

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

I. OVERVIEW

		Date Submitted:	2/10/14
College	Laney College	Administrator:	Felix Robles
Unit/Area	Dance A.A.		
Completed By:	Vishnupriya Shah, Co-Chair		
Mission/History and Description of Service Provided <i>Brief, one paragraph.</i>	The Department of Dance offers an Associate Arts Degree in dance that provides an extensive curriculum in dance theory and practice which meets the CSU/UC transfer requirements. The A.A. program offers an interdisciplinary concentration to students through dance in the context of a broader education within the Liberal Arts. Students have opportunities in dance composition; performance; production; historical and cultural perspectives; global exchange; multimedia forms of expression and other integrating technologies. Completion of the A.A. program in Dance prepares students for careers in the performing arts, education and beyond.		
Student Learning Outcomes (SLOs) <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)</i>	<ul style="list-style-type: none"> • Communicate In Dance Students will be able to analyze, write and speak about historical, theoretical and cultural dimensions of multiple dance genres. • Dancing Stronger and Longer Students will recognize and apply basic anatomical and kinesthetic structure and function for more efficient and sustainable dancing. • Individual Choreographic Voice Students will develop an articulate individual choreographic voice by expressing themselves creatively through dance composition and performance. • Movement As Related To Musical Structure Students will identify, analyze and demonstrate movement as related to musical structure. 		
SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	<p>The outcomes of the above PLOs align with ILOs in the following ways:</p> <ul style="list-style-type: none"> • Providing learning opportunities to enhance communication and critical thinking skills; offering a competitive program where students may develop skills required to succeed in the field of performing arts. • Providing community engagement opportunities through innovative courses and programs that promote global consciousness (i.e. Ethnic dance offerings and study abroad) • Nurturing physical and mental awareness required for making productive life decisions both personally (health) and professionally. 		

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments																																			
<p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p><i>The Dance Department serves between 300-700 students per academic semester. The most recent data is provided below.</i></p> <p>Fall 2012</p> <ul style="list-style-type: none"> • Census - 214 • Retained – 184 <p>Spring 2013</p> <ul style="list-style-type: none"> • Census - 205 • Retained- 162 <table border="1" data-bbox="516 552 1192 1354"> <thead> <tr> <th colspan="2" data-bbox="521 558 1187 606">I. Enrollment</th> </tr> <tr> <th data-bbox="521 606 1003 640"></th> <th data-bbox="1003 606 1187 640">Laney</th> </tr> </thead> <tbody> <tr> <td data-bbox="521 640 1003 684">Census Enrollment F10</td> <td data-bbox="1003 640 1187 684">650</td> </tr> <tr> <td data-bbox="521 684 1003 728">Census Enrollment F11</td> <td data-bbox="1003 684 1187 728">479</td> </tr> <tr> <td data-bbox="521 728 1003 772">Census Enrollment F12</td> <td data-bbox="1003 728 1187 772">368</td> </tr> <tr> <td data-bbox="521 772 1003 816">Sections F10</td> <td data-bbox="1003 772 1187 816">13</td> </tr> <tr> <td data-bbox="521 816 1003 861">Sections F11</td> <td data-bbox="1003 816 1187 861">10</td> </tr> <tr> <td data-bbox="521 861 1003 905">Sections F12</td> <td data-bbox="1003 861 1187 905">9</td> </tr> <tr> <td data-bbox="521 905 1003 949">Total FTES F10</td> <td data-bbox="1003 905 1187 949">66.36</td> </tr> <tr> <td data-bbox="521 949 1003 993">Total FTES F11</td> <td data-bbox="1003 949 1187 993">51.78</td> </tr> <tr> <td data-bbox="521 993 1003 1037">Total FTES F12</td> <td data-bbox="1003 993 1187 1037">38.03</td> </tr> <tr> <td data-bbox="521 1037 1003 1081">Total FTEF F10</td> <td data-bbox="1003 1037 1187 1081">2.19</td> </tr> <tr> <td data-bbox="521 1081 1003 1125">Total FTEF F11</td> <td data-bbox="1003 1081 1187 1125">2.01</td> </tr> <tr> <td data-bbox="521 1125 1003 1169">Total FTEF F12</td> <td data-bbox="1003 1125 1187 1169">1.59</td> </tr> <tr> <td data-bbox="521 1169 1003 1213">FTES/FTEF F10</td> <td data-bbox="1003 1169 1187 1213">30.35</td> </tr> <tr> <td data-bbox="521 1213 1003 1257">FTES/FTEF F11</td> <td data-bbox="1003 1213 1187 1257">25.76</td> </tr> <tr> <td data-bbox="521 1257 1003 1302">FTES/FTEF F12</td> <td data-bbox="1003 1257 1187 1302">23.97</td> </tr> </tbody> </table>	I. Enrollment			Laney	Census Enrollment F10	650	Census Enrollment F11	479	Census Enrollment F12	368	Sections F10	13	Sections F11	10	Sections F12	9	Total FTES F10	66.36	Total FTES F11	51.78	Total FTES F12	38.03	Total FTEF F10	2.19	Total FTEF F11	2.01	Total FTEF F12	1.59	FTES/FTEF F10	30.35	FTES/FTEF F11	25.76	FTES/FTEF F12	23.97
I. Enrollment																																			
	Laney																																		
Census Enrollment F10	650																																		
Census Enrollment F11	479																																		
Census Enrollment F12	368																																		
Sections F10	13																																		
Sections F11	10																																		
Sections F12	9																																		
Total FTES F10	66.36																																		
Total FTES F11	51.78																																		
Total FTES F12	38.03																																		
Total FTEF F10	2.19																																		
Total FTEF F11	2.01																																		
Total FTEF F12	1.59																																		
FTES/FTEF F10	30.35																																		
FTES/FTEF F11	25.76																																		
FTES/FTEF F12	23.97																																		

