

# The Comprehensive Instructional Program Review Report (FINAL DRAFT- DANCE)

1. College: LANEY COLLEGE
- Discipline, Department or Program: DEPARTMENT OF DANCE
- Date: November 20, 2015
- Members of the Comprehensive Instructional Program Review Team:
- Andrea V. Lee Department Chair  
Jacqueline Burgess Contributor

Members of the Validation Team:

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## 2. NARRATIVE DESCRIPTION OF THE DISCIPLINE, DEPARTMENT OR PROGRAM:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

### General Statement/Primary Goals:

- The Department of Dance offers an Associate Arts Degree in dance that provides an extensive curriculum in dance theory and practice which meets most of the CSU/UC transfer requirements. The A.A. program gives 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; study abroad/global exchange; multimedia forms of expression and other integrating technologies.
- Completion of the A.A. program prepares students to pursue various careers in the performing arts and, with additional courses, transfer into higher education. For the Associate Arts Dance Degree, students must complete the General Education pattern, and the degree major course work for a total of 60 units. Students wishing to continue to transfer to the CSU or UC system should meet with a counselor to develop a transfer plan which addresses all general education and lower-division transfer requirements.
- The DANCE program also offers higher education/career opportunities. Consider: Transfer to Post-Secondary Performing Arts Programs, College and Universities. Dance/Fitness/Kinesiology/Yoga instructor opportunities (private and public dance studios, after

school programs, seasonal long and short-term arts programs, gyms, academic arts settings). Choreography and Performance opportunities (dance companies, media/video, performing arts programs, etc.) and related fields (Physical Therapy, Movement/Healing Therapies, etc.)

## **9 Unique Aspects of the Dance Program at Laney College:**

### **1. FACULTY**

The strength of the existing Dance Program lies within the current faculty. Consisting of one contract and three adjunct faculty, all have performed professionally and have established and maintain professional dance careers both in academia and dance performance. Dance faculty are members of National Dance Associations and are affiliated with the following dance organizations to name a few:

- The Katherine Dunham Centers for the Arts & Humanities
- The International Association of Blacks in Dance
- The American College Dance Festival
- San Francisco State Department of Dance
- San Francisco Ballet
- Oakland School for the Arts
- Oakland Ballet
- Mills College Department of Dance
- Malonga Casquelord Center for the Performing Arts
- Dimensions Dance Theatre
  - Dimensions Dance Theater
- Diamano Coura West African Dance Company
- Black Choreographer's Festival, "Here and Now"
- Alvin Ailey Camp

### **2. COMMUNITY MASTER CLASSES**

- Additionally, through the strong relationships of the teaching faculty to the community, students receive additional training from a variety of professional organizations and dancers/choreographers in collaborative teaching and learning structures both in and out of the classroom in which they learn from master teachers from various countries and within the USA. Consider:
  - Alvin Ailey American Dance Theater
  - Katherine Dunham Institute & Certification Workshops
  - Black Choreographer's Festival
  - Cuban Dance nationals Ana and Delores Perez direct from Mantanzas, Cuba
  - Brazilian Dance and Capoeira nationals direct from Bahia, Brazil
  - Oakland Ballet
  - Dimensions Dance Theater, Oakland, CA and more...

### **3. COLLABORATION AND CAREER PATHWAYS**

- Within the Dance program at Laney College, unique opportunities to study from both faculty and outside professionals is a highlight that has generated the attention of the national

community. One example is the evolution of a professional dance company born out of our South African Dance collaboration.

- Co-founded in March 2012 at Laney Community by a Dance faculty member and South African master instructor, Jikelele Dance Theater evolved through a teaching and learning process by pairing students and guest artists together in a classroom. This exposure resulted in the discovery of new talent and a special schedule was created for those who desired to learn more. Students participated in an 8-month study of traditional South African Dance, theater and music. Born out of the students' personal drive and commitment to learn South African Township Theater and Dance, Jikelele Dance Theater is a new addition to the multiplicity of the Bay Area's multi-cultural and ethnic dance companies and is the San Francisco Bay Area's only professional dance company dedicated to the preservation of traditional and migrant dance forms from the country of South Africa.
- Students who joined Jikelele Dance Theater have performed throughout the Bay Area including the 37th Annual San Francisco Ethnic Dance Festival, the Mayor's Conference in San Francisco and presented three full-scale musicals under the sponsorship of the Laney College Department of Dance, "Life in Shanty Town"-2012, "Johnny's Journey" - 2014, and "Mandela- Honoring the Known and the Nameless" -2015. Company members attend Laney College, have matriculated to four-year universities to study fields such as Psychology, Theater and Dance, Nursing and Ethnic Studies and/or are pursuing their professional goals as entrepreneurs.
- Jikelele Dance Theater, comprised mostly of current and past Laney College students was just selected as one of 30 companies (out of a rigorous audition process of 120 companies) to be presented in the 38<sup>th</sup> San Francisco Ethnic Dance Festival in June, 2016.

#### **4. LIVE MUSIC**

- Another major and unique component to the Dance Program is our live music accompaniment for the genres of ballet, jazz, modern, Haitian and West African. Musicians are a crucial part of the student's dance experience. Live accompaniment is particularly required for the learning of traditional/ballet dance in which students must learn to recognize the music and rhythms according to their specific dances and/or phrases. In other words, teaching African Haitian, West African and Ballet without live music, would be like teaching photography without a camera. Students develop a greater sense of musicality and lyrical awareness. Students are often seen playing alongside our musicians during their spare time.

#### **5. DANCE PERFORMANCE**

- The main highlights of the Dance Program are its production of two annual dance concerts; the Fall Dance Concert and Spring Recital Performance. Intermediate – advanced level dance students are involved in all of planning and participation from marketing/publicity to choreography and performance. These concerts serve as an initiative to help our students in deciding on professional careers in dance such as professional performance with a dance company or solo dancer, dance teacher or be involved in stage production. Additionally, students perform for both campus and community events throughout the year.

## 6. DANCE DEPARTMENT ADDRESSING STUDENT EQUITY THROUGH GLOBAL EDUCATION:

### Study Abroad: Global Village Learning Community Project (Working Title)

- Another unique and exciting time in the Department of Dance is it's established, evolving and reputable short-term Dance Study Abroad Program, having taken students to Cuba, Ghana and Haiti with plans to expand to countries representing all of the diversity of our students (South America, Asia, Europe, USA and beyond.) The Department of Dance partners with PCCD Office of International Relations to plan dynamic learning experiences abroad. The Department developed a course specifically for students to study abroad, "Dance 7- Dance Study Abroad" which is transferrable to both UC/CSU. The Study Abroad Program in the Department of Dance articulates the following over-arching understandings:
  - We live in a global world, therefore our programs should offer opportunities for students to travel and see the world as it exists today vs. text, internet, social media, etc.
  - Community College students are disproportionately represented in the recruitment and participation of study abroad programs overall and across the State.
  - Dance Study Abroad is open to all students, including concurrently enrolled high schoolers.
  - African American students, students from low income backgrounds/neighborhoods, males and students who come from parents that were born in country (USA) are less likely to access study abroad programs overall across the Nation.
  - The Department of Dance is committed to providing global educational experiences that can benefit all students at the College, but we are particularly focused on recruiting populations that are least likely to participate and that represent at least two of the follow indicators (low-income, males, African American students and students whose parents were born in the USA).
  - The Department of Dance is committed to finding resources to make our programs affordable for our students.
  - The Department of Dance will maintain and conduct relevant research to strengthen and align our programs with other colleges, universities and of course across other departments, programs and student clubs of the college.
  - The Department of Dance will offer a minimum of one travel course per academic year with plans to broaden into a full learning community whereby students may study abroad for one full semester and earn up to 12 academic units.
  - The Department of Dance will embrace other departments in the development of an expansive study abroad program for students.
  - Faculty Dialogue: In 2014-2015, the Dance Department initiated cross curricular dialogue with faculty members from English, Dance, Ethnic Studies and Art Departments. The purpose and outcome of these discussions were to brainstorm a new learning community whereby students would study for a full 6 weeks up to one semester abroad, earning 12 units towards their AA/AS Degree. Additionally, finding resources to support faculty in the planning and implementation phases as well as to design a self-sustaining program, identify program space/facility were identified as vital to the success of a global education program at Laney College.

### Global Village Semester Abroad Cohort Course Sample:

- DE History of Dance (fulfills IGETC Humanities) 3 units
- Creative Writing, Journalism or Eng 1A 3-4 units

- Dance Study Abroad (units for travel abroad) 3-5 units
- Intro to AFRAM 3
- TOTAL GLOBAL VILLAGE ABROAD UNITS 12-15 UNITS

### **Links to important data and research informing our programs:**

<http://www.iie.org/Research-and-Publications/Open-Doors/Data>

<http://www.iie.org/~media/Images/Corporate/Other/Open-Doors-2015/Infographic-Open-Doors-2015-US-Study-Abroad.jpg?la=en>

<http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad>

<http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Infographic>

## **7. CROSS-CURRICULUR INTEGRATION**

- The Department of Dance continues to develop relationships across departments and on campus to enhance student learning. Consider the following ways in which dance cross pollinates with other departments/students/faculty at the college level to develop learning experiences and new programs for students:
  - Photography Department: Student work featured on Laney Dance Concert flyers and posters; developed a dance calendar
  - Journalism: Students who write for the “Laney Tower” visits the Dance department each semester to write about upcoming dance events.
  - Theater Department: Theater and Dance students work together with Laney’s Production Manager to run all aspects of the bi-annual dance concerts (stage lighting/design; backstage technicians; sound technicians; crew; lighting board operation, etc.)
  - College/District: Students in Dance continue to perform at events such as “Welcome Week,” the Chancellor’s “Welcome Back Address”, graduations, guest speakers, student club events and more.
  - Culinary Arts Department: Collaboration w/Dance for special programs and activities whereby students prepared snacks and food to support our fundraisers
  - Cosmetology Department: Students provided hair and make-up services for Dance productions
  - Music Department: Students played onstage in a band for past dance productions
  - English Department: students wrote original material for dance choreography
  - Eco-Fest/Sustainability Day: Performance; recruitment and outreach

## 8. DANCE & PCCD DISTRICT'S CONCURRENT ENROLLMENT PROGRAM

- Laney College/Division of Liberal Studies/Dance Department recently entered into an official Memorandum of Understanding with Oakland Unified School District, serving McClymond's High School in West Oakland. The Dance Department offers college level dance classes on the high school campus with plans to integrate McClymond's students into college life by taking classes on Laney campus in the near future. All classes are taught with the same level of integrity and expectations as if students were taking classes on campus.
- The Department of Dance offered jazz/modern dance under contract education to Arise Charter High School in Oakland, CA for 4 consecutive years.
- High School students from the following schools participated in study abroad with the Department of Dance and successfully received academic college credit:
  - Bentley, Oakland, CA- Ghana Program 2012
  - Oakland Technical High School, Oakland, CA- Ghana & Cuba Program 2012, 2013
  - Arise Charter High School, Oakland, CA- Ghana Program, 2010
  - Bishop O'Dowd, Oakland, CA- Ghana Program, 2012
  - Berkeley High, Berkeley, CA- Ghana Program, 2012, 2014
  - St. Mary's High School, Berkeley, CA- Ghana Program, 2014
  - Diablo Valley College, Pleasant Hill, CA- Ghana Program, 2015
- Students from the following colleges/universities participated in the Dance Study Abroad Program and earned academic credit through Dance 7- Dance Study Abroad at Laney College:
  - Mills College, 2014, 2015
  - Howard University, 2012
  - San Francisco State University, 2015

## 9. DISTANCE EDUCATION:

- The Department of Dance is pleased to announce its first Distance Education course in the history of the department. We now offer Dance History- Dance 1, 3 units IGETC. A dual course, Dance 1 as DE will be made available online in summer 2016. Dance 1 will be offered online, making it accessible to students who wish to participate in our study abroad program who reside out-of-state or overseas.

