

1. College: Laney College

Discipline, Department or Program: The Department of Dance, Associate Arts Degree

Date: October 2012 (Due by November 13, 2012)

Members of the Instructional Program Review Team: All members are part-time. Jacqueline Burgess, Co-chair, Andrea Lee, Co-chair, Carolyn Himes

2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

The Department of Dance offers an Associate Arts Degree in dance that provides an extensive curriculum in dance theory and practice which meets the CSU/UC transfer requirements. The A.A. program 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; global exchange; multimedia forms of expression and other integrating technologies. Completion of the A.A. program in Dance prepares students for careers in the performing arts, education and beyond.

The primary goal of the Dance Program is to enrich the lives of all students through the discipline of dance. The curriculum provides the opportunity for students ~ dance majors, non-majors and the greater Oakland Dance Community to develop, self-discipline, intellectual curiosity and creative imagination. In an atmosphere of artistic freedom, academic discipline and passion, students develop skills in observation, critical thinking, problem solving and evaluation.

The/our objectives of the program are to prepare students to pursue careers as teachers, performers and/or choreographers, and to encourage matriculation to further academic study in dance towards a four-year degree. Dance majors are expected to take technique classes appropriate to their level of training each semester they are enrolled.

The strength of the existing Dance Program lies with the current faculty. All adjunct faculty have performed professionally. In addition to teaching, our faculty maintains professional dance careers. Our faculty is associated with the following dance organizations: The Oakland and San Francisco Ballet Companies, Dimensions Dance Theatre, The Katherine Dunham Centers for the Arts & Humanities, DiamanoCoura West African Dance Company, The International Association of Blacks in Dance, The El Wah Movement Dance Theater, The American College Dance Festival and The National Dance Education Organization.

Due to the strong connection our faculty has to the community, our students are able to receive additional training from a variety of professional organizations and dancers. For example; when the Black Choreographers Festival is held at the Odell Johnson Center for the Performing Arts, 'free' master classes are given to our students and the opportunity to work with professional performers.

A key component to the Dance Program is providing live music for dance courses, especially in the non-Western dance forms. Musicians are a crucial part of the dance experience. In order to keep our classes culturally relevant, it is necessary to fully fund live musicians; drummers and pianists. Teaching courses such as African Haitian, Ballet and West African dance without live music, would be like teaching photography without a camera.

The main highlight of the Dance Program is its production of two concerts yearly; the Fall Dance Concert and Spring Recital Performance. Here, advanced students plan, conduct, publicize, choreograph, stage, and perform. Every year the concerts have grown in attendance and participates. These concerts serve as an initiative to help a dancer decide if they want to dance professionally with a company, teach dance or be involved with stage production.

See Attachment A for the overview of the Priorities and Goals of Laney College.

3. Curriculum:

Is the curriculum current and effective? **YES.**

Have course outlines been updated within the last three years? **YES.**

Please indicate how many active courses are in the department inventory. **Thirteen (13).**

Dance 1	History of Dance (<i>taught in various classrooms</i>)	3 Units
Dance 3	Dance Composition: Choreography	2 Units
Dance 5	Rhythmic Analysis	3 Units
Dance 6	Dance Production & Performance	3 Units
Dance 7	Dance Study Abroad: Cultural Survey of Dance (<i>travel not required for major</i>)	3-5 Units
Dance 10	Ballet	1 Unit
Dance 20	African Haitian Dance	1 Unit
Dance 22	West African Dance	1 Unit
Dance 30A	Jazz Dance I	1 Unit
Dance 30B	Jazz Dance II	2 Units
Dance 40A	Modern Dance I	1 Unit
Dance 40B	Modern Dance II	2 Units
Dance 50	Jazz Tap	1 Unit

Courses to be added by Fall 2013:

Dance 10B	Ballet II	1 Unit
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Possible Courses to add within the next three years:

Repertory Dance Course/Company
 Introduction to Dance: How the Body Moves
 Hip Hop (Jazz)
 Katherine Dunham: History, Theory & Philosophy
 African Percussion
 Dance Appreciation

How many of those have been updated in the last 6 years? **All have been updated.**

If courses have not been updated within the last 6 years, what plans are in place to remedy this? See below for recent updates.

Has your department conducted a curriculum review of course outlines? **YES** If not, what are the plans to remedy this?

What are the department's plans for curriculum improvement?

By Fall 2013, the Department of Dance is preparing to offer classes at augmenting levels; Beginning, intermediate and advanced. This will enable instructors to more adequately challenge, prepare and enhance student engagement and learning.

(i.e., courses to be developed, updated, enhanced, or deactivated)?