Qualitative Assessments	
<p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p><i>Qualitative assessments have not been conducted</i></p>

Identifying Strengths, Weaknesses, Opportunities, and Limitations

<p>Strengths <i>What are the STRENGTHS of your unit/area?</i></p>	<p>The strength of the existing dance program lies with the current faculty. All adjunct faculty have performed professionally. In addition to teaching, our faculty maintains professional dance careers. Our faculty is associated with the following dance organizations: The Oakland Ballet, Cal Performance's, San Francisco Ballet, Dimensions Dance Theatre, The Katherine Dunham Centers for the Arts & Humanities, Diamano Coura West African Dance Company, The International Association of Blacks in Dance, The El Wah Movement Dance Theater, The American College Dance Festival and The National Dance Education Organization.</p>
<p>Weaknesses <i>What are the current WEAKNESSES of your unit/area?</i></p>	<p>The weaknesses of the existing Dance Program include the following:</p> <ul style="list-style-type: none"> • One teaching space (D100) • Poor care of facilities • Insufficient funding for department assistants • No full-time faculty • No permanent Dean or VP
<p>Opportunities <i>What are the OPPORTUNITIES in your unit/area?</i></p>	<p>The curriculum provides the opportunity for students ~ dance majors, non-majors and the greater Oakland dance community to develop self-discipline, intellectual curiosity and creative imagination. In an atmosphere of artistic freedom, academic discipline and passion, students develop skills in observation, critical thinking, problem solving and evaluation. The dance program prepares students to pursue careers as teachers, performers and/or choreographers, and to encourage matriculation to further academic study in dance towards a four-year degree.</p>
<p>Limitations <i>What are the current LIMITATIONS of your unit/area?</i></p>	<ul style="list-style-type: none"> • One teaching space (D100) • Poor care of facilities • Insufficient funding for department assistants & creative work • No full-time faculty • No permanent Dean or VP

Action Plan for Continuous Improvement

Please describe your plan for the continuous improvement of your unit/area.

