Department of Dance

2018/2019 Program Review

Prepared by

Rebekah Hathaway, MFA, Chair

Christine Gregory, MFA

SECTION 1: OVERVIEW OF THE PROGRAM

The Cerritos College Dance Department is committed to providing a comprehensive dance program which recognizes, responds to, and fosters the appreciation of the demographic and cultural diversity in its students, faculty and curriculum. The mission of the dance program is to 1) create and offer innovative and challenging courses in traditional and contemporary dance styles and techniques, 2) provide lecture courses in dance history, dance appreciation and dance notation which meet the students' needs for transfer, vocation, enrichment and general education, 3) to prepare majors for an AA degree in dance, 4) and to prepare students for careers in the field of dance. The department meets the students' needs for transfer to 4-year schools which offer degrees in dance education, choreography, performance and arts administration, along with preparation for careers in professional dance performance, teaching, and choreography. Through studio and lecture instruction, students are taught cultural awareness, appreciation of an art form, fitness and injury prevention, and creative expression through physical movement.

The Dance Department at Cerritos College in the Kinesiology Division (formerly the Health, Physical Education, Dance and Athletics [HPEDA] Division), welcomes, encourages, and challenges all levels of students seeking to experience practice, performance, and study in the field of dance. The department seeks to convey the aesthetic awareness and physical demands of the dance art form. The department has two full-time faculty and eight adjunct faculty offering a variety of aesthetic viewpoints, teaching styles, and choreographic genres to students interested in the study and/or pursuit of a career in dance. The dance department values its diverse student population and strives to maintain equal diversity in it's faculty members. The Dance Department offers an in-depth dance program with studies in ballet, modern, hip hop, commercial, partnering, social and world dance genres; as well as online and face-to-face general education courses in dance appreciation and history. The department offers an Associate of Arts Degree in Dance and a Certificate of Dance.

Each academic year, in conjunction with composition and performances courses, there are two faculty dance concerts held in the campus theatre and two informal student choreography presentations. The Repertory Dance Ensemble offers opportunities for additional performance experience both on and off campus. Participation in the American College Dance Association's annual conference, highlights the department's advanced students in adjudicated dance works, and provides them with the opportunity to interact with students and faculty at the university level. Currently, the Dance Department is experiencing an unprecedented level of growth, increasing its certificate, degree, and online options, and expanding to new state of the art facilities in the Dance Studio Building within the brand-new Health and Wellness Complex.

<u>Over the course of the past 6-year evaluation cycle from 2012-2018, many changes happened both within and outside of the dance department with both positive and negative effects:</u>

2nd Full Time Faculty Member Hire: A second fulltime dance faculty was hired for the first time in the 25+ year history of the dance department in FALL 2012.

Non-Repeatability: The elimination of repeatability of Dance Lecture/Lab classes in Fall 2013 directly compromised students' opportunity to advance in technique studies, and their ability to successfully compete for the next level of academic success. It limited opportunities for creative dance collaboration, cooperative learning, and extended performance opportunities for all students. Repeatability was eliminated in many subject areas by the chancellor's office to reduce casual community participation in these classes, and fund only serious students to move through to degree, certificate, and transfer programs within a two-year timeline. And while most dance departments already supported these goals, non-repeatability has had the opposite effect across the state. Former Cerritos College Music Professor and Fine Arts Dean, Barry Russell, was working in the Chancellor's office at the time of this declaration, and he advocated that music department classes be an exemption from this legislation, because musicians required multiple repeats of specific levels of technique in order to realistically move up to the next level and successfully audition for merit based university music programs. Athletics was given a pass for the similar reasons, as well as the fact that they participate in competitive intercollegiate events for which certain levels of skill based physical expertise are required. Dance, which straddles the two worlds of music and athletics, was overlooked, and dance departments across the state have been shrinking and shutting down, unable to provide serious students with the serious training needed to be able to audition into merit based 4 year dance programs, gain equity with students from upper income families for whom the training and preparation for these programs was a given, and compete at American College Dance Association Conferences.

Chair Retirement: Janet Sanderson, founder of the Cerritos College Dance Department retired in the Spring of 2017. Full time faculty member Rebekah Hathaway assumed Chair of the department.

Replacement Line: A second full-time faculty was hired Fall of 2017. This hire, Christine Gregory, reinvigorated the Cerritos College Dance Repertory Theater, creating an opportunity for interested students to gain more performance opportunities. This immediately boosted the Dance Department's visibility both on and off campus at other collegiate and professional events, including placing in the Regional Gala of the American College Dance Association Conference in Spring of 2018 with Gregory's original choreography.

Department Philosophy: Curricular focus shifted from departmental a singular focus on student retention, to the prioritizing student completion and transfer, regardless of students' field of study. This was driven by the philosophy that success in one area breeds success in all areas, and a study of the arts has value far beyond itself.

Temporary Studio Relocation: In the Spring of 2017, the Fine Arts Complex was torn down, including the converted art studio/dance studio that had been used by the dance department for the past 25 years. Two classrooms in the CB building were combined into the CB 105 temporary studio.

<u>The next six years promise to bring as many changes:</u>

Permanent Location in the new Health and Wellness Complex: In the Spring of 2019, all dance classes and rehearsals were moved into the Dance Studio Building

(DS) which more than doubles the square footage of the dance department into two spacious, custom-made dance studios. One with rubberized flooring for concert dance forms (DS 101) and one with a wooden floor for social dance forms (DS 115), along with dedicated student and faculty dressing rooms and restrooms.

Creation of state chancellor's office recognized stackable certifications for the Dance Department: Two Certificates in Teaching and two Certificates in Commercial Dance, including a CTE Certificate are in various stages of curricular development.

The Dance Foundations Certificate was completed and passed through the state chancellor's office in 2017/18, and premiered in the 2018/19 course catalog. The CTE Commercial Dance Certificate, designed to stack on the Dance Foundations Certificate created to assist our dance student's success in the Los Angeles-based commercial dance world. This certificate is currently under review in the State Chancellor's office, with the recommendation of the LAOCRC board, for hopeful inclusion in the 2019/20 catalog.

A Dance Teaching Fundamentals Certificate is slated to go through the curricular cycle in the 2019-2021 school years. This Certificate will be aligned with Teacher Trac goals, and designed to assist any Cerritos College students in boosting their resumes as movement teachers in early childhood development or K-12 settings. An advanced Dance Teaching Certificate, created to be stacked on top of it, will seek assist our students in finding employment as a dance instructors in preschools, private studios, or K-12 settings. Both certificates will also be designed to be in alignment with the Single Subject Dance Teaching Credential curriculum, slated to be set by 2020, should they choose later to complete their degrees and become credentialed in the state of California as K-12 Dance Teachers.

Faculty Growth Line Based on FHP: The Dance Department qualified for another FT Faculty growth line in the 2018-19 Faculty Hiring Prioritization Process. However, due to lower FTE's than anticipated, the FON was cut off at a much lower number than would have allowed for the Dance Department line. The department is still optimistic that a third line could be granted within the next few years. A third faculty member is requested to capture the explosion of online course enrollment, diversify course offerings, and continue to expand the dance program in its new facilities and with its new certificate completion possibilities. Currently, only 33% of all dance department classes are taught by FT faculty. The remaining 66% are taught by PT dance faculty.