One New Course Developed, Approved & Activated Fall 2012:

Dance 7: Dance Study Abroad ~ Survey of Cultural Dance 3-5 variable units (lecture & lab)

One New Course Modification Approved:

Dance 6: Dance Production & Performance 3 units

Two Modified Courses Pending:

Dance 30A: Jazz Dance I

Dance 40A: Modern Dance I

Two New Courses (pending)

Dance 30B: Jazz Dance II 2 units (lecture & lab)

Dance 40B: Modern Dance II 2 units (lecture & lab)

Deactivated Courses: Dance 200, Dance 24, Dance 44

THERE IS NO SUCH COURSE: Dance 4.

(Dance 4 should have been removed from both Curricunet & Taskstream)

Have prerequisites, co-requisites, and advisories been validated? **Yes.**

Prerequisite Courses:

Dance 3: Dance Composition: Choreography

Dance 30A: Jazz Dance I

Dance 40A: Modern Dance I

Is the date of validation on the course outline? **Yes.**

What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum?

All dance courses and syllabi have been updated with approved SLOs located & documented in both Taskstream and Curricunet.

Are outcomes set for each course? **YES.** If not, which courses do not have outcomes? N/A

If applicable, describe the efforts to develop outcomes at the program level.

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.

In which ways do these outcomes align with the institutional outcomes?

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.

(Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)

Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.

(PLO) Movement as Related to Musical Structure

Student will identify, analyze and demonstrate movement as related to musical structure.

Assessment Tool:

Instructor will assess student's knowledge by observation and written exam.

How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (*See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs)*)

The Department of Dance student learning and program learning outcomes are synonymous with Laney's ILOs. Our courses exemplify communication, critical thinking, problem solving, global awareness, civic responsibility, personal and professional development.

Recommendations and priorities. **Hire a Full Time Dance Instructor.**

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4.Instruction:

a. Describe effective and innovative strategies used by faculty to involve students in the learning process. The Department of Dance has instituted student engagement rubrics, which include peer, self and faculty evaluations, allowing students to progress at their appropriate skill level for each semester they are enrolled. The dance faculty integrates strategies and instructional methodologies and assessment practices that address various modalities.

- Lecture/Lab
- Film/Video Presentation
- Student/Teacher Demonstrations
- Group Participations
- Field/Study Trips
- Teacher Observation
- Peer Evaluation
- Live music

b. How has new technology been used by the department to improve student learning?

- Instructors have instituted the following: 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.
- The use of software for music editing.

How does the department maintain the integrity and consistency of academic standards within the discipline?

- The Department of Dance has developed and instituted revised SLOs for all classes; that articulate consistent standards for assessment and guides faculty instruction.
- The department co-chairs consistently review and Communicate 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.

Discuss the enrollment trends of your department.

- 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.

What is the student demand for specific courses?

- There is an increase demand to offer differentiate course 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 in high demand.

How do you know?

- There has been an increase in student participation of dance performance and choreography.
- Students continue to repeat classes in Modern Dance, Jazz Dance and Ballet.

Identify factors that are affecting enrollments.

- 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 have students enrolling in our dance classes to fulfill their fine and performing art (A-G) requirement for high school graduation.
- Returning students want to enhance their technique, physical fitness and for the enjoyment of dance.

Are courses scheduled in a manner that meets student needs and demand? **No.**

- The Department of Dance must offer major degree courses in both Fall and Spring to ensure and support timely graduation within four semester, rather than every other semester prolonging the graduation process.
- Major courses need to be taught during both; the day and evening.

Please describe the criteria and considerations used in the scheduling process.

Recommendations and priorities. The Department of Dance has revised and made recommendations for the Associate Arts Degree modification which is currently pending approval in curriculumet. These revisions take into account student needs and demands.

5. Student Success:

Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. According to the Laney College Program Review Data: Student retention has increased 13%.

- Fall 2010 ~ 65%
- Fall 2011 ~ 78%

Completion of Program: Associate Arts Degree in Dance

- Spring 2012 ~ 1 Student

Applying for completion: Spring 2013

- Spring 2013 ~ Two Candidates

What initiatives can the department take to improve retention and completion rates?

- Revision of the Associate Degree in Dance (to be completed & implemented by Fall 2013)
- Develop a Certificate in Dance for non-majors interested in teaching in private studios, after school and recreational programs.
- Continue the High School Dance Day. (to recruit students from feeder schools)
- Strengthen current articulation partnerships with primary transfer institutions: San Francisco State University, UC Berkeley, Mills College and other Community Colleges.
- Offer more and augmented technique classes.
- Develop/create interdisciplinary courses with the video/media, music, theater, ethnic studies and anthropology departments.
- Develop a collaborative relationship with Katherine Dunham Centers to host a certification program.
- Offer College Tours to various institutions with dance degrees.
- Develop a three week Dance Intensive for select high school students.
- Develop a Fee Based Summer Camp for middle school students.

Identify common challenges to learning among your students?

- Insufficient technical training.
- Inadequate reading and writing skills.
- Financial aid.

What services are needed for these students to improve their learning?

- Counseling.
- Tutorial.
- Financial.