- Revision of the Associate Degree in dance
- Development of AAT degree in dance
- Develop a Certificate in Dance for non-majors interested in teaching in private studios, after school and recreational programs
- Continue the High School Dance Day. (to recruit students from feeder schools)
- Strengthen current articulation partnerships with primary transfer institutions: San Francisco State University, UC Berkeley, Mills College and other Community Colleges
- Offer more and augmented technique classes
- Develop/create interdisciplinary courses with the video/media, music, theater, ethnic studies and anthropology departments
- Develop a collaborative relationship with Katherine Dunham Centers to host a certification program
- Offer College tours to various institutions with dance degrees
- Develop a three week dance intensive for select high school students
- The Department of Dance cannot continue to exist as a vibrant and viable program with just part-time faculty
- Hire a two full-time dance instructors
- Hire a full-time secretary or one that is shared
- Hire a professional stage manager
- Supervision and job description for permanent classified instructional assistant(s) needs to be clarified
- Offer workshops, seminars and master classes to the community. (to reveal, show off, and exhibit the program and department)

Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion

Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-<http://scorecard.cccco.edu/scorecard.aspx>)

<p>Meet District FTES Target for AY2013-2014 of 18,830</p>	<ul style="list-style-type: none"> • Continue the High School Dance Day. (to recruit students from feeder schools) • Recruit students from sister colleges • Recruit students from local high schools • Offer more and augmented technique classes • Develop/create interdisciplinary courses with the video/media, music, theater, ethnic studies and anthropology departments • Recruit students from other departments • Develop a three week dance intensive for select high school students
<p>Increase Student Success</p>	<ul style="list-style-type: none"> • Revision of the Associate Degree in dance • Development of AAT degree in dance • Develop a Certificate in Dance for non-majors interested in teaching in private studios, after school and recreational programs • Continue the High School Dance Day. (to recruit students from feeder schools) • Strengthen current articulation partnerships with primary transfer institutions: San Francisco State University, UC Berkeley, Mills College and other Community Colleges • Offer more and augmented technique classes • Develop/create interdisciplinary courses with the video/media, music, theater, ethnic studies and anthropology departments • Develop a collaborative relationship with Katherine Dunham Centers to host a certification program • Offer College tours to various institutions with dance degrees • Develop a three week dance intensive for select high school students
<p>Increase Persistence <i>Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.</i></p>	<ul style="list-style-type: none"> • Revision of the Associate Degree in dance • Development of AAT degree in dance • Develop a Certificate in Dance for non-majors interested in teaching in private studios, after school and recreational programs • Strengthen current articulation partnerships with primary transfer institutions: San Francisco State University, UC Berkeley, Mills College and other Community Colleges • Offer College tours to various institutions with dance degrees
<p>Increase College Completion <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i></p>	<ul style="list-style-type: none"> • Revision of the Associate Degree in dance • Development of AAT degree in dance • Develop a Certificate in Dance for non-majors interested in teaching in private studios, after school and recreational programs • Strengthen current articulation partnerships with primary transfer institutions: San Francisco State University, UC Berkeley, Mills College and other Community Colleges • Offer College tours to various institutions with dance degrees

III. RESOURCE NEEDS

Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

Current Staffing Level:			Headcount	FTE Equiv.
II. Faculty	Faculty (Permanent)		0	0
	Faculty (Rel/Adjunct)		5	1.59 (F12)
	Classified Staff (Permanent)		1	0
	Classified Staff (Hourly)		3	0
	TEMP FTEF F10	Students 2.19	368 (F12)	38.03 (F12)
	TEMP FTEF F11	ICC/Consultant/Other 2.01		
	TEMP FTEF F12	1.59		
	Extra Service FTEF F10	0		
	Extra Service FTEF F11	0		
	Extra Service FTEF F12	0		
	Total FTEF F10	2.19		
	Total FTEF F11	2.01		
	Total FTEF F12	1.59	0	0
	% Contract/Total F10	0		
	% Contract/Total F11	0		
	% Contract/Total F12	0		

