

## Dance

Summary of Program Review:

### A. Major Findings

#### 1. Strengths:

- Excellent full-time and part-time faculty d 2d0.3Tw 11.t4 (a1.t4 (a1rTw 1a)-3(m)-9.3Tw 11.t
  - Course completion rate was significantly higher than the rate at
  - Course completion rate among recognized equity cohorts high
  - Continuous assessment of 5xM24AYC042CYB5YCY!6Yes1r.v

high course completion rate of students identified in equity groups, supporting the institutional commitment to diversity, equity, and inclusion.



## Program Review Report

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Dance
Degrees/Certificates	Dance: AA
Courses	

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Headcount				
Within the Program	167	161	187	12.0%
Across the Institution	7,193	6,653	6,155	-14.4%
DANS-101/KINE-101	10	--	--	

*RPIE Analysis: The number of students enrolled (headcount) in the Dance Program increased by 12.0% over the past three years, while headcount across the institution decreased by 14.4%. Similarly, enrollment within the Dance Program increased by 14.5%, while enrollment across the institution decreased by 22.7%.*

*Enrollment in the following courses changed by more than 10% ( $\pm$  10%) between 2020-2021 and 2022-2023:*

*Courses with an enrollment increase:*

- o DANS*

*Courses with an enrollment decrease:*

- *DANS-101/KINE-101 (-100%)*
- *DANS-129 (-100%)*
- *DANS-134 (-100%)*
- *DANS-134B (-100%)*
- *DANS-154/KINE-154/B (-100%)*
- *DANS-160 (-241 Tf--0 (I)-2y)*



*RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Dance ranged from 59.2% to 78.5%. (The fill rate has not been calculated at the institutional level.) The rate across the three years was 65.8%. Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2021-2022 and 2022-2023, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity).*

*Productivity within the Dance Program ranged from 7.3 to 11.0 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 9.5 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)*

**Program Reflection:**

The flux in percentage reflects;

The pandemic happened in mid-semester of the first year of the review.



1. Retention and Successful Course Completion Rates

Course	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
DANS-101/KINE-101	100%	X		100%		
DANS-128A	83.9%		X	83.9%	X	
DANS-128B	80.0%		X	80.0%		X
DANS-128C	75.0%		X	75.0%		

*rate. The successful course completion rate for Dance falls within the third quartile (Q3) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Dance is among the highest 50% of successful course completion rates among NVC programs.*

*Over the past three years, the difference between retention and successful course completion at the program level (11.7%) was significantly lower than the difference at the institutional level (17.3%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).*

*The following Dance courses claimed a difference (between retention and successful course completion) that exceeded the 17.3% difference found at the institutional level:*

- o DANS-134 (25.0%)*
- o DANS-170 (22.5%)*
- o DANS-154/KINE-154/B (22.2%)*

**Program Reflection:**

The dance staff, normally accustomed to in-person teaching, did a remarkable job pivoting and creating meaningful online content. I observed each course and found engaging online enviJ-0.004.6 (n)--3.3 (J-03-9.3 (e)-6 (a)-3.3 (n)-0.

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student’s age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

***RPIE Analysis:** This analysis of student equity focuses on the six demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the six groups listed above.*

*Within the Dance Program, the retention rate among African American/Black students was significantly higher than the rate at the institutional level. [Due to the low number of Pacific Islanders enrolled in the Dance Program over the past three years, this analysis does not include comparison of program-level and institution-level retention rates for Pacific Islanders.]*

*Within the Dance Program, the successful course completion rates among African American/Black students, Latinx/Hispanic students, students 19 or younger, first-generation students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level.*

*These findings regarding equity groups reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates. (See Section I.B.1 above.)*

**Program Reflection:**

The dance department offers elective courses that promote interest from diverse groups (including age). Social Dance courses inherently promote retention and having an all-dance performance every semester promotes retention. Having electives that speak to diverse groups helps growth and retention. As soon as more FTEs are allotted to Dance, the usually popular DANS 135 (Hip Hop) class should be added along with DANS 128 (Latin Social dances) & DANS 137 (Tap dance). The online theory courses are very appealing to students also. Again, the “gateway course” effect from electives tends to bring in students who start in a course that is in their comfort zone, then gives them the environment and community to branch into other dance genres.