### DEPARTMENTAL CONCERNS & DESIRED GOALS:

The Dance AA Degree was recently and successfully updated and approved (Summer 2015) to reflect a more realistic program design for matriculating students to complete their AA Dance Degree within a 4 semester track. However, the following concerns are currently being discussed in the Dance Department and with the Division Dean:

- **AA Degree completion in Dance-**
  - The Department needs an overhaul of its image via website, brochures and college and career information sheets highlighting the Dance AA Degree.

**Goal:**

- To increase the amount of Dance AA Degree graduates by 5 students per academic year.

- **Enrollment:**

- The current economy and the cost of classes at the four year universities has increased enrollment at the community college level.
- The elimination of dance classes at the high school level has increased concurrent student enrollment
- Returning students want to enhance their technique, physical fitness and joy through dance
- Increase the number of students in level I/II courses for incoming freshman

- **Goal:**

- To maintain the stand alone level I class and eventually offer the level II and III as stand alone with a minimum of 25 students enrolled per level.

- **Facilities:**

- The Department of Dance continues to operate in one lab space, making it difficult to plan courses for students at various times of the day
- Having only one Dance Studio space in which every lab course in the Department is taught makes it difficult to plan around part-time faculty's ideal schedule as they work other jobs.

- **Goal:**

- New construction of one additional dance studio

- **Non-paid instructional time vs. Extra Service Hours:**

- Each faculty member volunteers 30 – 60 hours of academic planning per semester as it relates to Dance Production and Performance as well as responding to the requests of the college and community. Our faculty are overworked in this area as they are not compensated for the immense amount of time that goes in towards perfecting the many performances and productions necessary to any college-level dance program.
- Additionally some part-timers take it upon themselves to work over their instructional paid time to update their courses or support new and developing dance programs and all faculty continue to nurture student interests in the field of dance through performance opportunities, rehearsals, collaborations and field trips. Reduced staff and resources have placed a burden on dance faculty. Faculty are dedicated to building and maintaining compliance with 21<sup>st</sup> Century Industry and Post-Secondary academic standards in Dance. Volunteering and working without pay has become a regularity and unfortunately a necessity to improve the quality and prepare for the future capacity of the Department to maintain current and new courses and programs. Part-time faculty have been informed of and have received stipend pay for documenting assessment findings into Taskstream.

- **Goal:**

- Contract release time and/or part-time faculty extra service hours for student performance coordination per semester (up to 30 hours per instructor)

- To secure two permanent part-time faculty positions or one additional part-time classified position to support the goals and mission of the department, especially with respect to rehearsal and performance duties.

### **TRENDS IN THE PROFESSION OF DANCE:**

- Increasingly, it has become more important for dancers to develop into what we consider “triple threat” performers. Dance careers are based upon one’s ability to perform outside of the realm of dance in at least two additional performing arts genres (singing, acting, design). Dance is restructuring itself once again as a respectable career. With great attention given to the fact that we are finally seeing American Ballet Company’s first African American prima ballerina coupled with the on-going need to access exciting guest choreographers for both major and pre-professional companies, video and television (“So You Think You Can Dance,” “Dancing with the Stars”), Dance is on the rise. Competition is stiff and in order to prepare students at Laney College for the academic and performance environment, dancers need to be technically trained as well as versed in one or more performance based disciplines.
- The Department of Dance will respond to these trends through the enhancement and development of new courses and programs. (See Curriculum Section).

### **ALIGNMENT OF DANCE TO COLLEGE MISSION:**

The Department of Dance developed the following PLOs based on the Laney College ILOs which have been approved & are located in Taskstream & Curricunet.

#### **Program Learning Outcomes: (*In Taskstream & Curricunet*)**

- **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.

#### **Example:**

Our Student Learning Outcomes are mapped to our Program Learning Outcomes, which are mapped to our Institutional Learning Outcomes which are designed to enhance the lives and economic condition of our students by:

- 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.



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**3. CURRICULUM:** Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

*Attach the Curriculum Review Report or Answer these Questions:*

**Have all of your course outlines of record been updated or deactivated in the past three years?**

- The department is currently in compliance with Title IV as far as course updates.
- The department updated most of our course outlines within the past three years.
- The department is currently under curriculum review and working towards updating course outlines with plans to complete all updates and submit to the Curriculum Committee by December 15, 2015, with a stated plan within our Program Review.

**What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?**

- The Department of Dance plans to address the trends affecting the profession of Dance as well as to respond to increased requests for courses we have not offered in several years. Consider:
- A recent re-alignment of the Dance AA Degree was geared toward student completion within a 4 year cycle, with the understanding that their foundational needs are met and that students have been introduced to various dance genres. What we are witnessing, however, is that it is taking students much longer than 4 semesters to complete their 60 unit coursework requirement. Although many students take dance classes for enjoyment, the student is pursuing dance as a professional will need to advance further in their technique within the Department as well as invest in outside preparation while completing their degree.
- Another noteworthy trend is one of performance and research. The student of dance must be able to articulate with documented research and data, ideas and content in choreography. Successful grant seekers and grant makers understand this trend. In order to address these trends, the Department of Dance has plans to develop and/or enhance the following courses and programs:

**New Courses based on trends in the profession of Dance:**

- Grant Writing for the Dancer (lecture)
- Audition Techniques (lecture/lab)
- Dance on Film (lecture course)

**New Courses based on program diversity:**

- Contemporary Dance Forms- Horton
- Contemporary Dance Forms- Graham
- Contemporary Dance Forms- Dunham
- Contemporary Dance Forms- Fusion
- Folkloric Dance Forms- An introductory course on various ethnic dance forms such as Mexican, Cambodian, Chinese, Balinese, etc.
- Contemporary Dance Forms- Pan African Dance

**Reactivation of Courses based upon student demand:**

- Stretch and Strength for the Dancer
- Polynesian Dance; Salsa
- Ballroom Dance
- Independent Studies in Dance (Research based related to Externships)

**New Certificates/Fee-Based Courses based upon trend in the Dance profession:**

- Recreational Dance Instruction
- Lesson planning for K-12 Dance Instruction
- Dance Activities for Children

**New Programs based on trends in the profession of Dance:**

- Dance Externship Program- Dance Externships support the department, College and AA Dance curriculum by establishing and strengthening new and current partnerships in the field; supports students seeking opportunities for placement in arts organizations as technicians, designers, assistant choreographers, guest performers, etc. and supports career pathways through direct training and experience through externships.
- Laney College Dance Ensemble/Repertory Company
- Maintain and increase course offerings for McClymond's/OUSD's con-current enrollment MOU with Laney College/PCCD.

**NEW PROGRAMS TO BE DEVELOPED &  
ENHANCEMENT OF EXISTING COURSE/PROGRAM:**

(Based Upon Trends in Higher Education, Student Demand; Faculty Support; District/State Goals):

- The Global Village Project (working title) of the Department of Dance is an expansion of our current short-term study abroad course, Dance 7- Dance Study Abroad into a full semester abroad emphasizing Dance movement and research.
- The semester study abroad program with the Department of Dance strives to address the fact that we live in a globalized society where global education is key to developing human understanding and human kindness. Key in this development is the relationship the Dance Department has nurtured with the PCCD' International Office of Education. The following links provide data and key understandings in why this is necessary and why the Department of Dance has decided to take a leading role in the development of Study Abroad at Laney College:

<http://www.iie.org/Research-and-Publications/Open-Doors/Data>

<http://www.iie.org/~media/Images/Corporate/Other/Open-Doors-2015/Infographic-Open-Doors-2015-US-Study-Abroad.jpg?la=en>

<http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad>

<http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Infographic>

- While many programs exist that offer global education experiences, there is a lack of participation and funding in the District/College for community college study abroad students which is an issue of student equity across the nation. In 2014-2015, the Dance Department initiated cross curricular dialogue with faculty members from English, Dance, Ethnic Studies and Art Departments. The purpose and outcome of these discussions were to brainstorm a new learning community whereby students would be able study abroad for six weeks -one semester, earning 12 units towards their AA/AS Degree. Additionally, finding resources to support faculty in the planning and implementation phases as well as to design a self-sustaining program, identify program space/facility were identified as vital to the success of a global education program at Laney College.

**Global Village Semester Abroad Cohort Course Sample:**

- |  |           |
|--|-----------|
| • DE Dance 1: History of Dance (fulfills IGETC Humanities) | 3 units   |
| • DE Eng 1A (or other writing course offered as DE)        | 4 units   |
| • Dance 7: Dance Study Abroad (units earned while abroad)  | 3-5 units |
| • Elective: DE Intro to AFRAM or other DE related course   | 3 units   |

TOTAL SEMESTER ABROAD UNITS 13-15 UNITS

**NEW PROGRAM ADDITIONAL BACKGROUND & JUSTIFICATION:**

- Another unique and exciting time in the Department of Dance is it’s established, evolving and reputable short-term Dance Study Abroad Program, having taken students to Cuba, Ghana and Haiti with plans to expand to countries representing all of the diversity of our students (South America, Asia, Europe, USA and beyond.)
- The Department of Dance partners with PCCD Office of International Relations to plan dynamic learning experiences abroad. The Department developed a course specifically for students to study abroad, “Dance 7- Dance Study Abroad” which is transferrable to both UC/CSU. The Study Abroad Program in the Department of Dance articulates the following over-arching understandings:
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- The Department of Dance will embrace other departments in the development of an expansive study abroad program for students.

Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

- AA Dance Degree. At this time, we have no online degree or program.
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#### **4. Assessment:**

Laney's Program Review Resources & Information webpage (<http://www.laney.edu/wp/instruction/program-review/>) has several files you will need to complete this section. Please look at the files available and follow the instructions below. If you have questions, contact the Laney Assessment Coordinators, Heather Sisneros [and Rebecca Bailey](mailto:hsisneros@peralta.edu) ([hsisneros@peralta.edu](mailto:hsisneros@peralta.edu), [rbailey@peralta.edu](mailto:rbailey@peralta.edu)).