Interdepartmental Collaboration: Interdepartmental collaboration includes, but is not limited to: 1) the Dance and Music Departments (linking the Choreography and Composition classes in a semester-long collaboration and cumulative performance), 2) the Dance and Theater Departments (creating opportunities for dancers to participate in musical theater) 3) the Dance and Art Departments (linking the Choreography and Studio Art classes in interdisciplinary collaboration) 4) the Teacher Trac program (incorporating teacher trac prerequisites into Dance Department Certifications and Curriculum), 5) and the dual enrollment program (scheduling classes at appealing times for dual enrollment students to increase publicity, enrollment, retention, and completion rates on a department-wide level with a focus on dance majors). The significant

increase in collaboration is a result of having more FT faculty members dedicated to the expansion and outreach of the department with events and programs.

Institutional Data

The instructional data was provided by the Cerritos College Department of Institutional Effectiveness, Research and Planning. The data included course completion, fill, success rates; FTES, WSCH, Degrees and Certificates Awarded, and a number of registered majors. Data below mostly follows the general trend of a general decline from 2012 to 2017 with a slight uptick in 2018. The hope is that the uptick in the last year, which bucks the trend in the division, college, and state, reflects an increase in course, certificate, online, and performance opportunities in the department, and that this trend will continue.

1. **WSCH (Weekly Student Contact Hours)** California state target for WSCH generation is 525 per course. For the six year span from 2012 to 2018, the Cerritos College Dance Department WSCH range was 6456 to 4923 with a Mean of 5457.58. Trend indicated a moderate decline from 2012 to 2015 followed by a relative plateauing 2015 to 2018. The numbers are mostly consistent with other departments in the Kinesiology Division, except for the slight uptick in the last year, and are a reflection of the institution of non repeatability and declining enrollment in the state. (Source: Cerritos College, Weekly Student Contact Hours (WSCH), Institutional Data Collection Report 2018-2019, Appendix B).

2. **FTES (Full-time Equivalent Students)** For the six year span from 2012 to 2018, the FTES range was 213.35 to 171.08 with a Mean of 188.38. Trend generally indicated a slight decline overall, with a slight uptick in 2018. The decrease in FTES followed by a mirrors campus-wide and state trends, especially affected by the institution of non-repeatability in 2013. (Source: Cerritos College, Full-time Equivalent Students (FTES) Institutional Data Collection Report 2018-2019, Appendix B).

3. **FTEF (Full-time Equivalent Faculty)** Specific FTEF data not available from the Cerritos College Department of Institutional Effectiveness, Research and Planning.(Source: Cerritos College, WSCH/FTEF, Institutional Data Collection Report 2018-2019, Appendix B).

4. **ENROLLMENT**

The department's overall enrollment rates are high and consistent with the course average fill rates for the past several years (2015-2017). For the six year span from 2012 to 2018, the class fill rate range was 80% to 46% and on average 59%. Trend indicated a slight decline from 2012 to 2018. The courses that showed a lower fill rate per catalog data were the higher level technique classes (e.g. DANC 106B, 108B, 130B, 141) potentially due to non-repeatability limiting students' abilities to progress to more advanced levels. All studio lecture/lab courses were originally written to be repeatable up to four times, allowing for the expected amount of time required to build and master new neuromuscular and artistic pathways, skills, and habits; and to students time to achieve a level of mastery necessary for audition and transfer to a four-year university for dance. The data also articulated that the three most popular classes to enroll in,

were the two courses the fulfilled GE's (DANC 100 & 101) and DANC 121 Latin Dance. (Source: Cerritos College Course Fill Rate and Enrollment Data Collection, Institutional Data Collection Report 2018-2019, Appendix B).

5. COURSE RETENTION RATES

Completion rates within the dance department are satisfactory. For the six-year span from 2012 to 2018, the course completion rate ranged from 84% to 51% with an average of 74%. Trend for completion was quite consistent across the six years. Most courses within the department have a completion rate above 60%. There are three courses with completion rates below 60%,which include ballet and modern technique courses. One explanation of the lower completion rates is that these are the dance techniques least familiar to our student demographic base. Although students flock to these classes, they typically have to take them multiple times before feeling comfortable enough to stay and succeed. It is hoped that one day, students will have the opportunity again to repeat these classes up to four times, as they were originally written, to hone their studies and raise their chances of successful completion. (Source: Cerritos College Course Fill, Completion, & Success Rate Data Collection, Institutional Data Collection Report 2018-2019, Appendix B).

6. SUCCESSFUL COMPLETION RATES

The overall successful completion rates for students enrolled in a dance course is satisfactory. For the six year span from 2012 to 2018, success rate ranged from 80% to 48% with an average of 69%. Measuring in accordance with (ACCJC Annual Report) Institution Set Standards, for the six year span from 2012 to 2018, the program has exceeded the success rate of 70% for all years. (Source: Cerritos College Course Fill, Completion, & Success Rate Data Collection, Institutional Data Collection Report 2018-2019, Appendix B).

7. DEGREES/ CERTIFICATES DECLARED

Dance AA Degree Majors – Data for the Dance Department from 2012-2018: Although declared Dance Transfers dropped in the last two years, declared Dance Majors rose dramatically, which may reflect a trend in how students are categorizing their degree goals. It may also reflect greater communication and education by the dance faculty regarding the Dance AA. There is not, at this time, an official Dance AAT in curriculum, but there is an option to declare a dance transfer as a major through admissions. (Source: Cerritos College Majors by Division by Program Data Collection, Institutional Data Collection Report 2018-2019, Appendix B).

8. DEGREES/ CERTIFICATES AWARDED

Dance AA Degrees – Data for the Dance Department was available for Fall semesters from 2012-2017 and Spring semesters for 2017-2018. Associate degrees, overall, have been on the rise. This program has more or less plateaued from 2012 to 2016 followed by a slight incline up to 2018. This program earned a cumulative of 11 in six years, with one degree per year for 2012-2013, two per year for 2014-2017, and three awarded in 2018. That is an average of 1.83 per year. This slight increase is largely attributed to the department's new focus on student success, completion, and transfer, with support

systems in place such as college visits and individual degree-specific counseling from dance faculty. (Source: Cerritos College Degrees & Certificates by Program Data Collection, Institutional Data Collection Report 2018-2019, Appendix B).

Dance Foundations Certificate of Achievement – There is no data yet to support this certificate of achievement as it passed through the curricular cycle in the 2017-2018 year with the first year of being active in the course catalog in the 2018-2019 year. However, instructors have received much student interest in the certificate, which instructors have observed, seems to be in conjunction with completion of the Dance AA and a desire to transfer to a 4-year university. Documented data trends to back this observation are hoped for in the next 6-year cycle.

9. PROGRAM SLO'S FOR EACH COURSE

SLOs are an important tool for understanding student achievement in Dance courses. Instructors can use SLOs to pinpoint areas where their students are performing well, as well as areas where their students could benefit from adjustments to the course. The most recent set of SLO data for the department covers the six semesters spanning from fall 2014 to fall 2017. During the specified time period, Dance faculty reported 6,325 assessments for course SLOs. 77.7% of assessments were scored "good;" 15.9% of assessments were scored "satisfactory;" and 6.4% of assessments were scored "emergent." These percentages were relatively stable across the years surveyed, with neither a huge increase or decrease. The exception being an increase in the SP 2015, simply because more faculty started to participate in this evaluation process.