Describe the department's efforts to access these services.

- Faculty availability and office hours.
- Campus directories for student services are posted in the dance studio and in all faculty offices.

What are your department's instructional support needs?

- An Annual Budget (from the District)
- Recording Camera & current editing software.
- Flat Screen Monitor.
- Lap Top Computers for faculty. (definitely needed for department chair(s))
- New Sound System.
- Printers for all office computers.
- Xerox/Copy Machine
- Additional (Secured) Storage Space/Facility (for equipment & costumes)
- 2 Wireless Headsets.
- DVDs, Videos & Music.
- An Additional Dance & Rehearsal Space.
- Release Time for Part Time Faculty. (curricunet&taskstream workshops/assignments)

Describe the department's effort to assess student learning at the course level.

- See class SLOs and assessment methodologies.

Describe the efforts to assess student learning at the program level.

- See department's PLOs and assessment methodologies.

In which ways has the department used student learning assessment results for improvement?

- Revised Course Syllabi.
- Revised Class Rubrics: Technique Assessment & Choreographic.
- Implemented New Dance History Text.
- Required Text, Readers, & Handbooks (Fall 2013)

Recommendations and priorities.

- The Department of Dance cannot continue to exist as a vibrant and viable program with just part-time faculty. Hire a Full-Time Dance Instructor.
- Hire a full-time secretary or one that is shared.
- Supervision and job description for permanent classified instructional assistant(s) needs to be clarified.
- Offer workshops, seminars and master classes to the community. (to reveal, show off, and exhibit the program and department)

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (<http://web.peralta.edu/index/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

6. Human 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 ~ NONE.**

Part-Time Faculty:

- Jacqueline Burgess, Dance Co-chair
- Dr. Zakarya Diouf
- Madiou Diouf, Instructional Assistant
- Naomi Diouf, Instructional Assistant
- Djems Dorsainvil, Instructional Assistant
- Colette Eloi
- Carolyn Himes
- Andrea V. Lee, Dance Co-chair
- Ralph Peet, Classified Staff
- Priya Shah

Describe your current use of facilities and equipment. The only primary dance teaching space (Where all lab classes are taught. See list below) is located in D100, a subterranean concrete room without windows or proper ventilation. The outdated locker room for the women is adjacent to the studio, while the locker room for men is on the complete other side of the gym. The instructional equipment (audio & visual) needs to be updated to today's audio and visual standards.

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African Percussion
Dance Appreciation

Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? **No.**

What are your key staffing and facilities needs for the next three years?

- The Department of Dance needs two full-time instructors.
- An assigned full-time or shared secretary.
- Inventory of instructional equipment is functional, adequate to maintain and current.
- Scheduled maintenance of, and equipment replacement.
- An additional dance studio and rehearsal space.
- An assigned smart classroom.
- Additional secured storage space for equipment and costumes.
- The dance studio must be cleaned every night. Floor sanitized/mopped & mirrors cleaned every week. Not complying will result in imminent health and safety hazards. (photos of student's blackened feet have been e-mailed to the dean)

Why? For the Department of Dance to provide a positive and accessible learning environment that is responsive to the needs of students, the current enrollment and performance demands, and ensure student success, we should be able to offer various technique classes simultaneously. Currently, D100 is the only adequate assigned space, therefore limiting the department to offer one technique/lab class at a time.

If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

- Timely completion of The Associate Art Degree in Dance would be jeopardized.
- Since the Fall of 2010, the Department of Dance has suffered severe educational reductions; **Three faculty members and seven courses.** Our motto, "**AND STILL WE DANCE...**"

How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

- Grant Writing
- Fund Raisers
- Ticket Sales
- Donations

What does the department recommend that the college do to maintain quality educational programs and services?

- **Put student needs first.**

Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

7. Community Outreach and Articulation ~ N/A

For Career and Technical Education Programs: N/A

Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?

Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

Describe the department's efforts in meeting with and collaborating with local 4-year institutions.

- The department co-chairs consistently communicate and review curriculum with the primary CSU/UC four-year transfer institutions.
- Developed additional/ new courses that articulate directly to the primary CSU/UC transfer institutions.

How is the program preparing students for upper division course work?

- Faculty review updated and relevant information as advised by executive leadership and participate in discussions with curriculum chairs, articulation officers, and assessment experts on a regular basis.

Has there been a Transfer Model Curriculum identified for your program? **Yes.** Has it been implemented? **Yes.** If not, what are the plans to do so?

For all instructional programs:

Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

Please indicate how many of the full and part time faculty have been evaluated in the last three years.

- All part-time faculty hired prior to 2012 have been evaluated.
- No full-time faculty members in the Department of Dance.

For faculty that have not been evaluated in the last three years, what are your plans to become current.

- To Be Evaluated Fall 2012: (The two new 'specialist' instructors: Ballet & Haitian)

Recommendations and priorities.