**How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found).**

- All dance courses have been updated with approved SLOs located & documented/published in:
  - Taskstream
  - Curricunet
  - Course Syllabi for all courses offered

**Insert evidence of the approval status for all SLOs for every course offered in your department. Note that if the course has been updated through CurricUNET in 2007 or later, SLOs have been approved. Course approval dates can be found in the CurricUNET Report August 2015 file. Use the toggles at the column headings to choose your cluster or department, select the boxes for your area, and copy/paste below. The second tab shows the key to cluster abbreviations.**

- DANCE APPROVAL STATUS

| Cluster | Department | Number | Course Name                        | Approval Date |
|---------|------------|--------|------------------------------------|---------------|
|         | DANCE      | 1      | History of Dance                   | 2/7/2014      |
|         | DANCE      | 5      | Rhythmic Analysis                  | 3/15/2013     |
|         | DANCE      | 6      | Dance Production                   | 4/20/2012     |
|         | DANCE      | 7      | Dance Study Abroad                 | 4/20/2012     |
|         | DANCE      | 008A   | Dance Composition and Choreography | 3/1/2013      |
|         | DANCE      | 60     | Ballet I                           | 2/8/2013      |
|         | DANCE      | 61     | Ballet II                          | 2/8/2013      |
|         | DANCE      | 62     | Ballet III                         | 2/7/2014      |
|         | DANCE      | 63     | Ballet IV                          | 2/7/2014      |
|         | DANCE      | 64     | Jazz Dance I                       | 2/8/2013      |
|         | DANCE      | 65     | Jazz Dance II                      | 2/8/2013      |
|         | DANCE      | 66     | Jazz Dance III                     | 3/1/2013      |
|         | DANCE      | 67     | Jazz Dance IV                      | 3/1/2013      |
|         | DANCE      | 68     | Modern Dance I                     | 2/8/2013      |
|         | DANCE      | 69     | Modern Dance II                    | 2/8/2013      |
|         | DANCE      | 70     | Modern Dance III                   | 2/8/2013      |
|         | DANCE      | 71     | Modern Dance IV                    | 2/8/2013      |
|         | DANCE      | 72     | Jazz Tap I                         | 2/8/2013      |
|         | DANCE      | 73     | Jazz Tap II                        | 2/8/2013      |
|         | DANCE      | 76     | West African Dance I               | 2/8/2013      |
|         | DANCE      | 77     | West African Dance II              | 2/8/2013      |
|         | DANCE      | 78     | West African Dance III             | 2/8/2013      |
|         | DANCE      | 79     | West African Dance IV              | 2/8/2013      |
|         | DANCE      | 80     | Haitian Dance I                    | 2/8/2013      |
|         | DANCE      | 81     | Haitian Dance II                   | 2/7/2014      |
|         | DANCE      | 82     | Haitian Dance III                  | 2/7/2014      |
|         | DANCE      | 83     | Haitian Dance IV                   | 2/7/2014      |
|         | DANCE      | 805    | Haitian Drumming                   | 11/1/2013     |

**Briefly describe at least three of the most significant changes/improvements your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and year of assessment for each example. Attach as evidence your Laney Assessment Spreadsheet or TaskStream “Status Report” for the courses in your examples.**

**Improvement 1. Created Level I technique classes for multiple department lab classes.**

| Course number | Program Name | Year of assessment | Discussion of the improvement/significant change:   |
|---------------|--------------|--------------------|---|
| Dance 69      | DANCE        | 2014               | Students not meeting the desired assessment target for some courses and consistent success in other assessment areas prompted faculty discussion of the improvement/significant changes in Department meetings led the following action and/or discovery: <ol style="list-style-type: none"> <li>1. generate student surveys for feedback</li> <li>2. Create foundation level courses to combat low enrollment</li> </ol> |

**Improvement 2. DANCE PRODUCTION**

| Course number | Program Name | Year of assessment | Discussion of the improvement/significant change:   |
|---------------|--------------|--------------------|---|
| Dance 60      | DANCE        | 2013-2014          | <ul style="list-style-type: none"> <li>• Not so much as in assessment result as in the number of students assessed for our sole Dance Production Class and the number of students actually</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <p>participating in at least 75% of the activities as outlined in the course syllabi.</p> <ul style="list-style-type: none"> <li>• Out of the number of students assessed, there were an exponential amount of students who actually completed, with success many of the expectations as if they had been enrolled in the course. This was evidenced by the fact that less than 20 students were assessed based upon enrollment status, however, this number increased by 180 over the total academic year of students participating in the activities of the class.</li> <li>• We need additional sections to accommodate the student demand and flexible schedule. Currently the Dance Production class is held on Monday evenings and Saturday mornings, eliminating the potential for high enrollment as students are turned off by the schedule.</li> <li>• Currently, the department faculty are volunteering hours to support the eagerness of our students to express their talent through performance, building of faculty choreography presentations and sponsored workshops whereby a larger student body may participate.</li> </ul> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Outside choreographic groups led by faculty- Ongoing</li> <li>2. Coordination of student performances outside of Dance 60 (minimum of 8 performances per academic year as an extension to the course/program- On-going</li> <li>3. Creation of a Dance Club- 2015</li> <li>4. Creation of Study Abroad- ongoing</li> <li>5. Performances in the Quad and Student Center</li> <li>6. Founding of Jikelele Dance Theater</li> <li>7. Planning of a Laney College or PCCD Repertory Dance Ensemble</li> </ol> |
|--|--|--|--|

### Improvement 3. AA Dance Degree Program Modification

| Course number | Program Name    | Year of assessment | Discussion of the improvement/significant change-  |
|---------------|-----------------|--------------------|--|
| n/a           | AA Dance Degree | 2014               | Approval of new Dance AA Degree- 2014<br>(See Attachment- Dance Program Review Modification) |

**Briefly describe three of the most significant examples of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the relevant data from your Laney Assessment Spreadsheet or the TaskStream report “Assessment Findings and Action Plan” section for each example.**

**Plan 1. Incorporate ILO’s with our SLO’s in developing new courses, syllabi, etc. (See attached example of syllabus used now for Dance Production. The future plan is to involve and encourage all faculty to embed ILO’s into a departmental theme-based curriculum.**

| Course number | Program Name  | Year of assessment | Improvement/significant changes to be made:   |
|---------------|---|--------------------|---|
| Dance 6, 8A   | Dance Production and Dance Composition/Choreography | Spring 2015        | <ul style="list-style-type: none"> <li>• Maintain old and acquire new costumes</li> <li>• Develop repertoire class</li> <li>• Present faculty talent as choreographers</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Develop externships for students</li> <li>• Deepen institutional relationships with matriculating programs</li> <li>• Develop class addressing the academia of dance education and teaching</li> <li>• Work with administration to plan effective and realistic budget to support the growth of the department</li> </ul> |
|--|--|--|--|

**Plan 2. Review of course design and Program creation for Dance 7 Study Abroad course and relationship to Global Village Project (working title)**

| Course number | Program Name       | Year of assessment | Improvement/significant changes to be made  |
|---------------|--------------------|--------------------|---|
| Dance 7       | Dance Study Abroad | In progress        | <ul style="list-style-type: none"> <li>• Budget Allocation for the sustainability, expansion and development of the course, program and alignment with PCCD District and State goals with respect to study abroad. Related links: (Peralta)<br/> <a href="http://web.peralta.edu/trustees/files/2013/12/AP-4026-Philosphy-and-Criteria-for-Study-Abroad-Education-DRAFT-revised-8-6-15.pdf">http://web.peralta.edu/trustees/files/2013/12/AP-4026-Philosphy-and-Criteria-for-Study-Abroad-Education-DRAFT-revised-8-6-15.pdf</a><br/>           2. New website released by the department of state - <a href="https://studyabroad.state.gov/">https://studyabroad.state.gov/</a></li> </ul> |

**Plan 3. Create material that can be used across multiple courses/sections. Consider creating a 12 unit certificate of completion in World Dance Forms; Contemporary Dance; Performance & Choreography, etc.**

| Course number | Program Name:                       | Year of assessment | Improvement/significant changes to be made  |
|---------------|-------------------------------------|--------------------|---|
| n/a           | Dance AA Degree/Certificate Program | n/a                | <ul style="list-style-type: none"> <li>• Dance Readers for our major core courses (History of Dance; Dance Production; Dance Composition; All level one classes to include our World Dance offerings (i.e. W. African, Haitian, Salsa, etc.); Level II and above Jazz/Modern lec/lab courses; and anticipated new elective course (Dance on Film; Dance Anatomy)</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>Development of New course- Dance on Film (acquisition of legacy films and contemporary dance films/documentaries- library services</li> </ul> |
|--|--|--|--|

**Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.**

- The Dance Department submitted a Distance Education Course, “History of Dance- Dance 1” which was approved in summer of 2015. The course has not yet been offered and therefore the course has not yet been assessed.

**Describe assessment results for courses with multiple sections. Are there similar results in each section?**

- The majority of our courses which hold multiple sections are combination classes, therefore the assessment results are not as useful. What we have discovered is that the results from West African and Modern Dance vary greatly. In other words, the levels (I/II/III) differs greatly from genre to genre. *(See example of syllabi for Modern/Dance Production/West Africa).*
- The Department plans to examine the differences in syllabi and choose assessment measures that adhere to the same level of discernment from level to level.

**Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).**

- (See attached Department of Dance Meeting Agendas outlining internal department assessment plans). Additionally:
- The Department has assigned one faculty member who is available to assist faculty in the assessment process
- Faculty regularly participate in cuirrucamps
- Faculty encourage student participation in campus wide engagement leading to two dance students winning the 2014 ILO assessment contest (1<sup>st</sup> and 3<sup>rd</sup> place winners)
- Dance faculty member highlighted in assessment chronicles.

**How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach either your Laney Assessment Spreadsheet or “Goal Alignment Summary” report from TaskStream.**

*See DANCE Discussion after table:*

|         |                                 |                                 |        |                                 |                                 |
|---------|---------------------------------|---------------------------------|--------|---------------------------------|---------------------------------|
| Dance   |                                 |                                 |        |                                 |                                 |
| DANCE 1 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added | Mapped | Mapped/Assessment Measure Added | Mapped                          |
| DANCE 3 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |        |                                 | Mapped/Assessment Measure Added |



|          |                                 |                                 |                                 |                                 |                                 |
|----------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| DANCE 5  | Mapped                          | Mapped                          |                                 | Mapped                          | Mapped                          |
| DANCE 50 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |                                 | Mapped                          | Mapped/Assessment Measure Added |
| DANCE 6  | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |                                 |                                 |                                 |
| DANCE 60 |                                 | Mapped/Assessment Measure Added |                                 |                                 | Mapped/Assessment Measure Added |
| DANCE 61 |                                 |                                 |                                 |                                 |                                 |
| DANCE 64 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |                                 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |
| DANCE 65 | Mapped                          | Mapped                          | Mapped                          | Mapped                          | Mapped                          |
| DANCE 66 | Mapped                          | Mapped                          | Mapped                          | Mapped                          | Mapped                          |
| DANCE 67 | Mapped                          | Mapped                          | Mapped                          | Mapped                          | Mapped                          |
| DANCE 68 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |                                 |                                 | Mapped/Assessment Measure Added |
| DANCE 69 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |                                 | Mapped                          | Mapped/Assessment Measure Added |
| DANCE 7  | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |
| DANCE 70 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |                                 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |
| DANCE 71 | Mapped                          | Mapped                          | Mapped                          | Mapped                          | Mapped                          |
| DANCE 72 |                                 |                                 |                                 |                                 |                                 |
| DANCE 73 |                                 |                                 |                                 |                                 |                                 |
| DANCE 76 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |                                 | Mapped/Assessment Measure Added |                                 |
| DANCE 77 | Mapped/Assessment Measure Added |                                 |                                 | Mapped/Assessment Measure Added |                                 |
| DANCE 78 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |                                 | Mapped/Assessment Measure Added | Mapped/Assessment Measure Added |
| DANCE 79 |                                 |                                 |                                 |                                 |                                 |
| DANCE 80 | Mapped/Assessment Measure Added |                                 |                                 | Mapped/Assessment Measure Added |                                 |
| DANCE 8A | Mapped                          | Mapped                          | Mapped                          | Mapped                          |                                 |
| DANCE AA | Mapped                          | Mapped                          | Mapped                          | Mapped                          | Mapped                          |

The Department of Dance developed the following PLOs based on the Laney College ILOs which have been approved & are located in Taskstream & CurricUNET.