There are significant fluctuations in total SLO reports from semester to semester. Difficulties the department is experiencing regarding SLO assessment, are inconsistent reporting of data, low PT compliance with SLO assessments, and difficulty eLumen navigation. First, the past 6-year cycle has encapsulated the shift from no SLO reporting, to SLO reporting only in the fall, to SLO reporting every semester, as has been the trend and recommendation across the campus and the state. Second, 66% of Dance classes are taught by part-time faculty. This significantly affects SLO reporting because part-time faculty are not required to report SLOs and are not compensated for doing so. Third, all faculty have observed that eLumen is often confusing and unintuitive to navigate. And finally, it is clear that instructors evaluated students with varying degrees of stringency.

In the spring of 2017, the department developed an improvement plan to increase SLO assessment and reporting. The department began implementing the plan for fall 2017. This improvement plan includes several action items. Most notably, the department has agreed to assess all SLOs in each offered course every semester as part of the regular assessment process. The department chair has also increased outreach to full-time and part-time faculty regarding SLOs, particularly by sending reminder emails each semester as well as advertising eLumen training opportunities. And finally, examples of uniformly leveled rubrics will be provided. Additionally, across campus, programs to

assess PSLO's were uploaded to eLumen, mapped, and began to be assessed. (Source: Cerritos College, Student Learning Outcomes Report 2018, Appendix E).

10. STUDENT SURVEYS

With the assistance of IERP the dance department conducted a survey of students enrolled in dance courses in the spring of 2018. The purpose of the survey was to capture an accurate representation of the student's goals, who were enrolled in a dance course. The surveys were administered using Survey Monkey to a convenient sample of students enrolled in Dance courses (N=35 students). Age, gender, and ethnicity data were extracted from the Institutional Effective, Research & Planning (IERP) data warehouse. Tableau was used to analyze the raw data and create the figures. With regard to age, most participants were in the 20-24 year group (45.7%, *n* = 16) or the 19 and under group (34.3%, *n* = 12). Three of the participants (8.6%) were in the 25-34 year group, two participants reported their age as being 35 and over (5.7%), and two participants did not report their age (5.7%). A vast majority of participants were female (77.1%, *n* = 27), with 6 (17.1%) of the participants male, and 2 (5.71%) not reporting their gender. The majority of respondents indicated their ethnicity as Hispanic (71.4%, *n* = 25), with the second most reported ethnicity being Asian (11.4%, *n* = 4). Overall, the feedback from the survey was positive, and supportive of moving in directions FT dance faculty had anticipated.

Summary

Students indicated that they would be interested in earning a commercial dance certificate and/or a dance teaching certificate, if it was offered at Cerritos College, and that achieving a certificate in Dance would motivate them to earn an Associate's Degree in Dance. Students felt outreach activities to four-year institutions also encouraged their progress towards degrees. Moreover, students indicated they were highly motivated by performance opportunities, and that was one of their favorite aspects of taking a dance course. Most participants responded that they learned about the Cerritos College Dance program, through another person (that was not faculty or staff) and dance styles that participants would like to see offered at Cerritos College include tap dancing, contemporary dance, Folklorico, and belly dancing. Participants also viewed participating in Dance Repertory Theater, gaining experience in front of an audience, participating in the dance concert, as very important. The majority of participants felt it was very important to submit student choreography in the informal concert, however, two demographic groups: females, and students that are 20-24 years old, were neutral to the item. Most respondents felt that it was very important to collaborate with the music department (such as creating choreography to a student composer's music) and the theater department (such as dancing in musical theater productions). And finally, participants preferred Dance classes that are offered from 10 a.m.-12 noon, 12 noon-2 p.m., and 2-4 p.m. on Monday & Wednesday, and Tuesday & Thursday.

SECTION 2 – SWOT ANALYSIS

Strengths - Positive trends which are under the direct control of the department faculty:

1. **Online Course Development**: Online Classes- We have had over 300% growth in our DANC 100 & 101 OL GE fill rate. Continue to capitalize on the prevalence of students to take online classes and their preference to fulfill this GE with our dance courses by adding sections (and the faculty to teach them) as needed.

2. **Connections to Regional Schools**: The Cerritos College Dance Department maintains strong connections to regional schools with dance BA & BFA programs (CSULB, CSUF, UCI, UCLA, CSUSD, UCSB, CalArts) both through FT and PT alumni connections, and via participation in regional Baja American College Dance Association Conferences. These connections assist students with knowledge on best application and audition practices for each school, and strong personal recommendations.

3. **Interdepartmental Collaboration**: With music, theater, visual arts, teacher trac, dual enrollment, and kinesiology, amongst others.

4. **High Audience Concert Attendance**: Cerritos College Dance Concerts enjoy packed audiences due to high casting numbers. The department seeks to grow these numbers through added show nights, themed “Family Matinees”, easier paperless access, and more publicized department events.

5. **Professional Development**: Both full and part-time faculty engage in ongoing professional development training. These can include, but are not limited to, attending the American College Dance Association Conferences, National Dance Educators Organization (NDEO) & California Dance Educators Organization (CDEO), as well as summer dance workshops, technique certifications, and attending dance classes to keep up with cutting styles, trends, and artistic developments in the professional and academic worlds. These development opportunities may be paid for by grants through the college and are made available to both full and part-time faculty.

7. **Degree and Certificate Counseling:** Both FT and PT faculty consistently offer themselves as resources to their students for degree, certificate, and career counseling, be it dance related or not. Professor Gregory requires individual counseling sessions to review students transcripts, transfer application materials, and/or resumes. Student success is emphasized whether or not students are moving on into dance related fields, as dance work habits translate to achievement in any area they are directed towards. At the final student Informal Concert, all graduates and transfers who have been dance students during their time at Cerritos, are honored regardless of their post graduate path.

Weaknesses– Negative trends or concerns which are under the direct control of the department faculty:

1. **Certificates**: Although the department has had great success with one certificate, we need to update our curriculum to offer additional certificates that collaborate with other departments with specific themes, such as Commercial Dance, and Teaching Dance. Thus, an increase in Certificates offered is already in progress this 6-year cycle.

2. **Expand Online Course Offerings**: Our GE Online courses have been highly successful. Although we don’t expect quite the same numbers, we are currently putting more of our coursework online, where it is an aesthetic and pedagogical match.

3. **Change Course Names**: Certain course names are outdated. At the local, state, national, and international level, departments and organizations have changed names and terms to reflect changes in the field. Curriculum is already in process to change certain course names, but continue to update course title curriculum. E.g. DANC 131 Dance Notation to DANC 131 Dance Movement Analysis, DANC 132 Dance and Digital Technology to DANC 132 Dance and Technology, and DANC 112 Contemporary Modern Dance to DANC 112 Contemporary Dance.
4. **Student Learning Outcomes**: The department continues to have decent but inconsistent reporting of Student Learning Outcomes. There are several reasons for this including the lack of part time faculty participating in SLO process, the poor functioning elumen system which makes reporting difficult, and a resistance to incorporating another system of evaluation into the grading process.
5. **Scheduling**: The Dance Department has witnessed a slow decline in enrollment over the past 6 years. Beginning Fall 2019, we will be able to schedule classes in our new studio facility, and we are planning on scheduling more classes during the M-TH 10am-2/4pm peak attendance times, as per our dance department survey. Currently we have only been able to schedule one class per popular time slot (10am-12pm, 12pm-2pm, 2pm-4pm). With two studios, we will be able to double the course offerings at those times. Thus offering 4-6 more classes during the M-TH peak student enrollment hours.
6. **Outreach:** Outreach & recruitment efforts with local High Schools, Teacher Trac program, and Dual Enrollment.
7. **Create Adaptive Dance Course**: Our department currently has no classes to serve our adaptive population specifically. An DANC 102 Introduction to Adaptive Dance is going through the curricular process during this 2018-19 year and is anticipated to be in the catalog starting FA 2019. Genre specific adaptive dance courses will be created and added based upon the popularity and success of the Introduction course.
8. **Review all course outlines:** Most course outlines have been reviewed and updated over the past 6 years in the process of course creation and revision to accommodate non-repeatability and online trends. But some escaped this process, and some were also incorrectly entered into eLumen, when the college uploaded all COR to an online format. By the time of the next accreditation process in 2019-2020, all Dance Department COR will be formatted, updated and corrected on the eLumen platform.