**2. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
In-Person vs. Online						

*Thought: I think the great work of the dance staff helped retain students throughout the pandemic anomaly, when it is appropriate for the campus, more dance electives should be added.*

**D. Student Achievement**

**1. Program Completion**

	2020-2021	2021-2022	2022-2023
Degrees			
Dance: AA	4	--	





DANS	135D	1/12/2017 (BOT)	No			X
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Degree or  
Certificate & Title



**III. LEARNING OUTCOMES ASSESSMENT**

**A. Status of Learning Outcomes Assessment**

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

**Program Reflection:**

The Nuventive software is currently being audited. All courses that have been offered have been assessed throughout this 3-year period. The dance program works to ensure data is displayed correctly and that SLOs match the CORs. Data currently displayed does not help represent the state of assessment, as many courses listed are not offered consistently. The program will need to remove courses currently being archived. There is enough data to assess PLOs, which is a goal for the dance program.

**B. Summary of Learning Outcomes Assessment Findings and Actions**

All assessments have been positive and reflect that PLO-SLO outcomes align. There is potential to revise these to benefit the assessment process.

**Program Reflection:**

Having new PLO's that align directly with SLO's has been beneficial. All staff have direct course tests (written and practicum/technique) that will make SLO assessment clear and immediate.

#### IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2020) included the following initiatives:

- Marketing PR and social media presence
- Working with Counseling
- Networking and Collaboration
- Outreach
- Certifications
- Schedule build on 4 semester cycle
- Starfish/CCCApplly

##### A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- Increased use of Starfish for progress reporting of students enrolled in dance courses.

##### B. Recent Improvements

- Addition of DANS-170 online course.
- Dance faculty have all transitioned to using OER, ensuring no extra cost for students to obtain textbook information.

##### C. Effective Practices

- Ongoing revision and updates to curriculum and program requirements.
- SLOs assessed every semester for all dance courses.





**DANCE FALL 2023**

Completed by Supervising Administrator:

Jerry Dunlap

Date:

11.6.23

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- The dance program is supported entirely by one full-time faculty member who also serves as program coordinator to the division of Kinesiology, Health, Athletics, and Dance. This is an incredible feat, and we are proud of the hard work this faculty member does to sustain a complicated system of course offerings under rare circumstances.
- The dance program continues to support division and college objectives, as shown by increased enrollment, increased headcount, increased course completion, and increased course completion rates for equity groups.
- The addition of online lecture opportunity DANS-170 provides additional course offering in the online modality. This course was created out of demand for online lecture courses and overall has been successful, noting successful enrollment rates.
- The dance program consistently revises curriculum, student learning outcome assessments, and Aff@30250W445xHH



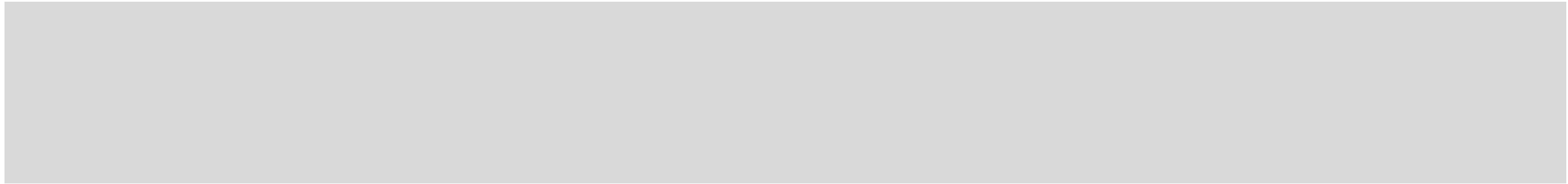
PROGRAM:

*Identify program here.*

PLANNING YEARS:

2024-2025 through 2026-2027

**Program/Service**



Dance

Fix and replace wall tiles/paneling, 2024-2025  
fix roof leaks

attract more students to updated  
equipment to manage storage and floor,

Facilities