**Program Learning Outcomes: (In Taskstream & CurricUNET)**

- **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.

**Example:**

- Our Student Learning Outcomes are mapped to our Program Learning Outcomes, which are mapped to our Institutional Learning Outcomes which are designed to enhance the lives and economic condition of our students by:
    - 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.
- 

**5. Instruction:**

**Describe effective and innovative strategies used by faculty to involve students in the learning process.**

**1. Bi-Annual Performances (Fall and Spring)**

- The main highlights of the Dance Program are its production of two annual dance concerts; the Fall Dance Concert and Spring Recital Performance. Intermediate – advanced level dance students are involved in all of planning and participation from marketing/publicity to choreography and performance. These concerts serve as an initiative to help our students in deciding on professional careers in dance such as professional performance with a dance company or solo dancer, dance teacher or be involved in stage production.
- Additionally, students perform for both campus and community events throughout the year.

**2. Discussion of student learning outcomes as inserted into course syllabi for courses in Dance:**

- The Department of Dance has developed and instituted revised SLOs for all classes that articulate consistent standards for assessment and guides faculty instruction. These SLO's are included in all faculty syllabi.

Example: (extracted from Fall 2015 Dance Production Syllabus)

***Synopsis of Student Learning Outcomes:***

- *Students will plan, prepare, and execute the Dance Concert.*
- *Students will define specific tasks associated with the production of a dance concert.*
- *Students will discriminate and organize tasks into modules that will prepare and project a timeline of execution associated with the production of a dance concert.*
- *Students will distinguish, evaluate and judge dance production standards and criteria characteristic of various dance styles or genres.*
- *Students will connect & apply what is learned to learning in other art forms, subject areas and careers.*

**Synopsis of Program Learning Outcomes:**

- **Communication:** Students will be able to analyze, write and speak about historical, theoretical and cultural dimensions of multiple dance genres.
- **Dance Mechanics:** Students will recognize and apply basic anatomical and kinesthetic structure and function for more efficient and sustainable dancing.
- **Choreography:** Students will develop an articulate individual choreographic voice by expressing themselves creatively through dance composition and performance.
- **Musicality:** Students will identify, analyze and demonstrate movement as related to musical structure.

**Synopsis of Intuitional Learning Outcomes:**

- #1 - Communication, #2 – Critical Thinking & Problem Solving, #4 – Global Awareness, Ethics & Civic Responsibility, #5 – Personal & Professional Development
- The ILOs are incorporated every semester and related to the class SLOs.

*~End of Extraction~*

- Additionally, SLO's are fully integrated into student class discussions, lesson plans and performance. Significant effort within Dance Production and Performance to allow students to fully understand the connection between SLO's and their Dance studies is reflected and evidenced in our Bi-annual programs. Each SLO relates to a theme.
- The department chair consistently reviews and communicates with faculty updated information and relevant information as advised by executive leadership and participate in discussions with curriculum chairs, articulation officers, and assessment experts on a regular basis.
- Dance faculty attend assessment workshops addressing student learning outcomes.

**3. Participation in assessment contests for students:**

- Our students are encouraged to participate in campus-wide efforts to involve and engage students in the institutional learning outcome connection to teaching and learning. To this, the Dance Department initiated two of our students to participate in the 2014 ILO contest. Dance AA Degree seeking majorsts won 1<sup>st</sup> and 3<sup>rd</sup> place.

Example: (E-mail from Assessment Chair, 2014)

From: Michelle (Cheli) Fossum  
Sent: Thursday, December 04, 2014 2:42 PM  
To: B3LUVY@gmail.com  
Cc: Jacqueline Y. Burgess; David J. Mitchell; Tina Vasconcellos  
Subject: You Won! ILO contest

Dear Yvonne,

CONGRATULATIONS, YOU WON!

We had the ILO Contest prize drawing this afternoon, and you won the grand prize:  
The iPad Air 2! Congratulations!

Please e-mail me back as soon as you can before December 8, so we can set up a time to give you the prize. We'd also like to take a picture of you receiving the prize with your instructor; Jacqueline Burgess. Could you let us know several possible times we could meet you next week? We will be meeting in the Laney Library for the photo shoot.

Congratulations again!

Michelle (Cheli) Fossum  
Chemistry Instructor  
Learning Assessment Co-Coordinator

#### 4. Guest artists/master classes:

- Students receive additional training from a variety of professional organizations and dancers/choreographers in collaborative teaching and learning structures both in and out of the classroom in which they learn from master teachers from various countries and within the USA. Consider master classes at Laney College within the past three years:
  - Alvin Ailey American Dance Theater, 2014
  - Katherine Dunham Institute & Certification Workshops, 2012
  - Black Choreographer's Festival (on-going)
  - Cuban Dance nationals Ana and Delores Perez direct from Mantanzas, Cuba, 2014
  - Brazilian Dance and Capoeira nationals direct from Bahia, Brazil, 2015
  - Oakland Ballet, 2014
  - Dimensions Dance Theater, Oakland, CA, 2015

#### 5. Dancers as Communicators:

- Another aspect of connecting teaching and learning is the Department's consistent practice of requiring students to communicate their expression not only through movement, but in the use of narratives, interviews, and written work.

*Example:* Interview of matriculating Laney dance student alongside 2012-2014 (volunteer) Master Guest artist/teacher, Thamsanqa Hlatywayo of South Africa. The article was written by internationally known author, Toba Singer:

Link to article:

<http://www.dancestudiolife.com/johannesburg-to-oakland/>

#### 6. Student surveys to gauge student interest and guide our programs

- The Department of Dance Developed a survey, distributed to students enrolled in every course (lab specific) within the first two weeks of instruction. The Dance survey results informed some of our most recent current curricular plans:
  - Over 50% students want evening classes
  - Over 50% of students surveyed desire additional global curriculum (Salsa, Belly dance, Tango, Study Abroad etc.)
  - Over 50% of students surveyed desire Hip Hop
  - Over 50% of students surveyed desire a class to help improve stretching

#### **How has new technology been used by the discipline, department or program to improve student learning?**

- **Distance Education:** The Dance Department recently received approval for its first online course, "Dance 1- Dance History."
- **Website:** Plans to update the department's website are underway

- **Media:** Instructors use the internet to provide students with current and updated information, to enhance communication, global awareness, personal and professional development. (Blogging, surveys, interviews, social media used in the promotion of student performances).
- The use of videography as an assessment tool to monitor student learning and improvement for peer review and choreography development. Video recording occurs regularly in order for students to self-assess and reflect on their expression, technique and performance;
- **Video conferencing (study abroad)**
- The use of software for music editing
- **Future plans:** Smart cart training for all Dance faculty is a plan for the immediate future

**How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?**

- The Department consistently strives to assess our classes on a regular basis.
- The Department holds regular department meetings to ensure the integrity and success of student learning, providing support and feedback as colleagues.
- The Department faculty participate in professional development offered by the College/District on a regular basis.
- Faculty regularly “fine tune” their bodies by taking professional classes as well as attend Dance Education conferences

*Currently, DE Dance 1 has not been offered, therefore discussion on methods of delivery/consistency in not available at this time.*

**How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?**

- This is an exciting opportunity for the department to ensure the uniformity and challenge of our current course offerings to align with our new DE course.
- Currently, one course has been submitted and approved, Summer 2015 as DE IGETC course.

**Briefly discuss the enrollment trends of your discipline, department or program. Include the following:**

**Overall enrollment trends in the past three years.**

- Current enrollment demonstrates a need to offer dance degree courses required for the major during both day and evening to accommodate full/part-time student’s work and academic schedules
- Fall enrollment is typically higher than Spring enrollment
- Students often repeat lab classes

**DANCE Enrollment**

| Headcount | Term        |           |             |             |           |             |             |           |             |
|-----------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
|           | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
| Total     | 146         | 310       | 368         | 121         | 279       | 336         | 111         | 268       | 298         |

**An explanation of student demand (or lack thereof) for specific courses.**

- There is an increased demand to offer differentiated courses in Modern Dance, Jazz Dance and Ballet for students who have completed the foundation courses.
- The Department of Dance is historically known for its traditional ethnic dance offerings, which are always in high demand such as West African and Haitian.
- Student enrollment reveals popularity in Ballet, Ethnic Dance (West African) and Jazz Dance. With more flexible scheduling, we have experienced an increase in student enrollment in both day and evening courses.

**Productivity for the discipline, department, or program compared to the college productivity rate.**

- DANCE Productivity Rate

| Productivity | Term        |           |             |             |           |             |             |           |             |
|--------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
|              | 2012 SUMMER | 2012 FALL | 2013 SPRING | 2013 SUMMER | 2013 FALL | 2014 SPRING | 2014 SUMMER | 2014 FALL | 2015 SPRING |
| Total        | 20.62       | 23.97     | 19.94       | 11.96       | 16.23     | 16.61       | 9.29        | 13.19     | 16.49       |

- Laney College Productivity Rate

| Productivity | Term        |           |             |             |           |             |             |           |             |
|--------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
|              | 2012 SUMMER | 2012 FALL | 2013 SPRING | 2013 SUMMER | 2013 FALL | 2014 SPRING | 2014 SUMMER | 2014 FALL | 2015 SPRING |
| Total        | 16.76       | 17.63     | 17.41       | 16.40       | 16.53     | 16.48       | 15.05       | 15.40     | 15.41       |

**Salient factors, if known, affecting the enrollment and productivity trends you mention above.**

- The current economy and the cost of classes at the four year universities has increased enrollment at the community college level.
- The elimination of dance classes at the high school level has increased concurrent student enrollment
- Returning students want to enhance their technique, physical fitness and joy through dance
- There has been a major increase in student participation of dance performance and choreography
- Students continue to repeat classes in Modern Dance, Jazz Dance and Ballet
- Students request specific teachers for classes and/or to participate in faculty choreography
- Student evaluative comments
- Instructor evaluative comments

**Are courses scheduled in a manner that meets student needs and demands? How do you know?**

Based upon our last Program Review concerns affecting scheduling, the Department has made the following changes/revisions:

- Dance AA Program Modification

- Offer major courses in both Fall and Spring to ensure and support timely graduation within four semesters to support 4 semester graduation planning
- Day and evening scheduling of major and elective course
- Multiple level 1 foundation course offerings

Dance Department scheduling is based upon the following:

- Student requests
- Faculty availability
- Dean Recommendations
- Program Goals
- AA Degree Program priorities