Opportunities – Positive trends which are outside the direct control of the faculty, but affect (or potentially affect) the department in a positive way.

1. **New Building**: The new building will help facilitate unprecedented growth
2. **New Faculty**: The growth already from DANC 100 Dance Appreciation OL as a GE, qualified our department to receive a growth line for a 3rd Faculty member this year, if the FON had been the number anticipated. When and if this line is allowed to go forward, it will continue to allow the department unprecedented growth into new facilities, curricular offerings, and forays online.
3. **New State Funding Model**: The new state funding model, with emphasis on degrees, certificates, and completions, will award the ongoing success of the

department. It has also compelled the department to begin work on the creation of new teaching and CTE certificates.

4. **Guided pathways**: The state effort towards Guided Pathways will allow the department to better collaborate with disciplines across campus and tailor courses to areas of interest. Clarify guided pathways approved classes to school counselors and students.

Threats – Negative trends which are outside the direct control of the faculty but affect (or potentially affect) the department in a negative way.

1. **Non-Repeatability:** This is the number one threat to student success in reaching higher levels of training, dance scholarship, and education. It is hampering dance department growth across the state as it does not allow students adequate preparation before moving up to the next technical level. All community college dance departments across the state have been shrinking due to this measure, with many subject to being cut entirely. And while ours has been affected as well, we have survived largely because we were such a small department in the first place. But our ability to grow into a larger department, despite our new facilities, will be severely hampered without repeatability reinstated at a college, local, or statewide level.
2. **Lack of consistent funding for Guest Artists:** On an annual basis, the Dance Department receives $4,000 from the ASCC. Although the department would like to grow student enrollment in the program, there are financial constraints. Despite increases in the cost of living, this funding has shown little change over the years. In addition, the large amount of support from the ASCC must be reapplied for each year, and frequent changes in student leadership put the Dance Department at the mercy of the ASCC. The department budget needs to be increased to $20,000 annually to pay for Guest Artists and staffing for Dance Concerts.
    a. **Lack of funding to pay Live Accompanists**: Most sizeable dance departments have funding dedicated to pay live musical accompanists for their ballet, modern, and african dance classes, amongst others. This lack of funding makes it difficult to maintain the quality and experiences required for students to successfully transfer to four year schools, where live accompaniment is the norm.
    b. **Lack of funding to pay for ACDA**: Most dance departments have funding sources for student and faculty attendance at the American College Dance Association Conferences.
3. **Elumen:** eLumen is difficult to use and is hindering the SLO assessment process in the department. eLumen is difficult to learn and prone to technical issues. Continue with part time faculty eLumen education and compliance to encourage compliance.
4. **Full to part-time faculty ratio**: The Dance Department has a poor full to part-time ratio. Currently, over 60% of our courses are taught by part-time faculty. Our part-time faculty are outstanding; yet, it is a challenge to maintain continuity in course programs such as SLO assessment.

5. **Enrollment**: Statewide enrollment is dropping. Cerritos College has witnessed a drop in enrollment, and the Dance Department has reflected that trend in all areas except online GE enrollment. However, based on our data, the department is beginning to experience a slight increase in enrollment, particularly with additional curricular, performative, and structural offerings.
6. **Equipment needs**: As technology rapidly evolves, the department is finding itself in need of updates.
   . We lack Macintosh computers for easy music and video recording and editing capabilities.
   a. This would also unify all the systems we have and use for online ticket sales.
   b. Needs for 1-4 ticket scanners for auditorium doors so dance concert ticket sales can be completely paperless.
   c. A high definition video camera and storage equipment to document our concerts and performances.

SECTION 3 – GOALS OF THE PROGRAM

REF	Goal	Action to be taken	Completion Timeline	Person Assigned
S2	Make connections to Regional Schools	• Meet with Dance Chair's in local university dance departments • Update and clarify transfer articulations	2022	Gregory, Hathaway
S4	Concert Attendance	Increase dance concert attendance numbers through: • 1-2 added shows per semester • Themed "Family Matinees" • Easier online purchasing & paperless concert attendance access • Improved public relations through existing campus resources	FA 2021	Gregory & Hathaway
S5	Professional Development	• Join the National Dance Educators Organization (NDEO) and the California Dance Educators Organization (CDEO)	Spring 2019	Hathaway
S6	Culture of Completion: Celebrate	• Individual degree and certificate counseling	Spring 2019	Gregory

REF	Goal	Action to be taken	Completion Timeline	Person Assigned
	Student Success	• Host in house honors ceremony for student achievement and transfer as an Introduction to the Informal Dance Concert		
W1 O3	Certificates	• Commercial Dance CTE • Dance Teaching Foundations • Dance Teaching Certificate	Fall 2019 Fall 2020 Fall 2021	Hathaway
W2	Increase Online Course Offerings	Convert to OL Format • DANC 131 • DANC 132	Fall 2019	Hathaway
W3	Change Course Names	Change course names for the following courses to: • DANC 112 Contemporary Dance • DANC 131 Dance Movement Analysis • DANC 132 Dance and Technology	Fall 2019	Hathaway
W4 T3	SLO's & eLumen	• Send eLumen guides to PT faculty to encourage SLO data assessment annually	FA 2020	Hathaway
W5	Scheduling	• Gradually increase courses offered during M-TH 10am-4pm peak enrollment hours in new dance facilities • Add 3 new courses per school year	Fall 2020	Hathaway
W6	Outreach	• Get High School dance contacts through PT dance faculty, dual enrollment administrators, and personal research efforts • Increase recruitment efforts with local High Schools, Teacher Trac, Senior Preview Day, Majors Fair, etc. including	Spring 2022	Gregory and Hathaway

REF	Goal	Action to be taken	Completion Timeline	Person Assigned
		Lecture/Demonstrations by Dance Repertory Theater		
W7	Adaptive Dance	• Create DANC 102 Introduction to Adaptive Dance Class • Create other genre specific adaptive dance classes if this course is successful	FA 2019	Hathaway Horner
W8	Revise all COR	• Format, update and correct all Dance Department COR on eLumen	FA 2019	Gregory & Hathaway
O1	New Building	• Move into new facilities	SP 2019	All
O2 T4	New Faculty	• Add sections as enrollment dictates showing proof of need for a third faculty hire	FA 2019	Hathaway
O4	Guided Pathways	• Clarify guided Pathways approved dance classes for faculty, counselors and students	FA 2020	Hathaway
T1	Non-Repeatability	• Find appropriate justification at college, local, or state level to reinstate original Dance Department COR mandated course repeatability (4X) • Continue conversations with the Vice President of Academic Affairs, other dance, music, and athletics departments on campus and across the state, the State Chancellor's Office, and possibly state legislators to overturn this prohibitive piece of legislation • Explore Union backed options to restore repeatability • Create Community Education Pathways for repeatability	FA 2024	Hathaway

REF	Goal	Action to be taken	Completion Timeline	Person Assigned
T2	Lack of Consistent Funding	Create consistent funding sources for guest artists, live musical accompanists, and American College Dance Association (ACDA) Conference Attendance through: • Foundation Grants • CTE/Perkins funding • ASCC funding • Community Ed Enrollment	FA 2024	Gregory & Hathaway
T6	Equipment Needs	Work with IT and departmental supplies funds to procure: • Mac Computers for FT Faculty • HD Camera • Ticket Scanners for the Concert Door	FA 2020	Hathaway

Cerritos College
(Appendix A)
Instructional Program Review Instructional Program Review Planning Form

This form is to be prepared by each program under review and submitted by March 31 in the year prior to the review year.