<p>Narrative: Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.</p> <p>Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</p> <p>Describe implications of the current staffing level in your unit/area to overall service delivery.</p>	<p>Full-Time Faculty ~ NONE.</p> <p>Part-Time Faculty:</p> <ul style="list-style-type: none"> • Jacqueline Burgess, PT Instructor • Dr. Zakarya Diouf, PT Instructor • Madiou Diouf, Instructional Assistant • Naomi Diouf, Instructional Assistant • Djems Dorsainvil, Instructional Assistant • Colette Eloi, Co-Chair/PT Instructor • Andrea Lee, PT Instructor • Ralph Peet, PT Classified Staff • Richard Riley, Instructional Assistant • Vishnupriya Shah, Co-Chair/PT Instructor <ul style="list-style-type: none"> • The dance department requires a part-time stage manager for production purposes • The Dance Department needs two full-time instructors. A new full time instructor will be hired and come aboard Fall 2014. • Departmental assistance (accompanists) should be paid at a rate of \$25 per house due to the limited amount of hours allotted to each assistant
---	--

<p>Human Resource/Personnel Requests List your human resource/personnel requests in prioritized/ranked order.</p> <p>Human resource/personnel requests will go through the established College and District planning and budgeting process.</p> <p>09/07/2013- ASM</p>	<ul style="list-style-type: none"> • The Dance Department needs two full-time instructors • Increase pay for instructional assistants to \$25 per hour; rational based on limited amount of hours allotted to instructional assistants • Professional stage manager required for productions • An assigned full-time or shared secretary • A permanent Dean • A permanent VP
--	--

Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

<p>Narrative: Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.</p> <p>Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.</p>	<ul style="list-style-type: none"> • Insure instructional equipment is functional, adequate to maintain and current. • Scheduled maintenance of equipment, and equipment replacement. • An additional dance studio and rehearsal space is required. • An assigned smart classroom is required. • Additional secured storage space for equipment and costumes is required. • The dance studio must be cleaned every night. Floor sanitized/mopped & mirrors cleaned every week. <p><i>Not complying will result in imminent health and safety hazards. (photos of student's blackened feet have been e-mailed to the dean)</i></p>
<p>Facilities/Infrastructure Requests List your facilities requests in prioritized/ranked order.</p> <p>Facilities requests will go through the established College and District planning and budgeting process.</p>	<ul style="list-style-type: none"> • Insure instructional equipment is functional, adequate to maintain and current • Replacement of broken mirror panels required (this is a potential hazard) • Scheduled maintenance of equipment (cameras, computers, printers, phones etc.), and equipment replacement. • An additional dance studio and rehearsal space is required (Eagle Village as a possibility for additional space) • New paint in D100 required • 2 new rugs in D100 required • Smart classroom technology in D100 required • An assigned smart classroom is required • Additional secured storage space for equipment and costumes is required • The dance studio must be cleaned every night. Floor sanitized/mopped & mirrors cleaned every week. <i>Not complying will result in imminent health and safety hazards. (photos of student's blackened feet have been e-mailed to the dean)</i> <p><i>The ONLY teaching space is located in D100, a subterranean/concrete room without windows or proper ventilation. The outdated locker room for the women is adjacent to the studio, while the locker room for men is on the complete other side of the gym. The instructional equipment (audio & visual) needs to be updated to today's audio and visual standards.</i></p>

Technology Please describe any technology needs for your unit/area.

<p>Narrative: <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of technology in your unit/area to overall service delivery.</i></p>	<ul style="list-style-type: none"> • Insure that instructional equipment is functional and current • Department Chairs require Mac computers for graphic design, and video editing • Scheduled maintenance of equipment, and equipment replacement • Additional copier is required • An assigned smart classroom is required • Projector and projection screen needed in D100 for instructional purposes
<p>Technology Requests <i>List your technology requests in prioritized/ranked order.</i></p> <p><i>Technology requests will go through the established College and District planning and budgeting process.</i></p>	<ul style="list-style-type: none"> • An annual budget (from the district) is needed • Current editing video editing software required • DVD burner (“Tower”) needed for DVD duplication • Flat screen monitor needed for Chairs office • Projector and projection screen required in D100 for instruction • Laptop Mac computers for faculty. (definitely needed for department chair(s)) • Printers for all office computers required • Xerox/copy machine required • Additional (secured) storage space/facility (for equipment & costumes) required • 2 wireless headsets for instruction required • DVDs, videos & music needed required for instruction • An additional dance & rehearsal space required (Eagle Village as a possible option)

IV. OTHER

Please feel free to provide any additional information about your unit/area below.