**Recommendations and priorities.**

- Increase Department of Dance annual/semester budget to reflect and accommodate the growth of the Dance Department that has occurred over the last two years as well as to support student success:
  - Human resources should accommodate the current increase in class offerings and growth of the Dance program. (2 fulltime Dance instructors or two permanent part-time faculty or one 30 – 40 hour per week classified staff assistant)
  - Budget for Dance Productions and student performances- Two annual performances
  - Budget for Master Dance Classes
  - Budget for Visiting lecturers
  - Budget for incorporating use of technology
  - Budget for support of Dance Study Abroad and Global Education expansion at Laney College with Dance Department’s “Global Village Abroad” program.
  - Facility Plan approval which incorporates plans to upgrade Dance Department teaching and learning facilities and a new Dance Studio
  - Facility plan for student health and safety in terms of maintenance and locker room facilities
  - Increase human resources for full-time day and evening locker supervision. (7:30 am – 9:pm)

**6. Student Success:**

**Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?**

DANCE Student Success

|          | Term           |              |                |                |              |                |                |              |                |
|----------|----------------|--------------|----------------|----------------|--------------|----------------|----------------|--------------|----------------|
|          | 2012<br>Summer | 2012<br>Fall | 2013<br>Spring | 2013<br>Summer | 2013<br>Fall | 2014<br>Spring | 2014<br>Summer | 2014<br>Fall | 2015<br>Spring |
| Success% | 57.99%         | 58.65%       | 63.20%         | 71.64%         | 79.41%       | 71.57%         | 78.51%         | 68.69%       | 67.96%         |

## Laney College Completion Standard

|          | Term           |              |                |                |              |                |                |              |                |
|----------|----------------|--------------|----------------|----------------|--------------|----------------|----------------|--------------|----------------|
|          | 2012<br>Summer | 2012<br>Fall | 2013<br>Spring | 2013<br>Summer | 2013<br>Fall | 2014<br>Spring | 2014<br>Summer | 2014<br>Fall | 2015<br>Spring |
| Success% | 74.07%         | 68.72%       | 66.34%         | 73.40%         | 66.34%       | 67.98%         | 72.79%         | 68.95%       | 69.11%         |

### Department/discipline course completion rates

| Success            | Course                                       | Term           |               |                |                |               |                |                |               |                |
|--------------------|--|----------------|---------------|----------------|----------------|---------------|----------------|----------------|---------------|----------------|
|                    |  | 2012<br>Summer | 2012<br>Fall  | 2013<br>Spring | 2013<br>Summer | 2013<br>Fall  | 2014<br>Spring | 2014<br>Summer | 2014<br>Fall  | 2015<br>Spring |
|                    | DANCE 1 - HISTORY OF DANCE                   | NA             | 60.42%        | NA             | NA             | 72.00%        | NA             | NA             | 67.86%        | 75.00%         |
|                    | DANCE 10 - BALLET                            | 65.38%         | 88.89%        | 78.67%         | 75.76%         | 83.33%        | NA             | NA             | NA            | NA             |
|                    | DANCE 20 - AFR-HAITIAN DANCE                 | 51.11%         | 60.42%        | NA             | NA             | NA            | NA             | NA             | NA            | NA             |
|                    | DANCE 20 - HAITIAN DANCE                     | NA             | NA            | 62.50%         | 56.67%         | NA            | NA             | NA             | NA            | NA             |
|                    | DANCE 22 - WEST AFRICAN DANCE                | 70.59%         | 41.18%        | 61.06%         | 68.97%         | NA            | NA             | NA             | NA            | NA             |
|                    | DANCE 3 - DANCE COMPOSITION                  | NA             | NA            | 37.93%         | NA             | 70.37%        | 47.37%         | NA             | NA            | NA             |
|                    | DANCE 30 - JAZZ DANCE                        | 46.67%         | 81.82%        | 41.18%         | 50.00%         | NA            | NA             | NA             | NA            | NA             |
|                    | DANCE 40 - MODERN DANCE                      | 58.82%         | 37.50%        | 47.27%         | 85.00%         | NA            | NA             | NA             | NA            | NA             |
|                    | DANCE 5 - RHYTHMIC ANALYSIS                  | NA             | NA            | 73.53%         | NA             | NA            | 78.95%         | NA             | NA            | 75.00%         |
|                    | DANCE 50 - JAZZ TAP                          | NA             | NA            | 65.22%         | NA             | NA            | NA             | NA             | NA            | NA             |
|                    | DANCE 6 - DANCE PRODUCTION                   | NA             | 51.61%        | 89.29%         | NA             | 62.07%        | 60.00%         | NA             | 69.57%        | 53.85%         |
|                    | DANCE 60 - BALLET I                          | NA             | NA            | NA             | NA             | 98.36%        | 79.71%         | 76.19%         | 72.73%        | 78.57%         |
|                    | DANCE 61 - Ballet II                         | NA             | NA            | NA             | NA             | NA            | 91.30%         | 90.91%         | 94.44%        | 81.25%         |
|                    | DANCE 62 - Ballet III                        | NA             | NA            | NA             | NA             | NA            | NA             | NA             | NA            | 93.33%         |
|                    | DANCE 64 - JAZZ DANCE I                      | NA             | NA            | NA             | NA             | 75.00%        | 81.82%         | 80.95%         | 76.00%        | 74.07%         |
|                    | DANCE 65 - JAZZ DANCE II                     | NA             | NA            | NA             | NA             | NA            | 100.00%        | 66.67%         | 83.33%        | 50.00%         |
|                    | DANCE 66 - JAZZ DANCE III                    | NA             | NA            | NA             | NA             | NA            | NA             | 100.00%        | 0.00%         | 75.00%         |
|                    | DANCE 67 - Jazz Dance IV                     | NA             | NA            | NA             | NA             | NA            | NA             | NA             | NA            | 100.00%        |
|                    | DANCE 68 - MODERN DANCE I                    | NA             | NA            | NA             | NA             | 91.43%        | 57.89%         | 70.59%         | 57.78%        | 35.14%         |
|                    | DANCE 69 - MODERN DANCE II                   | NA             | NA            | NA             | NA             | NA            | 78.26%         | NA             | 58.33%        | 53.33%         |
|                    | DANCE 7 - DANCE STUDY ABROAD                 | NA             | NA            | NA             | 92.86%         | NA            | NA             | 100.00%        | NA            | NA             |
|                    | DANCE 70 - MODERN DANCE III                  | NA             | NA            | NA             | NA             | NA            | NA             | NA             | 100.00%       | 100.00%        |
|                    | DANCE 71 - MODERN DANCE IV                   | NA             | NA            | NA             | NA             | NA            | NA             | NA             | NA            | 75.00%         |
|                    | DANCE 72 - JAZZ TAP I                        | NA             | NA            | NA             | NA             | NA            | NA             | NA             | NA            | 70.59%         |
|                    | DANCE 76 - WEST AFRICAN DANCE I              | NA             | NA            | NA             | NA             | 83.87%        | 73.97%         | 76.00%         | 56.00%        | 41.82%         |
|                    | DANCE 77 - WEST AFRICAN DANCE II             | NA             | NA            | NA             | NA             | NA            | 70.59%         | NA             | 93.33%        | 75.00%         |
|                    | DANCE 78 - WEST AFRICAN DANCE III            | NA             | NA            | NA             | NA             | NA            | NA             | NA             | 81.25%        | 100.00%        |
|                    | DANCE 80 - HAITIAN DANCE                     | NA             | NA            | NA             | NA             | 68.09%        | 60.61%         | 55.56%         | 56.25%        | 87.50%         |
|                    | DANCE 81 - Haitian Dance II                  | NA             | NA            | NA             | NA             | NA            | NA             | NA             | 66.67%        | 100.00%        |
|                    | DANCE 82 - Haitian Dance III                 | NA             | NA            | NA             | NA             | NA            | NA             | NA             | NA            | 100.00%        |
|                    | DANCE 8A - DANCE<br>COMPOSITION/CHOREOGRAPHY | NA             | NA            | NA             | NA             | NA            | NA             | NA             | 66.67%        | 57.89%         |
| <b>Grand Total</b> |  | <b>57.99%</b>  | <b>58.65%</b> | <b>63.20%</b>  | <b>71.64%</b>  | <b>79.41%</b> | <b>71.57%</b>  | <b>78.51%</b>  | <b>68.69%</b> | <b>67.96%</b>  |

### Discussion:



- The Dance department has maintained better consistency with the college completion rates between 2014-2015. Previous years, the department fell as much as 10 – 15% below the Laney College completion rate.
- According to the Laney College Program Review Data: Student completion is steady in both Fall and Spring semesters with the highest yielding in summer sessions. We would like to see the current average 68% increase to 75% by Fall 2016.
- According to the Laney College Program Review Data: Completion rates are highest in Dance History, Ballet, West African and Jazz. This is partly due to scheduling conflicts as well as need for more foundational course offerings in the other areas of our program. Dance 1 (History) is popular because it is a lecture course and many students are intentional on completing their IGETC humanities requirement and tend to remain in the course earning a grade “C” or higher.

**Describe course completion rates in the department for Distance Education courses (100% online) for the past three years. Please list each course separately. How do the department’s Distance Education course completion rates compare to the college course completion standard?**

- No DANCE DE Courses Summer 2012 to Spring 2015

Laney College DE Student Success

|          | Term        |           |             |             |           |             |             |           |             |  |
|----------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|--|
|          | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |  |
| Success% | 70.05%      | 57.60%    | 50.86%      | 57.64%      | 51.30%    | 54.86%      | 62.58%      | 54.77%    | 51.44%      |  |

**Discussion:**

- No DANCE DE Courses Summer 2012 to Spring 2015

**Describe course completion rates in the department for Hybrid courses for the past three years. Please list each course separately. How do the department’s Hybrid course completion rates compare to the college course completion standard?**

- No DANCE Hybrid Courses Summer 2012 to Spring 2015

Laney College Hybrid Student Success

|          | Term        |           |             |             |           |             |             |           |             |  |
|----------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|--|
|          | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |  |
| Success% | 60.54%      | 58.81%    | 68.39%      | 68.33%      | 58.44%    | 55.12%      | 68.27%      | 62.05%    | 61.76%      |  |

**Discussion:**

- No DANCE DE Courses Summer 2012 to Spring 2015

**Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?**

- No DANCE DE Courses Summer 2012 to Spring 2015

**Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?**

**DANCE Retention**

|            | Term        |           |             |             |           |             |             |           |             |
|------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
|            | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
| Retention% | 79.29%      | 69.50%    | 72.73%      | 79.10%      | 92.48%    | 77.21%      | 81.82%      | 79.64%    | 72.35%      |

**Laney College Retention Standard**

|            | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
|------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| Retention% | 84.30%      | 83.71%    | 79.07%      | 84.20%      | 81.31%    | 79.46%      | 84.68%      | 81.53%    | 81.25%      |

**Discussion:**

- The Department falls below the College retention standard in all terms between 2012-2015 with the exception of Fall 2013. The good thing is that the difference was marginal in Fall 2014, however, dropped again Spring 2015. The Department will hold discussions to determine the contributing factors that may have occurred during the previous academic year.

**Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?**

- The Department added level I foundational courses
- The Department has plans to create and implement a marketing plan through the support of our Division Dean
- The Department meets regularly with students to solicit feedback on program improvement
- The Department faculty are evaluated on a regular basis which serves as a “check and balance” in maintaining professional teaching standards.

**Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates**

**awarded by year, for the past three years. What is planned for the next three years?**

|            | 2012-2013 | 2013-2014 | 2014-2015 |
|------------|-----------|-----------|-----------|
| DANCE (AA) | 1         | 1         | 1         |

- The Department of Dance revised and made recommendations for the Associate Arts Degree modification which was approved last year. Recently, we learned that we are still in a “holding” process with the State, although the program is currently available with a control number. The revisions take into account student needs and demands. Additionally:
  - The Department holds Dance Degree meetings
  - The Department advises students individually
  - The Department has identified a “Dance” counselor to whom we refer all degree seeking students
  - The Department highlights previous graduates via announcements and guest appearances in performance
  - The Department revised the Dance AA program of study and scaled down the previous degree emphasis from 29 to 19 units.

**Over the next three years, the Department plans to:**

- Increase the number of graduates
- Improve retention rates
- Upgrade image via website and online presence
- Fulfill the new course plans highlighted in the curriculum section above
- Broaden the presence of study abroad at Laney to align dance and develop a cohort of students studying abroad whereby students complete course requirements for Dance AA emphasis and Degree.
- Increase number of con-current enrollment partnerships with OUSD

**7. Human, Technological, and Physical Resources (including equipment and facilities):**

**Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.**

Full-time faculty headcount   1  

Part-time faculty headcount   3  

Total FTEF faculty for the discipline, department, or program \_\_\_\_\_

Full-time/part-time faculty ratio   1/4  

Classified staff headcount   1  

PLUS 2 INSTRUCTIONAL ASSISTANTS

## **Describe your current utilization of facilities and equipment.**

- The only primary dance teaching space (where all lab classes are taught) 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 Department of Dance was vandalized and the entire sound system equipment and drums used for classes were replaced in 2014.**
- Faculty use their own personal equipment and expenses to support the poor maintenance of the Laney Theater, including but not limited to lighting equipment, sound equipment, costume cleaning and maintenance.
  - Equipment and live music and instruments utilized weekly. (5 classes and 13 sections utilize live music)
  - Regular and daily use of locker rooms (men and women)
  - Regular use of sound systems, dvd/tv and smart classrooms
  - Regular use of Laney Theater
  - Regular use of D100 for instruction, rehearsals and guest/master teachers
  - Regular use of D100 for community collaborations
  - Regular and daily use of ballet bars
  - Regular and daily use of chalk-boards/dry erase boards (needed)
  - Regular and daily use of printer/computer
  -

## **What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

- The Department has had only one full-time faculty member in 45 years and with only one full-time contract faculty within any one year period and with the majority of the years without a contract faculty member. The most recent hire occurred in 2014 with the hiring of one contract faculty. However, in order to build the capacity of the Department of Dance, additional staff are required.
  - We are seeking the following over the next three years:
  - One additional contract hire (fulltime)
  - One additional classified staff for the Department
  - Two permanent part-time faculty hires
- The Department has identified and expounded on 11 factors in the consideration of additional staff for the Department of Dance over the next three years. (See Attachment A, also summarized below in detail.)
- 1. A full-time faculty member or promotion of current part-time to permanent part-time status would help to meet the demand for basic skills dance classes as well as to maintain and build upon the integrity of our intermediate/advanced programming needs. We found that many students dropped classes at the beginning or near the mid-term season. Team meetings revealed a sentiment that our instruction may be challenging for the basic learner. To this, we added foundation-only classes in all sections of our curriculum. The level I classes are our #1 enrollment sections, yielding the highest numbers. We would like to increase the number of

basic skills dance classes. Laney College is PCCD's only AA Dance Degree granting institution, offering the majority of the District's Dance-focused curriculum. The Department is a direct pathway for students to explore their discovery of talent through a universal dance-based curriculum that offers students a multi-cultural and technical foundation. As one of two colleges offering a Dance Program, student demand is high. Attracting students to the program who are interested in pursuing a dance-focused career is essential. Considering recruitment methods for Dance, the curriculum and programs must be both conducive to new learners in the field but also attractive to students who are already pre-professional and professional. The Department focused much attention on leveling courses to address the needs of both advanced and foundational learners.

2. **With limited part-time faculty and one contract faculty, the course offerings are too few due to part-timers being restricted to 67% teaching loads. Unless we promote part-time faculty as permanent or increase the contract staff by an additional full-time faculty member, our variety of course offerings and number of sections continue to be minimal.** Past graduates in Dance matriculated to Dance programs at Mills College, SFSU, Long Beach and other CSU universities as Dance majors. This indicates students who pursue AA Dance degree programs are highly interested in maintaining a career/personal pathway definitively inclusive of Dance education and performance. Competitive auditioning and preparation are required to enter basic Dance minor programs at our feeder CSU's and other pre-professional programs. In comparison to other programs, we believe that building a foundation must coincide with our vision and mission at Laney College and the District. We desire to be fully comparable to two-year programs at Mills College, San Jose State as well as some of the private colleges across the Bay such as Dominican College with excellent reputations for their Dance programs in order to give our students the advantage they need to succeed in this competitive field.
3. **Faculty volunteer time and spend personal resources to fulfill the many tasks required to produce works of art and to train students in developing their craft as performers, with each faculty member dedicating no less than 40 hours per semester of unpaid time to produce performance events.** Laney College Dance programs are reflective of the Bay Area's diversity and prepare students with basic to intermediate technical/contemporary, global/ethnic and performance-based education. As Dance is also a performing art, students seeking the AA in Dance must gain exposure through performance. Faculty fulfill the role of artistic director, choreographer, stage manager, student supervisor, house and box office manager as well as monitor and hold rehearsals for students outside of regular class instruction. Students are also trained to take on some of these roles. Student performance is not a requirement to pass classes with the exception of Dance Production. Because our reputation is strong, student performance opportunities are high in demand. In order to success meet this this demand, the Department plans to expand its curriculum through new course offerings such as the addition of "Auditioning for the Dancer" "Rehearsal and Performance" and "Dance on Film." We are thrilled that our students understand the performance exposure and developing their craft is essential to their success. They expect our program to help them meet this universal expectation. To this, keeping up with the demand of performance curriculum as well as being able to respond to the greater community's demand for student performance requires an immense amount of time and devotion beyond classroom instruction. Whether the student is taking classes for personal growth or pursuing an AA Dance program, students in both categories desire and expect a performance-based curriculum to allow them opportunities to showcase their work and to practice their newly developed skills. Laney College has a 40-year reputation for putting out dancers who contribute to their

community through their artistic expression. Many students who have studied dance at Laney College are now professional performers of national recognition, own their own dance companies, are contributors to the vibrant arts community of Oakland or have traveled beyond and conduct their art on an international level.

4. **The Department has the following needs as it relates to new programs and new hires:**

- Expand Study Abroad
- Expand Performance-based Classes
- Develop a repertoire Dance Company in order to respond to student/community demands for performance that will align to repertoire company classes at feeder institutions
- Expand our global offerings to include more classes reflective of our student body such as Asian-derived dances and other European Dance forms such as clogging.
- Re-activate our Salsa, Ballroom and Polynesian Dance classes.

5. **The Department is in need of additional staff to uphold our end of accountability for program delivery:** Student Learning Outcomes in Dance are mapped to Program Learning Outcomes in Dance, which are mapped to our Institutional Learning Outcomes of Laney College which are designed to enhance the lives and economic condition of our students by:

- 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.

6. **Evidence reveals we are not meeting the demands of students as our class offerings are limited by the faculty available. The additional hire will help to grow our program in both performance, global education as well as new and innovative course offerings. Consider:**

As our courses are assessed regularly, we are able to see student growth and development overtime. Many students come to our program with little or no background in dance and continually repeat classes and enjoy learning from all of the instructors. Student feedback and observation indicates a need for expansion. Students want to look and feel confident. Dance development and growth takes time. We want our student's confidence to be based upon the skills they have developed. A beginner student will not transform into an advanced dancer from one semester to the next just because according to State policy, non-repeatability is the rule of order. Dance is a very judgmental art form. Laney College Dance Faculty teach from the philosophical point of view that "there is no judgement by the Department that determines student success" because to be successful as a student, requires self-determination. We leave it to their next step beyond the community college experience to be judged (which they will) and our job is to inform them of this process through a critical analysis of Dance Technique and Performance in both the academic and performance world. Our bottom line assessment actually comes from the application of their technique into the freedom and expression they exude--when they DANCE. Our previous assessment results led us to develop a foundation class for beginners. This is one of our most successful classes with high enrollment. The next level is to address the part of the assessment results that come from our performance-based

class- Dance Production. We have anywhere from 80 - 100 students performing per semester, with less than 20 that actually come from the Dance Production class. We hold an additional 20 – 25 performances outside of the normal curriculum due to student/community demand.

7. **Maintaining high standards and integrity of the Department of Dance:** The strength of the existing Dance Program lies within the current faculty. Through the strong relationships of the teaching faculty to the community, students receive additional training from a variety of professional organizations and dancers/choreographers. All contract and 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 Katherine Dunham Centers for the Arts & Humanities
- The International Association of Blacks in Dance
- The American College Dance Festival
- San Francisco State Department of Dance
- San Francisco Ballet
- Oakland School for the Arts
- Oakland Ballet
- Mills College Department of Dance
- Malonga Casquelord Center for the Performing Arts
- Dimensions Dance Theatre
- Diamano Coura West African Dance Company
- Black Choreographer’s Festival, “Here and Now” and more...
- Alvin Ailey Camp

8. **Dance Faculty continue to “volunteer” professional and instructional time due to the lack of human resources within our Department. We need another position to allow us to re-structure our collective efforts, meet the demand of our students and focus our attention to developing cutting edge curriculum and collaborations with artists, business and industry professionals which is a vital component of our Dance program.**

Example: The Department of Dance is in its 5th year expansion of Jikelele Dance collaboration with noted South African master teacher/choreographer, Thamsanqa Hlatywayo which began as a classroom collaboration between the artist and the Dance Production/Jazz Dance classes. To date, there has been no support for his efforts in terms of guest artist fees, stipends from the College. Students initially participated in an 8-month study of traditional South African Dance, theater and music. Their collaboration culminated in a full-scale musical in which students have had the opportunity to perform both at Laney College as well as throughout the community. Students are now in their 5th year, rehearse every Sunday and have gained both local and national attention with it's most recent presentation at the 37th Annual San Francisco Ethnic Dance Festival in July 2015. Students from Laney College and their participation in classroom extensions have boosted their confidence and profile in the professional dance world. Students auditioned once again and were selected from a rigorous audition schedule of 100+ companies and will perform in July 2016 at the 38<sup>th</sup> annual SF Ethnic Dance Festival.