Program Name _____Dance_____

Evaluation Team: Chair:_____Sunday Obazuaye_____

Members:_____Graciela Vasquez_____

_____Reuben Foat_____

Date Submitted_____2018_____

Date of Visitation _____04/02/19____ (The visitation date will be assigned by the IPR committee)

Due date for Final Self Study Report ___03/19/19_____ (Two weeks prior to the visitation date)

Due date for Draft of Self Study Report _____02/18/19_____
(Six weeks prior to the visitation date)

□ I have contacted Kristi Blackburn, IPR representative from Institutional Effectiveness, Research, and Planning.

□ I have contacted Stephanie Rosenblatt, IPR representative from the Cerritos College Library.

Submitted By _____Rebekah Hathaway_____
Program Department Chair

Reviewed by _____Russ May_____
Division Dean

Reviewed by _____Angela Connely & Sunday Obazuaye_____
IPR Committee Co-Chairs

Cerritos College

Instructional Program Review
Appendix B

List of Institutional Data, Definitions, & Resources

Definitions

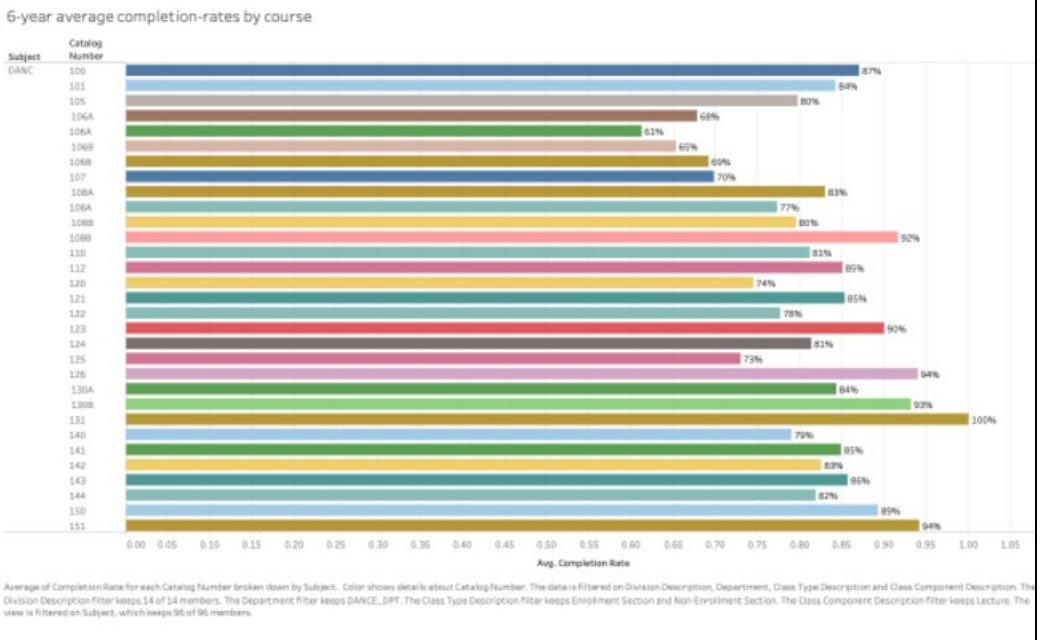
Data Element	Description
WSCH	Weekly Student Contact Hours. Calculation: (term contact hours * enrollment / 17.5. It is the number of hours generated per week by each class. For example, a three-hour class with 35 students provides 105 WSCH. An instructor teaching five three-hour classes, or 15 equivalent hours, generates 525 WSCH (5 classes multiplied by 105 = 525). WSCH for concurrent sections is included in WSCH figures
DSCH	Daily Student Contact Hours. Calculation: Courses that meet on a regular basis for at least 5 days, but not for a full term. Examples include short term or summer, inter session courses. To convert DSCH to FTES: (Census day enrollment times number of days) divided by 525 = FTES

Health, Physical Education, Dance, & Athletics	**41954**	**651.53**	**43423**	**640.37**	**39689.25**	**568.48**	**39865.5**	**481.20**	**39830.5**	**479.60**	**36984.50**	**2125.46**
Athletics							9673.5	650.54	10751	603.65	10256.00	528.39
Dance	6604	657.11	6456	635.43	5910.5	525.85	5321	485.94	5051	423.39	4923.00	410.93

