**Academic Program Review Committee**

**Program: Dance**

**Date Reviewed: 09/20/18**

**Re-submission Due Date: November 1, 2018**

Please use these notes along with the comments from APRC members and your dean when revising this document.

* **General Comments:**  Remove underlined text throughout document; in sections 2 – 9, enumerate the recommendations based on needs identified in the previous items within the section.

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| 1. **Overview of the Program** | | **Comments** | |
| 1. Provide a brief narrative description of the current program, including the program’s mission statement and the students it serves. | | Expand the overview narrative:   * As this section represents an “executive summary” for the program, emphasize program ***highlights*** (e.g., performances at campus events; “ECC by the Sea;” diversity of students in workforce) * Introduce program’s ***key needs***/***recommendations*** in this section (e.g., functional ventilation systems; appropriate facilities to accommodate instructional equipment - e.g., Pilates reformers, lighting grid) * Suggestion for organization:   + *Who you are* – emphasize program highlights and distinguishing characteristics of students served (e.g., students seeking to develop/refine skills for industry work – cruise ships, amusement parks, music videos, etc.)   + *Where you are going* – summarize key elements of program’s direction/vision (e.g., curriculum ideas, facilities plans)   + *What you need to get there* – present the program’s needs (e.g., facilities needs) | |
| 1. Describe the degrees and/or certificates offered by the program. | | * P. 4 – Provide justification for the high unit requirement (42 units) for the Commercial Dance Certification | |
| 1. Explain how the program fulfills the college’s mission and aligns with the strategic initiatives. (see Appendix A) | | * P. 5-6 - Provide concrete examples of what the program is currently doing which aligns with strategic initiatives. | |
| 1. Discuss the status of recommendations from your previous program review. | | * P. 7 (#4) – Chris W. suggested sub-disciplines and/or more stringent local minimum quals (must be approved first) to support this recommendation * P. 7 (#5) – Perhaps note the need to replace these items (and include the development of a replacement cycle in the recommendations for Sections 6 and 7). * P. 10 (#16, #17) and P. 12 (#21) – Update the narratives to reflect the recent decision that the Dance program will remain in the PE building and ***not*** be relocated to the “Fine Arts ‘Arts’ Complex.” * With regard to each recommendation, be mindful to consider any facilities modifications/upgrades necessary for the PE building to be a viable space (e.g., ventilation system, lighting grid) * Chris H. and Chris W. referenced various regulations related to space and safety issues (e.g., minimum square footage requirements for labs; OSHA regulations) | |
| 1. **Analysis of Research Data (include data provided by Institutional Research & Planning)** | | | |
| **Provide and analyze the following statistics/data** | **Comments** | | |
| **General comments**: Provide more ***analysis*** and ***discussion*** of data. As appropriate, compare program-level data to programs at peer colleges and/or local 4-year institutions | | | |
| 1. Head count of students in the program | * Carolyn P. will send student demographic data (e.g., headcounts, disaggregated data) * Compare program-level data to campus-wide data | | |
| 1. Course grade distribution | * Compare program-level data to campus-wide data | | |
| 1. Success rates (Discuss your program’s rates in light of the college’s success rate standard. Set a standard for your program.) | * Compare program-level data to campus-wide data * Emphasize courses with high success/retention rates * If there are any performance gaps for particular student populations, discuss possible explanations and describe efforts the program is taking/has taken to address any equity gaps | | |
| 1. Retention rates |
| 1. A comparison of success and retention rates in face-to-face classes with distance education classes | * Emphasize plans to increase distance education offerings to support degree completion initiatives (e.g., guided pathways) based on success/retention rates | | |
| 1. Enrollment statistics with section and seat counts and fill rates |  | | |
| 1. Scheduling of courses (day vs. night, days offered, and sequence) |  | | |
| 1. Improvement rates (if applicable) |  | | |
| 1. Additional data compiled by faculty |  | | |
| 1. List any related recommendations. | * Enumerate and include any recommendations based on needs identified in the previous items within the section | | |
| 1. **Curriculum Review** | **Comments** | | |
| 1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years. |  | | |
| 1. Explain any course additions to current course offerings. | * Describe factors that have impeded the implementation of curriculum proposals that had previously been developed (e.g., changes in the direction of division/college administration; temporary moratorium on new course/program proposals during transition to new curriculum management system) * Reference any plans for future curriculum proposals (e.g., .5 unit classes) – *this information is currently presented on P. 21 (#C)* | | |