9. **In the Department of Dance, Global Education is our specialty. This is a department in which the legacy of ethnic dance forms have always thrived, been innovative and on the cutting edge. An additional position would allow for expansion of Dance Study Abroad**

**and other new and innovative programs for students in our department with far reaching effect for Laney and the District.**

Several faculty members spanning three departments (English, Art and Dance and formerly Ethic Studies) have been meeting over the course of one year. The meeting team shares a mutual desire to see Laney College bridge a full semester abroad program. Having an instructor will allow the department to have the human capacity to fulfill our mission and to select additional faculty with experience and knowledge in international dance forms as we strive to strengthen our short-term program while expand our program into a full semester abroad. Laney College is a leader in this effort but needs the quality human resourcing to deliver in an efficient and qualitative manner.

- 10. A key component of our departmental mission is to reflect the diversity of the cultures and history of our student population, surrounding community and to align our mission with the mission of the Peralta College District and International of Office of Education which recently adopted this language in response to the way of the future in global education/study abroad:**

“The Peralta Community College District creates opportunities for students to study abroad through faculty-led programs. Study abroad education should encourage programs that support learning about other cultures, global issues, and the exchange of Californians and international students and scholars, such as providing opportunities for students in all majors to participate in study abroad programs to enrich their academic training, perspectives, and personal development. We are dedicated to advancing international education and access to education worldwide.”

Additional links that were recently released by the Department of State:  
<https://studyabroad.state.gov/>

- 11. Additional human resources are necessary as we to continue the expansion and vision as the Department of Dance has been a pathway of Global Dance Education curriculum and programming that the greater Bay Area has appreciated for 45 years.**

- The Department of Dance was recognized in the recent AAJC accreditation findings/report. The evidence was documented in the report.
- We want to accommodate the future of globalized education for our students.
- **Additional TEAM member/s, will help us achieve this vision and mission for not only our Department, Program and College, but one that can serve as a model for all community colleges.**

**What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

- Due to the poor facilities in other departments (Theater), Dance Faculty are using their own personal equipment and expenses to support the lack of upgrades and maintenance of the Laney Theater, including but not limited to lighting equipment, sound equipment, costume cleaning and maintenance, and adequate storage of costumes and props.
  - Smart Cart for Dance Area
  - Video Cameras (3)



- Pull down viewing screen/projector in D100
- 5 Microphones
- 8 wireless headsets
- Locked/Secured Storage space
- 5 boom boxes or mini speakers for student rehearsals

**What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

- The only primary dance teaching space (where all lab classes are taught) 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.
- Due to the poor facilities in other departments (Theater), the burden has fallen on the Dance Faculty to use personal expenses to cover for equipment and to support the lack of upgrades and maintenance of the Laney Theater, including but not limited to lighting/sound equipment rentals, costume cleaning and maintenance, and adequate storage of costumes and props.

**What DANCE needs within the next three years:**

- Additional Dance Studio
- Upgrade Performance Space/Theater
- Upgraded shower facilities for students and faculty
- Upgraded lockers/dressing areas with mirrors
- Wood Floor replacement
- Removable Marley
- Scheduled maintenance of equipment; heat, air vents, light bulb replacement, and electrical.
- (Not complying to studio cleaning will result in imminent health and safety hazards. (photos of student's blackened feet have been e-mailed to the dean) **The dance studio must be cleaned every night.**)

**Other factors:**

- Currently, D100 is the only adequate assigned space for laboratory classes and too small for large and overcrowded classes. Some classes exceed 50 students.
- All items indicated directly relate to the Dance Department's ability to maintain proper standards and academic preparedness. Without the resources listed, we are jeopardizing:
  - The capacity to implement Dance AA Degree Program and prepare for current revisions that are pending, developing.
  - The ability to instruct and to have students learn in an environment that is both SAFE AND HEALTHY
  - Teaching & Learning innovation and implementation. (Without proper resources, this aspect becomes undermined)
  - The ability to properly integrate Instructional Technology
  - The capacity to maintain and build 21<sup>st</sup> Century Dance Standards
  - Ability to provide a positive learning environment that is responsive to the needs of students.

- Ability to address continued enrollment and performance demands.
- Timely completion of A.A.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

## TEMPLATE A COMPLETED & SUBMITTED

---

### **8. Community, Institutional, and Professional Engagement and Partnerships:**

**Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.**

- Dance Faculty are supportive of the committees and engaged in multiple aspects of campus life, shared governance. Examples include:
  - Part-time Senate Representative for Liberal Arts
  - Welcome Back Committee
  - Graduation Committee
  - Attendance at Faculty Senate Meetings and various committee meetings
  - Attendance at student events and organized campus clubs
  - Accreditation Committee for Standard IIA participation
  - Professional Development Presentations Laney College
  - Professional Development in conjunction with the Office of International Education (Laney/Merritt College)
- Currently, the full-time Faculty member (2<sup>nd</sup> year TRC) has not yet been assigned/requested to serve on a committee.

**Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.**

- The strength of the existing Dance Program lies within the current faculty. Consisting of one contract and three adjunct faculty, all have performed professionally and have established and maintain professional dance careers both in academia and dance performance. Dance faculty are members of National Dance Associations and are affiliated with local, national and international professional organizations.

- **Sample Collaborations/Partnerships/Community Activities of faculty and staff in the Department of Dance include coordination and organizing of the following events:**
  - Alvin Ailey American Dance Theater Workshops
  - Alvin Ailey Camp instruction
  - Black Choreographer’s Festival Performance and Choreography Presentations
  - Brazilian Dance and Capoeira nationals direct from Bahia, Brazil
  - Cuban Dance nationals Ana and Delores Perez direct from Mantanzas, Cuba
  - Diamano Coura West African Dance Company Artistic Directorship; workshop organizing
  - Dimensions Dance Theatre company membership and master class organizing
  - Malonga Casquelord Center for the Performing Arts special event organizing
  - Mills College Department of Dance guest workshops
  - Oakland Ballet Master Classes
  - Oakland School for the Arts Master class and student field trips
  - OUSD school partnerships through concurrent enrollment
  - San Francisco Ballet Field Trips
  - San Francisco State Department of Dance alumni choreographer’s concerts
  - The American College Dance Festival participation
  - The International Association of Blacks in Dance participation
  - The Katherine Dunham Centers for the Arts & Humanities Board membership and conference organizing

**Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.**

- Adjunct faculty are an inherent part of the Department.
- The Department practices shared governance when it comes to making decisions as well as encourages the use of consensus, factoring impact on student success as a priority
- Minutes are prepared and disseminated for department meetings
- Small groups meet as desired to plan enrichment activities for the department
- Faculty join together to attend special events, dance performances and/or conferences
- All procedures are clearly articulated and documented in minutes

**9. Professional Development:**

**Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.**

- **Professional development needs of faculty include:**
  - Smart Classroom Training
  - BI Tool

- Taskstream/Curricunet
- Moodle
- Mediation
- Consensus building techniques
- Grant writing
- Assessment of students being served through Disabled Student Services
- Strategic Planning/Staff Retreats
- Visa/Immigration rights
- Spanish Language (Rosetta Stone for faculty use)

**How do you train new instructors in the use of Distance Education platforms? Is this sufficient?**

- At this time, no training has been applied. The Department’s only contract faculty member and current Department Chair will take classes to prepare for DE instruction by summer 2015.

**10. Disciple, Department or Program Goals and Activities: Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).**

**1. CURRICULUM**

**Goal: AA Degree completion in Dance-**

- To increase the amount of Dance AA Degree graduates by 5 students per academic year.

**Activities & Rationale:**

- The Department plans to overhaul its image via website, brochures and college and career information sheets highlighting the Dance AA Degree.
- Develop Dance Externship Program: Dance Externships support the department, College and AA Dance curriculum by establishing and strengthening new and current partnerships in the field; supports students seeking opportunities for placement in arts organizations as technicians, designers, assistant choreographers, guest performers, etc. and supports career pathways through direct training and experience through externships.
- Develop Laney College Dance Ensemble/Repertory Company: Address career pathways and performance opportunities based upon student demand and AA Dance major priorities

**2. ASSESSMENT**

**Goal: To increase the number of courses being assessed according to the expectations of the College**

**Activities & Rationale:**

- The Department assigned one faculty member to assist other part-timers with assessing courses and entering into taskstream
- The Department Chair along with part-time faculty agreed to assess all courses being taught in Spring 2016
- Attendance in curricucamps offered at Laney together with faculty in the Department

### 3. ENROLLMENT

#### **Goal:**

- To maintain the stand alone level I class and eventually offer the level II and III as stand-alone with a minimum of 25 students enrolled per level
- Increase the number of students in level I/II courses for incoming freshman.

#### **Activities & Rationale:**

- The current economy and the cost of classes at the four year universities has increased enrollment at the community college level.
- The elimination of dance classes at the high school level has increased concurrent student enrollment.
- Returning students want to enhance their technique, physical fitness and joy through dance.
- Advance con-current enrollment partnerships; marketing & recruitment; community/school performances;

**Goal:** Facilities- New construction of one additional dance studio

#### **Rationale & Activities:**

- The Department of Dance continues to operate in one lab space, making it difficult to plan courses for students at various times of the day.
- Having only one Dance Studio space in which every lab course in the Department is taught makes it difficult to plan around part-time faculty's ideal schedule as they work other jobs.
- Students complain there are not enough of varied genres offered at the same time, thus affecting registration options/enrollment

### 4. INSTRUCTION

#### **Goal:**

- Contract release time and/or part-time faculty extra service hours for student performance coordination per semester (up to 30 hours per instructor)
- To secure two permanent part-time faculty positions or one additional part-time classified position to support the goals and mission of the department, especially with respect to rehearsal and performance duties.

#### **Rationale & Activities:**

- **Document Non-paid instructional time vs. Extra Service Hours**
- Each faculty member volunteers 30 – 60 hours of academic planning per semester as it relates to our program in addition to the need to respond to the requests of the college and community.

- Dance faculty are overworked in this area as they are not compensated for the immense amount of time that goes in towards perfecting the many performances and productions necessary to any college-level dance program.
- Additionally some part-timers take it upon themselves to work over their instructional paid time to update their courses or support new and developing dance programs and all faculty continue to nurture student interests in the field of dance through performance opportunities, rehearsals, collaborations and field trips. Reduced staff and resources have placed a burden on dance faculty.
- Faculty are dedicated to building and maintaining compliance with 21<sup>st</sup> Century Industry and Post-Secondary academic standards in Dance.
- Volunteering and working without pay has become a regularity and unfortunately a necessity to improve the quality and prepare for the future capacity of the Department to maintain current and new courses and programs.
- Part-time faculty have been informed of and have received stipend pay for documenting assessment findings into Taskstream but not program review efforts.

## **5/6. STUDENT SUCCESS PROFESSIONAL DEVELOPMENT, COMMUNITY, INSTITUTIONAL AND PROFESSIONAL ENGAGEMENT AND PARTNERSHIPS (*CURRICULUM OVERLAP*)**

### **Goal:**

- Expand Global Education in Dance by updating and aligning our mission and program to the recently published studies on global education as it relates to community college students.
- Strengthen presence at the College and District level to support student equity in global education programming
- Recruit students for study abroad participation
- Strengthen faculty relationships for enhanced collaboration and engagement

### **Rationale & Activities:**

- A key component of our departmental mission is to reflect the diversity of the cultures and history of our student population, surrounding community and to align and expand our existing study abroad program.
- In the Department of Dance, Global Education is our specialty. This is a department in which the legacy of ethnic dance forms have always thrived, been innovative and on the cutting edge.
- Currently, Peralta College District and International of Office of Education which recently adopted new language in response to the way of the future in global education/study abroad:

“The Peralta Community College District creates opportunities for students to study abroad through faculty-led programs. Study abroad education should encourage programs that support learning about other cultures, global issues, and the exchange of Californians and international students and scholars, such as providing opportunities for students in all majors to participate in study abroad programs to enrich their academic training, perspectives, and personal development. We are dedicated to advancing international education and access to education worldwide.”

Additional links that were recently released by the Department of State:  
<https://studyabroad.state.gov/>

- Continue holding faculty dialogue on study abroad and globalization of curriculum offerings
- Select additional faculty with experience and knowledge in international dance forms as we strive to strengthen our short-term program while expand our program into a full semester abroad.
- Identify and access necessary resources at the College, District and State level to address issues of inequity concerning African American students, low income students and community college students and their lack of participation in global education through study abroad as compared to other students across the nation.
- Seek professional development opportunities related to strengthening student success

**Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.**

- **Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.**





# Appendices

# Appendix A

## Comprehensive Instructional Program Review Prioritized Resource Requests Summary for Additional (New) Resources

**College: LANEY COLLEGE**

**Discipline, Department or Program: DEPARTMENT OF DANCE & STUDY ABROAD**

**Contact Person: ANDREA V. LEE, DEPARTMENT CHAIR**

**Date: NOVEMBER 24, 2015**

| Resource Category   | Description  | Priority Ranking (1 – 5, etc.) | Estimated Cost | Justification (page # in the program review narrative report) |
|---|--|--------------------------------|----------------|---|
| <b>Human Resources: Faculty</b>   | Contract faculty and/or two permanent part-time faculty  | 3                              | \$50,000       | See appendix A Page 28  |
| <b>Human Resources: Classified</b>  | part-time classified support staff   | 1                              |                | Page 7, 23, 43  |
| <b>Human Resources: Student Workers</b>   | 0  |                                |                |   |
| <b>Technology</b>   | Smart Cart for Dance Area<br>Pull down viewing screen/projector in D100  | On site                        | \$0            | Page 33, 43   |
| <b>Equipment</b>  | Video Cameras (3)<br>5 Microphones<br>8 wireless headsets<br>Locked/Secured Storage space<br>5 boom boxes or mini speakers for student rehearsals<br>Washing machine<br>Marley | 2                              | \$4,000        | Page 33, 43   |
| <b>Supplies</b>   | Costumes<br>Make-up<br>Cleaning of Costumes<br>Dance reader colored masters<br>Tap shoes<br>Dvd burner<br>Musical instruments  | 1                              | \$14,000       | Page 33, 43   |
| <b>Facilities</b>   | Maintenance of dance studio floor<br>New wood floor<br>Additional storage space<br>Additional Dance studio (new construction)  | 1                              |                | Page 33, 43   |
| <b>Professional Development</b>   | Staff retreat<br>Conference Attendance   | 2                              | \$2,500        | Page 35,36  |
| <b>Other (specify)</b><br>Staffing/activities/resources related to expanding student services and to address student equity disparities in Global Education participation at the College/District | Global Education Programming and Development Resources   | 1                              | unknown        | Page 10, 15, 22, 43   |

# Appendix B

## PCCD Program Review Alignment of Goals Template

**College: LANEY COLLEGE**

**Discipline, Department or Program: DEPARTMENT OF DANCE**

**Contact Person: ANDRE LEE, DEPARTMENT CHAIR**

**Date: NOVEMBER 24, 2015**

Dance Department Student Learning Outcomes are mapped to our Program Learning Outcomes, which are mapped to our Institutional Learning Outcomes which are designed to enhance the lives and economic condition of our students. Our Department/Program goals are in alignment with the College goals and PCCD goals and objectives.

| Discipline, Department or Program Goal   | College Goal  | PCCD Goal and Institutional Objective   |
|--|---|---|
| <p>1.<br/>To increase the amount of Dance AA Degree graduates by 5 students per academic year.</p>   | <p><b>GOAL#1 STUDENT SUCCESS</b><br/><br/><b>Develop new and strengthen existing interventions and strategies to increase students' access and success.</b></p> <p><b>GOAL#2 ACCREDITATION</b><br/><b>Take the necessary actions to reaffirm Laney College's accreditation.</b></p>                                 | <p><b>A: Advance Student Access, Equity, and Success</b></p> <p><b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p> <p><b>A.2 Student Success:</b> Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Fully implement an Early Alert process for all students.</p> <p><b>A.4 Student Equity:</b> Address the achievement gap through fully implementing the student success and equity plans at each campus.</p> <p><b>A.5 Student Success:</b> Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.</p> <p><b>E: Develop and Manage Resources to Advance Our Mission</b></p> <p><b>E.2 Budget to Improve Student Success:</b> Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.</p> <p><b>E.1 FTES/FTEF Target:</b> Achieve the District target FTES/FTEF within budget</p> |
| <p>2.<br/>To maintain the stand alone level I class and eventually offer the level II and III as stand alone with a minimum of 25 students enrolled per level and increase the number of students in level I/II courses for incoming freshman.</p> | <p><b>GOAL#1 STUDENT SUCCESS</b><br/><br/><b>Develop new and strengthen existing interventions and strategies to increase students' access and success.</b></p> <p><b>GOAL#2 ACCREDITATION</b><br/><b>Take the necessary actions to reaffirm Laney College's accreditation.</b></p> <p><b>GOAL#3 ASSESSMENT</b></p> | <p><b>A: Advance Student Access, Equity, and Success</b></p> <p><b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p> <p><b>A.2 Student Success:</b> Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>B: Engage and Leverage Partners</b></p> <p><b>B.2 Partnerships:</b> Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> <p><b>C: Build Programs of Distinction</b></p> <p><b>C.2 Student Success:</b> Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.</p> <p><b>E: Develop and Manage Resources to Advance Our Mission</b></p>  |

|   |  |  |
|---|--|--|
|   | <p><b>Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.</b></p>   | <p><b>E.4 Support Quality Instruction:</b> Increase investments in materials, equipment, and teaching and learning resources to enhance student</p>  |
| <p>3. New construction of one additional dance studio</p>   | <p><b>GOAL#1 STUDENT SUCCESS</b></p> <p><b>Develop new and strengthen existing interventions and strategies to increase students' access and success.</b></p> <p><b>GOAL#3 ASSESSMENT</b></p> <p><b>Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.</b></p> <p><b>GOAL#4 RESOURCES</b></p> <p><b>Increase, develop and manage the College's resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided.</b></p> | <p><b>A: Advance Student Access, Equity, and Success</b><br/> <b>A.5 Student Success:</b> Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.</p> <p><b>B: Engage and Leverage Partners</b><br/> <b>B.2. Partnerships:</b> Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> <p><b>C: Build Programs of Distinction</b><br/> <b>C.2 Student Success:</b> Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.</p> <p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> <p><b>D.4. Global Planning:</b> Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.</p> <p><b>E: Develop and Manage Resources to Advance Our Mission</b><br/> <b>E.3 Fiscal Oversight:</b> Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.</p> <p><b>E.4 Support Quality Instruction:</b> Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p> |
| <p>4. Contract release time and/or part-time faculty extra service hours for student performance coordination per semester (up to 30 hours per instructor) AND/OR secure two permanent part-time faculty positions or one additional part-time classified position to support the goals and mission of the department, especially with respect to rehearsal and performance duties.</p> | <p><b>GOAL#4 RESOURCES</b></p> <p><b>Increase, develop and manage the College's resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided.</b></p> <p><b>GOAL#3 ASSESSMENT</b></p> <p><b>Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.</b></p>   | <p><b>A: Advance Student Access, Equity, and Success</b><br/> <b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p> <p><b>A.2 Student Success:</b> Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>B: Engage and Leverage Partners</b><br/> <b>B.2. Partnerships:</b> Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> <p><b>D: Strengthen Accountability, Innovation and Collaboration</b><br/> <b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> <p><b>E: Develop and Manage Resources to Advance Our Mission</b><br/> <b>E.1 FTES/FTEF Target:</b> Achieve the District target FTES/FTEF within budget.</p> <p><b>E.2 Budget to Improve Student Success:</b> Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.</p> <p><b>E.4 Support Quality Instruction:</b> Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p>   |
| <p>5. Expanding Global Education in Dance by updating and aligning our mission and program to the recently published studies on global</p>  | <p><b>GOAL#1 STUDENT SUCCESS</b></p> <p><b>Develop new and strengthen existing interventions and strategies to increase students' access and success</b></p>   | <p><b>A: Advance Student Access, Equity, and Success</b><br/> <b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p> <p><b>A.4 Student Equity:</b> Address the achievement gap through fully implementing the student success and equity plans at each campus.</p>   |

|  |  |   |
|--|--|---|
| <p>education as it relates to community college students.</p> <ul style="list-style-type: none"> <li>Continue holding faculty dialogue on study abroad and globalization of curriculum offerings</li> <li>Select additional faculty with experience and knowledge in international dance forms as we strive to strengthen our short-term program while expand our program into a full semester abroad.</li> <li>Identify and access necessary resources at the College, District and State level to address issues of inequity concerning African American students, low income students and community college students and their lack of participation in global education through study abroad as compared to other students across the nation.</li> </ul> | <p><b>GOAL#2 ACCREDITATION</b><br/> <b>Take the necessary actions to reaffirm Laney College's accreditation.</b></p> <p><b>GOAL#4 RESOURCES</b><br/> <b>Increase, develop and manage the College's resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided.</b></p> | <p><b>A.5 Student Success:</b> Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.</p> <p><b>B: Engage and Leverage Partners</b></p> <p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015.</p> <p><b>B.2. Partnerships:</b> Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> <p><b>Student Success:</b> Develop a District-wide first year experience/student success program (such as Peralta Scholars).</p> <p><b>C: Build Programs of Distinction</b></p> <p><b>C.2 Student Success:</b> Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.</p> <p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p> <p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.</p> <p><b>E: Develop and Manage Resources to Advance Our Mission</b></p> <p><b>E.2 Budget to Improve Student Success:</b> Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.</p> <p><b>E.4 Support Quality Instruction:</b> Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p> |
|--|--|---|

# Appendix C

## Program Review Validation Form and Signature Page

College: LANEY COLLEGE

Discipline, Department or Program: Department of Dance & Study Abroad

### Part I. Overall Assessment of the Program Review Report

| Review Criteria  | Comments:<br>Explanation if the box is not checked |
|--|--|
| <p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p> |  |

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

| Rating   | Instructions  |
|--|---|
| <input type="checkbox"/><br>1. Accepted.               | 1. Complete the signatures below and submit to the Vice President of Instruction.   |
| <input type="checkbox"/><br>2. Conditionally Accepted. | 2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.  |
| <input type="checkbox"/><br>3. Not Accepted.           | 3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status. |

**Part III. Signatures**

**Validation Team Chair**

|            |           |
|------------|-----------|
|            |           |
| Print Name | Signature |
| Date       |           |

**Discipline, Department or Program Chair**

|            |           |
|------------|-----------|
|            |           |
| Print Name | Signature |
| Date       |           |

**Received by Vice President of Instruction**

|            |           |
|------------|-----------|
|            |           |
| Print Name | Signature |
| Date       |           |