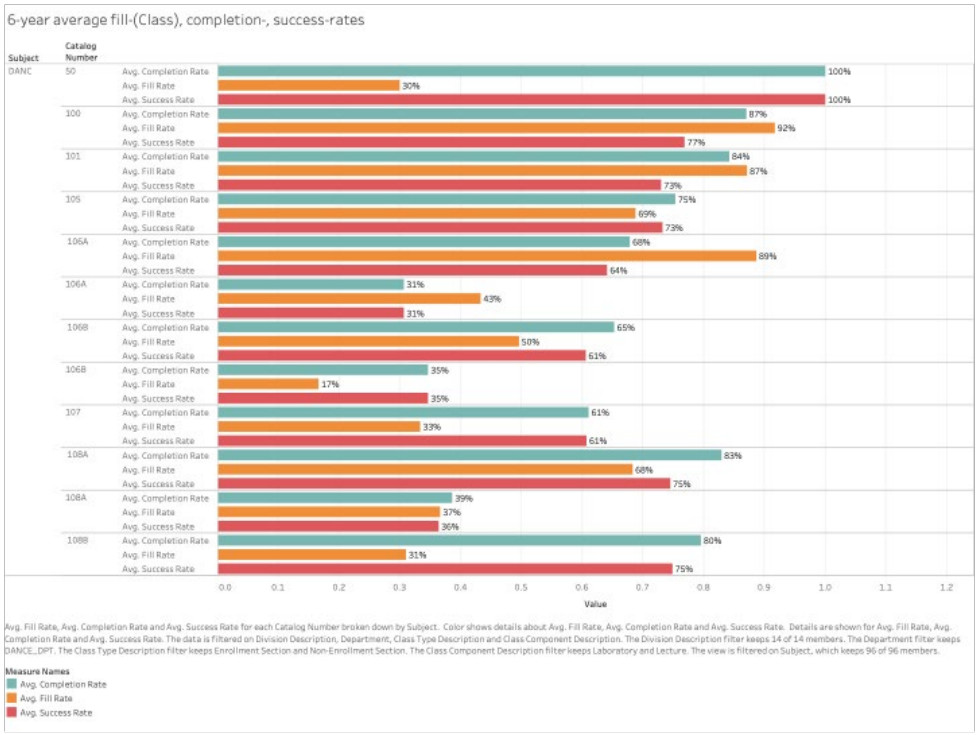
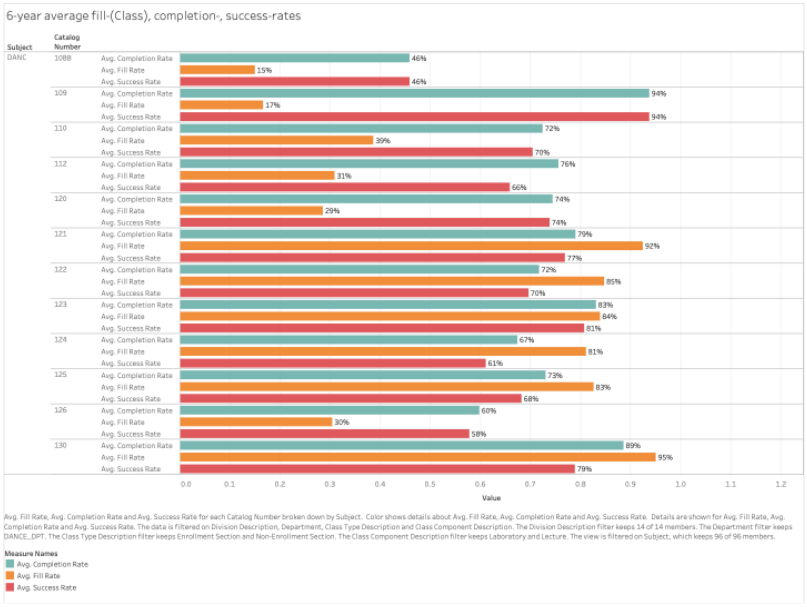
Data Element	Description
Positive Attendance	Positive Attendance (aka Open Ended courses). Calculation: Classes are open entry/open exit; and do not meet on a regular basis. Also includes non-credit courses. Actual attendance by each student is counted. To convert PA to FTES: count the total hours of attendance for all students and divide by 525= FTES. *note there is a per student cap on hours that can be claimed.

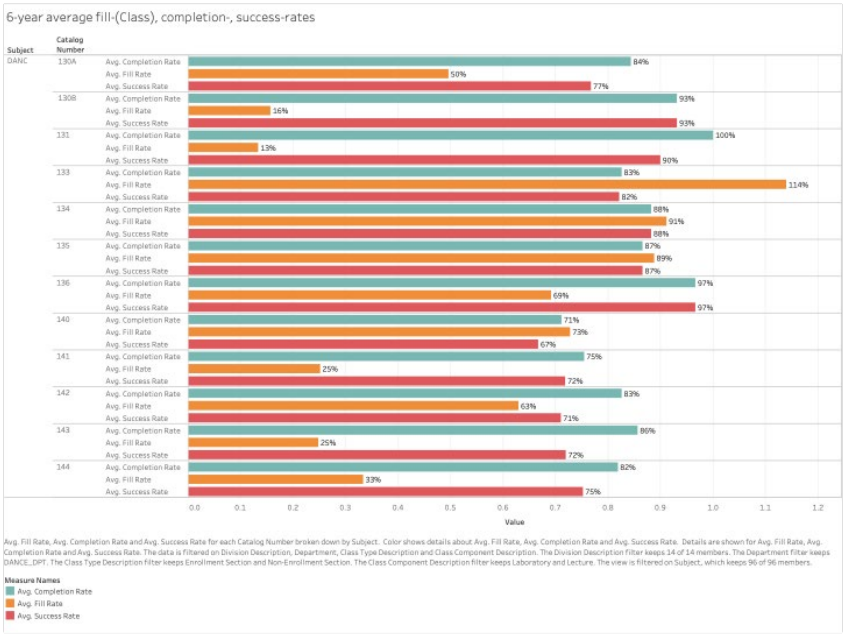
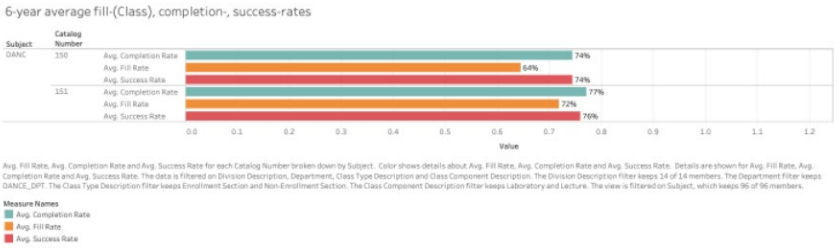
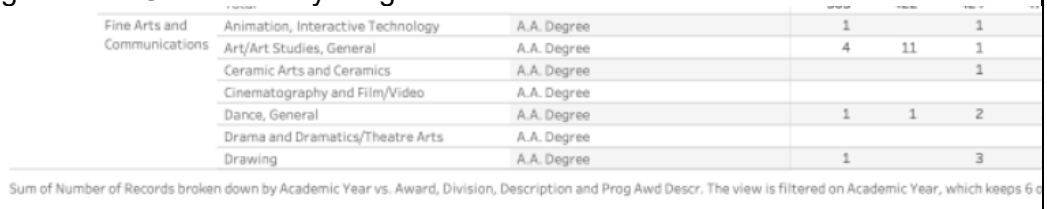
Data Element	Description
FTES	Full-time Equivalent Student. One FTES is equivalent to a student taking five three-unit classes per semester for a full year. It is calculated by multiplying the number of students in a course by the number of course hours per week times the number of weeks, 17.5 in a semester, then dividing by 525. FTES for concurrent sections included in FTES figures.
Average Class Size	The average class size for each course in the discipline will be provided.
FTEF FT/PT faculty ratios	Full-time Equivalent Faculty. One FTEF is equivalent to an instructor teaching five three-unit classes per semester for a full year. Additionally, the ratio of full-time and part-time faculty in the discipline will be provided. No Data Provided
Course Completion Rate	The course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of A,B,C, or CR divided by grade enrollment. May also be called successful course completion rate.

Health, Physical Education, Dance, & Athletics	**1535.14**	**1420.08**	**1430**	**1350.99**	**1228.55**	**1213.18**	**1125**
Athletics					208.34	243.8	229
Dance	259.72	229.62	212.78	213.35	185.51	174.92	171