| 1. Explain any course deletions and inactivations from current course offerings. |  | | |
| 1. Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.) | * Describe any plans to increase distance education offerings | | |
| 1. Discuss how well the courses, degrees, or certificates are meeting students’ transfer or career training needs: |  | | |
| 1. Have all courses that are required for your program’s degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle? |  | | |
| 1. Are there any concerns regarding program courses and their articulation? |  | | |
| 1. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program’s criteria or courses be re-examined? Set an attainable, measurable goal |  | | |
| 1. List any related recommendations. | * Chris H. recommended emphasizing how proposed courses meet industry need and perhaps developing stackable certificates for specializations (e.g., training for Pilates instructors; skill development for dancers working on cruise ships, amusement parks, etc.) * Carolyn P. suggested strengthening the argument that program offerings contribute to the development of skills that make students more competitive for wage gains (particularly as the state funding formula will take wage gain into account) * Enumerate and include any recommendations based on needs identified in the previous items within the section | | |
| 1. **Assessment and Student and Program Learning Outcomes (SLOs & PLOs)** | | **Comments** |
| 1. Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. | |  |
| 1. Provide a timeline for course and program level SLO assessments. | |  |
| 1. State the percent of course and program SLO statements that have been assessed. | |  |
| 1. Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples. | | * P. 23 - correct the spelling of “appendices” * Provide narrative ***summary*** of the assessment results. |
| 1. Describe how you have improved your SLO process and engaged in dialogue about assessment results. | |  |
| 1. Discuss any findings from SLO/PLO assessments that help to justify recommendations. | |  |
| 1. List any related recommendations. | | * Enumerate recommendations * Include any recommendations based on action items from learning assessment reports. |
| 1. **Analysis of Student Feedback** | | **Comments** |
| 1. Describe the results of relevant surveys in each of the following areas: | |  |
| * + 1. Student Support | |  |
| * + 1. Curriculum | |  |
| * + 1. Facilities, Equipment, and Technology | |  |
| * + 1. Program Objectives | |  |
| 1. Discuss the implications of the survey results for the program. | |  |
| 1. Discuss the results of other relevant surveys. | | * P. 26 - correct the spelling of “appendices” in first sentence of response |
| 1. List any related recommendations. | |  |
| 1. **Facilities and Equipment** | | **Comments** |
| 1. Describe and assess the existing program facilities and equipment. | |  |
| 1. Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. | |  |
| 1. Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. | | * P. 32 – correct spelling of “mentioned” in first sentence of response |
| 1. List any related recommendations. | | * Enumerate any recommendations based on needs identified in the previous items within the section |
| 1. **Technology and Software** | | **Comments** |
| 1. Describe and assess the adequacy and currency of the technology and software used by the program. | | * P. 34 - correct the spelling of “appendices” in second to last sentence of response |
| 1. Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. | |  |
| 1. Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals | | * P. 34 - correct the spelling of “appendices” in first sentence of response |
| 1. List any related recommendations. | | * Enumerate any recommendations based on needs identified in the previous items within the section |
| 1. **Staffing** | | **Comments** |
| 1. Describe the program’s current staffing, including faculty, administration, and classified staff. | |  |
| 1. Explain and justify the program’s staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals. | |  |
| 1. List any related recommendations. | | * Enumerate any recommendations based on needs identified in the previous items within the section |
| 1. **Future Direction and Vision** | | **Comments** |
| 1. Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years? | |  |
| 1. Explain the direction and vision of the program and how you plan to achieve it. | |  |
| 1. List any related recommendations. | | * Enumerate any recommendations based on needs identified in the previous items within the section |
| 1. **Prioritized Recommendations** | | **Comments** |
| 1. Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations. | | * Ensure that all recommendations enumerated in previous sections are included in this single prioritized list |
| 1. Explain why the list is prioritized in this way. | |  |