we will outreach to neighboring schools and institutions with the same demographics.
- (3) Establish individual counseling with all students completing Danc103-Introduction to Dance to plan which technique pattern is suited to their abilities, and how to guide them through the program to arrive at completion with competency and proficiency.
- (4) Use data from counseling sessions with Dance 103 students to guide and establish supplemental curriculum, adding further "families" if needed.

**V. Discuss opportunities for change that may exist within the next five years.**

Opportunities within the dance department lie in a need to increase AA Dance degree and Dance Certificate completers. A recruitment program initiated by the program, including seminars and master classes given throughout the surrounding area high schools, as well as stronger relationships with four-year institutions, is needed to increase program enrollment and success.

An updated video production facility, possibly for inter-disciplinary utilization with the recording arts program, will increase student experience in video production sectors, better preparing them to work in the commercial dance field.