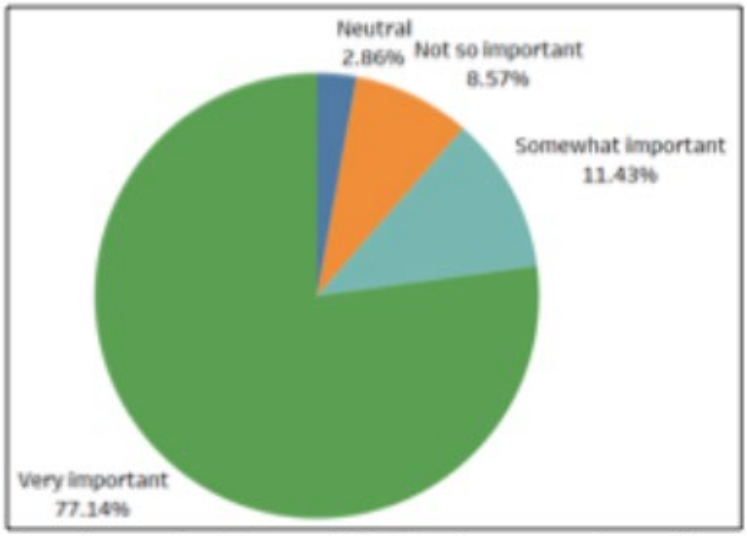
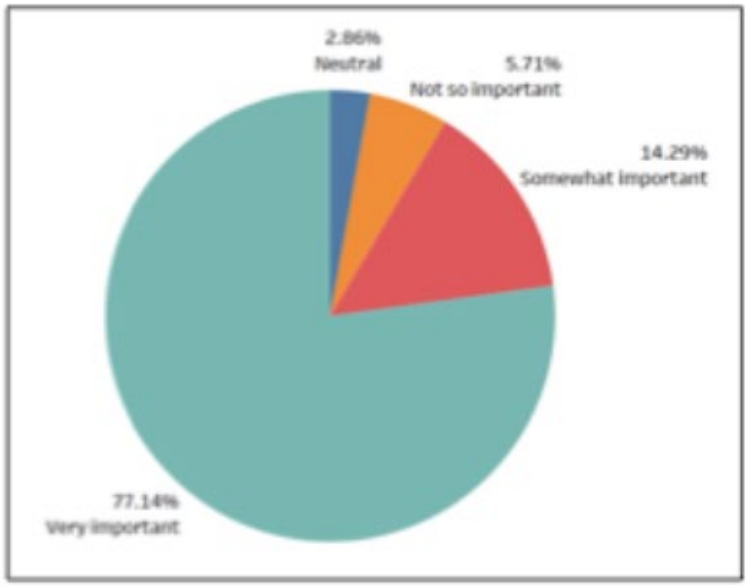


Data Element	Description
Enrollment	Census date enrollment except for positive attendance classes. Any enrollment for positive attendance classes is counted. Enrollment for concurrent sections is included in enrollment figures.
Retention Rate	The retention rate is the sum of course enrollments receiving any official end-of-term letter grade, excluding W, divided by census enrollment. This is a course retention rate.

Data Element	Description
	 

Data Element	Description
	 
Degrees Awarded	The total number of degrees awarded to students in the program. Degrees and Certificates by Program: 
Certificates Awarded	The total number of certificates awarded to students in the program. None: No Certificates during the past evaluation cycle.
Withdrawal Rates	The number of W grades divided by the grade enrollment. (See Grade Distribution)

Data Element	Description
Number of Majors	The number of students with majors declared in the program **Majors by Division & Plan Description_TABLE** Term Count 1 Division / Descr / Fall 2011 / Fall 2012 / Fall 2013 / Fall 2014 / Fall 2015 / Fall 2016 / Fall 2017 Health, Physical Education, Dance & Athletics / Dance-AA / 1 / 2 / 2 / 2 / 1 / 6 / 6 Health, Physical Education, Dance & Athletics / Dance/Tran / 29 / 33 / 29 / 30 / 34 / 26 / 22 Count of ID broken down by Term vs. Division and Descr. Color shows count of ID. The marks are labeled by count of ID. The view is filtered on Division, Descr and Term. The Division filter keeps Health, Physical Education, Dance & Athletics. The Descr filter keeps Dance-AA and Dance/Tran. The Term filter keeps 7 of 18 members.
Grade Distribution in courses	The grade distribution in courses within the program will be provided for 6 years (Fall/Spring). Program Performance Term Description Course Subject / Grade / 2012 Spring / 2012 Fall / 2013 Spring / 2013 Fall / 2014 Spring / 2014 Fall / 2015 Spring / 2015 Fall / 2016 Spring / 2016 Fall / 2017 Spring / 2017 Fall / 2018 Spring DANC / A / 413 / 387 / 378 / 387 / 389 / 375 / 344 / 355 / 325 / 389 / 353 / 300 / 346 B / 130 / 102 / 113 / 92 / 119 / 102 / 94 / 68 / 76 / 73 / 53 / 69 / 86 C / 56 / 40 / 74 / 34 / 69 / 53 / 66 / 34 / 40 / 48 / 41 / 73 / 54 P / 8 / 11 / 12 / 6 / 7 / 4 / 6 / 7 / 4 / 7 / 5 / 3 D / 22 / 18 / 23 / 17 / 22 / 27 / 22 / 16 / 14 / 5 / 18 / 20 / 14 F / 31 / 24 / 36 / 39 / 52 / 63 / 25 / 31 / 39 / 41 / 28 / 42 / 42 I / 5 / 1 MW / 2 NP / 1 / 1 / 1 / 1 / 1 W / 109 / 118 / 131 / 96 / 105 / 87 / 95 / 110 / 110 / 87 / 87 / 92 / 130 0 400 … Count of Number of Records Count of Number of Records for each Grade broken down by Term Description vs. Course Subject. Color shows details about Term. The data is filtered on Instruction Mode Description, which keeps DistanceEd Net-Delayed Ineract and Lecture. The view is filtered on Term Description, Grade and Course Subject. The Term Description filter keeps 14 of 20 members. The Grade filter excludes Null and AUD. The Course Subject filter keeps DANC.
ACCJC Institution Set Standards	The program and its progress/achievement in reaching the ACCJC Institution Set Standards: • Standard for [successful] course completion = 69.6% • Standard for retention= target in progress • Standard for certificate completion= 549 students per year • Standard for earning a degree= 1,235 students per year
Data Element	Description

Data Element	Description
Dance PR Survey Report	 How important are visits to 4 year universities in your decision to transfer?  How important is it to you to gain experience performing in front of an audience?

The above data sets include 6 years of data, and will be disaggregated wherever possible by student demographic as well as by modality, such as classroom vs. distance ed.

Cerritos College
Instructional Program Review Instructional Program Review
Goal Establishment Form (Appendix C)

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
Mid-range goals (next 3 years)			
1. New Building	Complete move into new Dance Studio Building in the new Health and Wellness Complex	Summer 2019	All Faculty
2. New Faculty	Complete search for third faculty line	Summer 2020	Hathaway
3. New Curriculum	Complete course and certificate curricular additions	Fall 2021	Gregory & Hathaway
4. Repeatability	Reinstate dance technique course repeatability	Fall 2024	Hathaway
5. Outreach	Solidify list of High School instructor contacts for student recruitment and University Dance Chair contacts for student transfer	Fall 2021	Gregory & Hathaway
Long Term Goals			
1. Educate and enculturate PT Faculty to complete SLO process every semester	Ongoing training, updates, reminders, and encouragement	2024	Hathaway

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
2. Strengthen Interdepartmental Collaborations	Active Participation in Music, Theater, Visual Arts, and Other Campus Events	2022	Gregory & Hathaway
3. Increase peak hour course offerings	Gradually increase courses offered during M-TH 10am-4pm peak enrollment hours in new dance facilities	2024	Hathaway
4. Solidify Consistent Funding Sources	Consistent funding sources for: • Guest artists • Live Musical Accompanists • ACDA • CTE Certificate • Adaptive Dance Program	2024	Gregory & Hathaway

Cerritos College
Instructional Program Review
(Appendix D)

Check	List
INC	Course outlines have been reviewed within the last 3 years.
☐	Courses that have not been offered over the last three years have been reviewed and are scheduled for inactivation.
☐	Prerequisites/co-requisites have been reviewed to assure they are still necessary. Content review and/or statistical validation has been completed within the last 3 years. CTE course prerequisites need to be reviewed every 2 years.
☐	Course outlines list current texts and Electronic Information Technology to comply with Board Policies and the law: Cerritos College BP & AP 3720,3411 and Section 508 standards (law).
☐	Course outlines list current SLOs.
☐	Current course outlines have been submitted to the curriculum specialist in the Academic Affairs office.
☐	Courses offered as distance education have been approved by the Curriculum Committee to be offered as DE and match the delivery methods outlined in the original proposals.
☐	(If applicable) text outlines are available for faculty teaching a course for the first time.

Check	List
☐	Required courses for the degrees and certificates have been offered within the last 2 years.
☐	Enough elective courses for the degrees and certificates have been offered within the last 2 years.
☐	Degrees/certificates have been reviewed to identify any inactivated, deleted, or changed courses. If applicable, the program has been updated to reflect these changes.
☐	All department courses are part of an approved degree or certificate.
☐	Current degrees and certificates have been updated.
☐	Students are completing the degrees and/or certificates. If not, the degree/certificate has been reviewed for change or inactivated.

Annual Student Learning Outcome (SLO) Assessment Goals (Appendix E)

SLO Assessment Results

Cerritos College SLO Committee - Assessment Results - Three Year Comparison (Fall 2015 to Spring 2018)

Dance Department	Semester	Number of Assessments Good	Satis.	Emergent	Total	Percentages Good	Satis.	Emergent
	Fall 2017	665	172	208	1,045	63.6%	16.5%	19.9%
	Spring 2017	829	182	74	1,085	76.4%	16.8%	6.8%
	Fall 2016	1,198	259	102	1,559	76.8%	16.6%	6.5%
	Spring 2016	-	-	-	-	-	-	-
	Fall 2015	1,385	251	152	1,788	77.5%	14.0%	8.5%
	Total	4,437	895	601	5,933	74.8%	15.1%	10.1%

No data for DANC 50, 107, 109, 120, 121, 122, 123, 125, 130, 133, 134, 136, 140, 141, 144, 106B

Cerritos College
Student Learning Outcomes
Improvement/Action Plan

Department: Dance
Academic Year: 2018-19
Completed by: Rebekah Hathaway
Course, Program or Institutional Student Learning Outcome identified for further action: 1. All SLO's need updating to current wording standards in eLumen. They were updated in departmental hardcopy paperwork, but not electronic. (Take off "The student…") 2. DANC 100/101 SLO's need to be updated to reflect MOI and Assessments used in online formats.
Analysis of the need for Improvement/Action: 1. Bring the department into compliance with Board Accreditation standards. 2. The prevalence of DANC 100/101 being taught online now requires re-examining the SLO's.
Improvement/Action Plan to be completed: 1. Spring 2019- Elumen edits completed by Rebekah Hathaway- changes to show up in Fall 2019 Assessments. 2. Spring 2019- Elumen edits completed by Rebekah Hathaway- changes to show up in Fall 2019 Assessments.

Department: Dance
Deadline for completion: Summer 2019

Cerritos College

Student Learning Outcomes

Improvement/Action Plan

Department: Dance Department
Academic Year: 2017-2018
Completed by: Rebekah Hathaway
Course, Program or Institutional Student Learning Outcome identified for further action: General Goals, all Dance Department SLO's affected.
Analysis of the need for Improvement/Action: Overall Goals 1) Inconsistent reporting of data 2) Low PT compliance with SLO assessments 3) Difficulty navigating eLumen navigation. 4) Unified SLO assessment stringency

Department: Dance Department
Improvement/Action Plan to be completed: 1. Assess all SLOs in each offered course every semester 2. Increase outreach to all faculty regarding SLOs by sending reminder emails each semester: Done 3. Advertise eLumen training opportunities to all faculty: Done 4. Provide examples of uniformly assessed rubrics will be provided: Verbally explained 5. Programs to assess PSLO's are uploaded and assessed: Done
Deadline for completion: June 30, 2018

Degree and/or Certificate SLO(s)

Academic Year	Number of Degrees and/or Certificates Offered by the Department	Number of Degrees and/or Certificates Assessed by the Department	Number of Degree and/or Certificate SLOs identified by the Department	Total Number of Degree and/or Certificate SLOs Assessed by the Department
SP 2017	**1**	**1**	**5**	**5**
FA 2016	**1**	**0**	**5**	**0**
SP 2016	**1**	**0**	**5**	**0**
FA 2015	**1**	**0**	**5**	**0**
SP 2015	**1**	**0**	**5**	**0**
FA 2014	**1**	**0**	**5**	**0**

Course SLO(s)

Academic Year	Total Number of Courses Offered by the Department	Total Number of Courses Assessed by the Department	Total Number of Course SLOs offered by the Department	Total Number of Course SLOs Assessed by the Department
SP 2017	24	14	113	1085
FA 2016	26	18	109	1559
SP 2016	22	0	103	0
FA 2015	22	13	103	1788
SP 2015	21	17	103	1878
FA 2014	23	1	85	15

Cerritos College

Instructional Program Review Instructional Program Review Submittal Form (Appendix F)

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program _____Dance_____

Date Submitted _____

Scheduled Presentation Date_____04/02/19_____

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle *(circle one)* **Yes** No

Explain any exceptions for non-compliance with curriculum requirements:

The self-study report adequately addresses the following components:

Description of the Program	**Yes**		**No**
Course and program content			
Student demographics			
Human resources			
Instructional Improvement	**Yes**		**No**
Teaching effectiveness			
Activities to improve student learning			
Course grading			
Course and program completion			
Program outcomes			
Core indicators (if vocational)			
Student feedback			
Institutional data			
Other	**Yes**		**No**
Strengths and weaknesses of the program			
Opportunities and threats of the program			
Goals of the program			

Self-Study prepared by: **__Rebekah Hathaway, Chair, Dance Department_____**
Reviewed by (Division Dean): **_____Interim Dean Russ May_____**

Cerritos College

Instructional Program Review Instructional Program Review Checklist (Appendix G)

This form is completed by the IPR committee during the review of each program's self-study report presentation (Phase 4)

Name of the Program _____Dance_____

Visitation Date_____04/02/2019_____

IPR Committee Liaison____Sunday Obazuaye_____

Evaluation of Compliance with Institutional Requirements	Yes	No
All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle?		
Program is in compliance with guidelines established by the Student Learning Outcomes task force?		
Institutional Data used is current as of the draft due date?		

Evaluation of Compliance with Institutional Requirements	Yes	No
Program and Primary Data included information which is less than 2 years old?		

The self-study report adequately addresses the following components:

Description of Component

Description of the Program	Yes	No
Course and program content		
Student demographics		
Human resources		
Instructional Improvement	**Yes**	**No**
Teaching effectiveness		
Activities to improve student learning		
Course grading		
Course and program completion		
Program outcomes		
Core indicators (if vocational)		
Student feedback		
Institutional data		
Other	**Yes**	**No**

Description of the Program	Yes	No
Strengths and weaknesses of the program		
Opportunities and threats of the program		
Goals of the program		

Cerritos College

Instructional Program Review Instructional Program Review Approval Form (Appendix H)

Committee Action taken: Approved

Recommendations: Introduce more numerical data for your goals and revise some goals with better measurable goals.

Program Review Chair: Sunday Obazuaye & Angie Conley

Explanation for non-approval: