

**El Camino College
Fine Arts Division
Dance Department
Program Review- Spring 2004
Conducted by: Daniel Berney**

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I. Overview

A. Description of Program

The dance department offers a comprehensive foundation in theory, history, technique, and the art of dance to students seeking an associate in arts degree, lower level transfer courses in dance, dance training for a professional career and/or personal enrichment. Completion of requirements for the major provides students with an associate in arts degree in dance from El Camino College.

B. Status of Previous Recommendations

The Instructional program review program validation report Academic year: 1995-1996, Dated: July 18, 1989 and the Instructional program review department/program self-study report academic year: 1993-1994 Dated: June 3, 1994, were both accessed for this current program review report. Many of the factors concerning the dance department program identified in those reviews including declining enrollments, tension between full-time faculty members, and a negative reputation in the community are no longer relevant. Certainly concerns regarding facilities, equipment, and class scheduling for the department are still relevant and are addressed at other points in this review.

II. Program Statistics

A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using 1st census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Year 1 (Fall semester 2001)	Year 2 (Fall Semester 2002)	Year 3 (Fall Semester 2003)
Dance 1	8.40 (reflects two sections)	16.52 (reflects three sections)	17.066 (reflects three sections)
Dance 3	Not Offered	2.44	5.051
Dance 5/71ab/71abcd/83abcd	1.33	2.89	5.340
Dance 10	7.00	4.99	Not Offered
Dance 14	1.00	1.17	Not Offered
Dance 16ab/17abcd	2.50	2.76	5.639
Dance 19ab	8.80	8.09	9.958
Dance 20	Not Offered	1.91	4.567
Dance 22ab/23abcd/25abcd	6.93	11.69	11.546
Dance 32ab/33abcd/35abcd	4.40	7.95	11.408
Dance 42ab/43abcd	4.53	6.35	4.185
Dance 51ab/52abcd	Not Offered	4.76	14.721
Dance 61ab/62abcd	3.60	4.91	4.706
Dance 89abcd	N/A	0.68	1.93
Dance Totals	50.69	77.85	94.180

It should be noted that Dance 51ab/52abcd effectively replaced Dance 10 in the schedule of class offerings by Fall 2003. Dance 51ab/52abcd is two units, Dance 10 is 1 unit. Also Dance 51ab/52abcd is a more specific and identifiable type of social dance (Latin Social Dance) than Dance 10 (Ballroom and Social Dance) and therefore able to better generate department FTES.

It should also be noted that Dance 1 and Dance 3 are lecture classes that also satisfy a general education requirement. All other dance classes are lecture/lab or lab only classes that are studio based.

1. Given the data, can you recognize any trends in the course demand in any of the program's courses? In the three year study, Fall 2001 to Fall 2003, FTES has risen from 50.69 to 94.18. The program is in a state of rapid enrollment growth which is only being stymied by the inability to add additional sections/courses due to FTES budget restrictions. To compensate instructors are adding students to closed sections during the first census enrollment period to the point where quality of instruction is being compromised.

2. What are you doing to respond to trends? There is no current course of action being taken to rectify this situation. Instructors are not discouraged from enrolling students during the first census period. Students are ultimately withdrawing from the classes due to frustration from overcrowding, combined levels grouping beginning students with more intermediate/advanced students, and the lack of individual attention due to the large class sizes and lack of teaching/tutorial assistants. Additionally the lecture based Dance Appreciation class needs to offer additional sections to meet the current student demand. Currently three sections are offered and continually reflect a fill rate over 100% with no FTES availability to add sections as needed. This is next stage of program growth which can only happen with ability to add sections/courses through increased allotment in FTES.

3. Should a recommendation be written addressing the data?

Yes.

The dance department needs to be given the latitude to add sections that will allow the beginning, intermediate and more specialized dance technique classes (i.e. Beginning Ballet separate from Intermediate Ballet separate from Ballet Variations), to be offered separately. There are now substantially more students who are in the upper levels thus requiring intermediate and advanced sections for appropriate skill development. The demand currently is such that the number of students enrolling (the survey reflected 67.24% of current dance students plan on taking another class in the department next semester) in these combined level technique classes is seriously compromising the quality of instruction. Another concern is the safety of the students in a studio involving a large class enrollment conducting a physical activity. Students are more likely to physically run into each other and their ability to see the instructor demonstrate the correct technique becomes difficult and can lead to impaired movement execution.

B. Offerings: Fill Rate

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Year 1 (Fall 2001)	Year 2 (Fall 2002)	Year 3 (Fall 2003)
Dance 1	93.35%	114.8%	118.52%
Dance 3	Not Offered	51.1%	104.44%
Dance 5/71ab/72abcd/83abcd	40.00%	80.0%	148.00%
Dance 10	140.00%	188.0%	Not Offered
Dance 14	40.00%	44.0%	Not Offered
Dance 16ab/17abcd	100.00%	104.0%	94.00%
Dance 19ab	88.00%	74.66%	92.00%
Dance 20	Not Offered	72.0%	86.00%
Dance 22ab/23abcd/25abcd	69.33%	81.0%	80.00%
Dance 32ab/33abcd/35abcd	88.00%	73.33%	79.00%
Dance 42ab/43abcd	68.00%	58.6%	116.00%
Dance 51ab/52abcd	Not Offered	132.0%	204.00%
Dance 61ab/62abcd	108.00%	136.0%	80.00%
Dance Totals	85.9%	86.9%	103.97%

Dance 1 (Dance Appreciation) is the largest of the lecture based Dance Department classes (Dance 3, Dance History is the other lecture based Dance Department class and currently only one section is offered each Fall and Spring semester) and both are attractive to the general student population as an option in fulfilling a general education requirement.

Dance classes that are lecture/lab compromise most of the dance department class offerings. In many cases sections are combined and offered simultaneously. An example would be Dance 22ab (Jazz Dance I) /23abcd (Jazz Dance II) /25abcd (Commercial Dance).

1. **Given the data, is the program in a growth mode?** In the three year study, Fall 2001 to Fall 2003, the fill rate has risen from 85.9 to 103.97. This would indicate that there are not only more students taking dance classes but that they are continuing to repeat courses/levels where applicable. Also, as stated above, instructors are under increasing pressure due to student demand to add enrollment to closed sections during the first two week census period. It is especially notable that Dance 51ab/52abcd, Latin Social Dance shows a substantial fill rate of over 200%. These classes reflect a student demand for this type of course which needs additional FTES allocation in order to alleviate current overcrowding. The room designated for Latin Social Dance has an excellent floor specific to this type of activity but is small with poor ventilation. As with all the dance studio classes, the noise is a negative factor with adjacent lecture classrooms.

2. **What adjustments are indicated?**
 These are referred to in II.A. under the demand for program FTES on page 2.

3. **Should a recommendation be written that addresses the data?**
 Yes. Again refer to II. A. under the demand for program FTES on page 2.

C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

The following reflects the dance department schedule for the Fall Semester 2003

Course	During the early morning before 10 am	During the late am/early pm 10am –1:55 pm	During the late afternoon 2 pm - 4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Telecourse	Via Online
Dance 1		10:30am(1) 1:30pm (1)		6:00pm				
Dance 3	9:15am							
Dance 5		1:00pm						
Dance 16ab				7:00pm				
Dance 17abcd					6:00pm (F)			
Dance 19ab	8:00am (2)			5:00pm				

Dance 20	8:00am			5:00pm				
Dance 22ab	10:30am	1:00pm		7:30pm				
Dance 23abcd	10:30am			7:30pm				
Dance 25abcd	10:30am							
Dance 32ab	8:00am			7:30pm				
Dance 33abcd	10:30am			5:00pm				
Dance 35abcd	10:30am			5:00pm				
Dance 42ab	10:30am							
Dance 43abcd	10:30am							
Dance 51ab				7:30pm	6:00pm (F)			
Dance 52abcd				7:30pm	6:00pm (F)			
Dance 61ab				5:00pm				
Dance 62abcd				6:40pm				
Dance 71ab		1:00pm						
Dance 72abcd		1:00pm						
Dance 83abcd		1:00pm						
Dance 89abcd				5:45pm				

All dance classes are listed separately yet many are offered with sections combined (ex. Dance 5/71ab/72abcd/83).

1. What (if anything) is indicated by the student satisfaction with scheduling?

The student satisfaction with scheduling does not indicate a certain period of day or night that is markedly underrepresented. There is interest in the classes offered at all times of the morning, afternoon and evening. Additionally there is an interest in summer session and intersession classes. Notable is that close to 30% (27.93) of the students are extremely unsatisfied with the lack of weekend class availability.

2. Are there time periods of high student demand which are not being addressed? Although student demand indicates interest in class offerings at all times there has been a limitation on the dance departments' ability to expand class offerings to realistically meet these demands. Especially notable is the weekend scheduling where any increase in FTES would reflect a notable student population increase on campus at times that are not utilized. This would also include large groups of new student populations that are not currently enrolled in classes at El Camino College.

How could such demand be addressed?

By offering classes that reflect a full range of studio technique dance (ie. ballet, modern, jazz, tap dance, etc.) with at least one "stand alone" section of each technique (i.e. Ballet I offered separately from Ballet II), and lecture based appreciation/history general education classes offered on a variety of days and evenings (i.e. M/W and T/Th). By offering weekend classes though the college (instead of or in addition to community services classes) on Friday evenings, Saturdays and Saturday evenings.

3. Should a recommendation be written addressing this area?

Yes.

1. Expand studio based technique class offerings with independent levels (ie Ballet I offered separate from Ballet II).
2. Expand evening and weekend dance class offerings in both lecture based classes (Dance 1, Dance 3) and the more popular studio based technique and social dance classes (Ballet, Tap, Latin Social Dance and American Social Dance).
3. Investigate offering online and telecourse offerings as appropriate (Dance 1 and Dance 3 specifically).

D. Retention and Success

1. Retention

1. Given the data, what trends are observed?

The retention rate has remained relatively consistent in the past three years although the total number of grades issued has increased dramatically. The retention rate for all dance classes was 78.8% in fall 2001, 83.0% in fall 2002, and 76.3% in fall 2003. In that time the number of grades has increased from 480 in fall 2001 to 718 by fall 2003. It should be noted that the retention rates in fall 2003 are the lowest among the Fine Arts Division disciplines (76.3% compared to a high of 85.3% for theater). However when the primary lecture based dance department class (Dance Appreciation) is segregated, a fall 2003 retention rate of 86.7% is identified. This would indicate the lower retention rate numbers for the dance department is due to the studio based lecture/lab classes.

2. Should a recommendation be written addressing the data?

Yes

1. Investigate whether or not the option of Credit/No Credit should be encouraged give the questionable effect of this option on retention.
2. Set a department policy regarding the maximum number of students that can be added to specific types of dance classes. This can be addressed for both the lecture based general education classes and the studio based technique classes.

2.Success Rate

1. What trends are observed?

It is notable that as the number of grades has risen dramatically (fall 2001, 480 to fall 2003, 718) the success rate in all dance department classes has also risen dramatically (fall 2001, 66.3% to fall 2003, 83.0%). The rise in success rate is in the area of the studio based lecture/lab classes. When looking at the lecture based Dance Appreciation classes, the success rate has remained relatively stable (fall 2001, 87.8%; fall 2002 85.7%; fall 2003, 2003, 87.7%).

2. Should a recommendation be written addressing the data?

No.

III. Curriculum

A. Course and Content

1. Not Offered Courses

1. Given the data, are there courses that should be inactivated?

No, none of the courses should be inactivated.

2. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?

The inability to add sections and FTES due to budget constraints is the primary reason Dance 18ab (Asian Dance) has not been offered in the last three years. Additionally Dance 16ab (Mexican Dance) and Dance 10ab (Ballroom and Social Dance) had to be cut due to budget constraints and FTES limitations in the past two years. We are confident that given the ability to offer these classes there would be sufficient student interest and enrollment.

3. Should a recommendation be written addressing the data?

Yes. The dance department at El Camino College has one of the most diverse and comprehensive curriculums in the California community college system. The inability of the program to offer Asian Dance and Mexican Dance specifically segregates against large sections of the ECC student dance population (2003 census: Asian dance students = 14.4% and Hispanic dance students = 27.02%). It should be noted that African Dance is offered at both the beginning and intermediate levels both fall and spring semesters further illuminating a conspicuous absence of the other ethnic dance classes. Problematic regarding the alternating of these above mentioned studio based lecture/lab classes would be the ability to retain and or rehire qualified instructors.

2. Course Revisions and Additions

1. Are there course outlines that should be revised?

Due to Title 5 mandates there are three courses that still need to be updated, Dance 83abcd, Dance 87abcd, and Dance 89 abcd.

2. Are these courses inconsistent with current practices in the field?

No, they are consistent with current practices.

3. Should new courses be added to the program?

Yes. A course in Pilates to address the growing trend in dance conditioning is critical to the program. This is a course that ideally would include a collaboration with the Division of Health Sciences and Athletics to address the interests of students in physical therapy and kinesthetic studies. We have been discouraged from developing this course due to the need to complete Title 5 course updates. Also additional courses in African Dance Movement, African Dance History and African Dance Theory need to be developed to address the interest and need for dance education specific to our community college district. Also trends in dance and dance education dictate the need to address commercial dance classes and a certification program in commercial dance to address the growing needs of this area. Collaboration with the Departments of Film and Television and Theater will be needed in developing any courses/programs addressing Music Videos.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?

Yes. The Prerequisite for the Dance 71ab and Dance 72abcd (Beginning and Intermediate Choreography) is currently Dance 19ab (Beginning Dance). An expanded list of dance studio classes that would include the following would more realistically address the ability of the student to succeed in Dance 71ab and/ Dane 72abcd: Any of the following including Dance 18ab, Dance 22ab, Dance 23abcd, Dance 25abcd, Dance 32ab, Dance 33abcd, Dance 35abcd, Dance 42ab, Dance 43abcd, Dance 61ab and/or Dance 62abcd would give the student an excellent basis of the theatrical dance technique that is needed in order to successfully choreograph.

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? An A.A. in Dance is the degree offered and was most recently reviewed and updated in 2002.

6. Are these degree and/or certificate requirements inconsistent with current practices? No.

7. Is there a need to create or delete a degree and/or certificate? Yes. Two certification programs should be added to the dance program, Pilates and Commercial Dance. One is a Pilates certification that would allow students an opportunity to be gainfully employed in a dance related industry that has grown rapidly in the past few years. Other community colleges are currently offering this certification with great success. Commercial Dance is needed to address the growing interest and employment opportunities available in Music Videos, Cruise Ships and Theme Parks. There are other community colleges that currently have this type of certification in place.

8. Should any recommendations be written that address the above responses?

Yes. A recommendation to add the above mentioned certification programs with the necessary “buy in” of the collaborating department faculty needs to be addressed. Conducting a census of which other community colleges and their interdepartmental collaborative (if any) processes with respect to these certification programs should be noted.

B. Articulation

- 1. Should any of your courses not currently included in the CAN Guide be articulated?**
No, Dance courses are not articulated in the CAN guide.
- 2. What problems, if any, are there in articulating courses?**
This is not applicable. Dance courses are however transferable and current agreements are in place with dance courses from El Camino College and both the CSU and UC systems. These agreements are updated yearly and will be addressed with the El Camino College dance faculty.
- 3. Should a recommendation be written addressing the above responses?**
No.

C. Instruction and Assessment

1. Learning Methods

- 1. What learning methods are incorporated inside and outside the classroom in the program to promote student success?**
The dance classes really fall into two categories, lecture based classes and lecture/lab studio based classes. The lecture-based classes include Dance Appreciation and Dance History. These classes require a conventional classroom environment and include such learning methods as reading a variety of materials for critical analysis; solving problems in a variety of settings; writing papers including concert critiques, video/DVD analysis and extended research papers; and presenting ideas and research in organized and engaging oral research. The lecture/lab studio based classes include the rest of the dance classes and require a dance studio learning environment. These classes may include any of the above mentioned learning methods to compliment the physical activity component of the class. The physical activity component is reinforced with skills assessment, rehearsal and performance opportunities and video analysis by which to address the success of the learning methods.
- 2. Should a recommendation be written addressing the above response?**
No

2. Assessment

1. **How do you evaluate the extent to which the learning objectives, skills and competencies are being met?**
 - A. Courses – The courses are divided into two types, lecture and lecture/lab as described above (#1. Learning Methods). The lecture classes are evaluated based on the retention and final assessments of the materials as presented through the course of the semester. This includes but is not limited to materials presented by text, video and lecture notes. The lecture/lab classes are evaluated also in this manner but include physical demonstration and/or presentation by the student of dance combinations. These lecturer/lab based classes also include a final dance presentation of material in a performance opportunity. Live dance concert events are also allow the student to critically analyze this performing art through the written documentation of observations
 - B. Program – The program is also validated in terms of student outcomes based on ability of students to successfully transfer to major university programs. This can be attributed to the high level of technical aptitude gained in the lecture/lab classes (in most cases through course repeatability) and by the rich and diverse curriculum offered by the dance program. Many students repeat levels of specific dance techniques in order to continue to reinforce material and benefit from mentoring by a specific faculty member. This is a primary reason for maintaining same faculty scheduling in specific dance technique classes.
2. **How do you use the results of the above evaluation to improve student learning and the quality of the program?** By continuing to address the needs of the program in terms of curriculum development (see course modifications), additional course section offerings (see FTES by course/program), and the need for facility/equipment upgrade (see facilities and equipment).
3. **Should a recommendation be written addressing this area?**

Yes.
Continue to further refine how we do program assessment.

IV. Program Requirements

A. Instructional Support

1. Identify key instructional support areas used by the program.

Libraries & Programs:

73.01%	Library	1.77%	Special Resource Center	9.29%	Basic Skills Study Center	5.31%	Library Orientation
24.34%	Music Library	1.33%	Puente Program	3.54%	Honors Transfer Program	2.21%	LRC Tutorial Program
4.42%	Learning Resource Center Media Materials Collection	7.08%	Assessment/Testing Office	30.53%	Counseling	11.95%	Math Tutoring
15.04%	EOP&S/CalWORKS	19.47%	Transfer Center	7.52%	First Year Experience	1.33%	SRC Tutorial Program
2.65%	Learning Communities	2.65%	Project Success	3.54%	Honors Transfer Program	12.39%	EOP&S Tutoring

Computer Labs & Tutoring:

28.89%	LMTC Computer Commons	3.70%	SRC High Technology Center		Other Computer Lab: Please list.	N/A	Writing Center
5.19%	CAI MAC Lab	51.85%	Writing Lab			See above	LRC Tutorial Program
5.93%	CAI Windows Lab	22.22%	Math & Science Lab			See above	Math Tutoring
2.96%	TOP Lab	11.85%	Keyboarding Center			See above	SRC Tutorial Program
0.74%	Hawthorne BTC					See above	EOP&S Tutoring
7.41%	Inglewood Center						

The following Faculty Support Services were not surveyed.

Faculty Support Services:

	Graphic Arts		Copy Center		Distance Education		Other (Please list.)
	Media Services AV Production		Tech Services Help Desk		Teleconferences		
	Media Services AV Equipment Distribution		Support Staff		Webconferences		
	ECC Vehicles		ECC hosted Websites		Staff Development		
	ECC E-mail						

Students responding to the dance survey indicated that 73.01% used the library, 30.53% used Counseling, 24.34% used the music library and 19.47% used the transfer center. It also can be noted that 51.85% used the writing lab, 28.89% used the LMTC computer lab and 22.22% used the math and science lab.

2. Do you have some instructional support needs that are not being met?

Yes.

32.74% of the students surveyed indicated that the dance class they were taking would be more effective if teaching/tutorial assistants were available.

Additionally instructors of multi-leveled studio based classes would be more effective in their efforts if teaching /tutorial assistants were available.

The elimination of the “L” Lab course portion of the classes leaves a void in the students’ ability to observe, critique and evaluate dance as a performing art in a live concert setting. This element cannot be replaced by televised productions that include an edited component.

3. Should a recommendation be written to address your needs?

Yes.

1. Reinstate budgeting for in-class teaching/tutorial assistants for the studio based techniques classes (ballet, modern dance, jazz, tap, commercial dance, etc.)
2. Maintain some type of budgeting allocation for the dance classes in order to continue to attend events sponsored by the El Camino College Center for the Arts.
3. Reinstate budgeting for musical accompanists for the studio based dance technique classes (ballet, modern dance, jazz, tap, commercial dance, etc.).

B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment?

Yes. The dance studio’s are maximized in terms of teaching effectiveness due to the professionalism of the faculty. A positive atmosphere prevails despite the issues of noise (vs. adjacent lecture classes), poor ventilation, dilapidated ballet barres, poor quality television monitors and general lack of rehearsal and performance space for the choreography and performance classes.

2. Are adequate facilities, equipment and supplies available for the program?

No. The facilities for the lecture/lab based studio classes are not properly situated for a constructive learning environment. All three of the dance studios are located adjacent lecture classrooms and make teaching an intolerable situation for both the studio classes and lecture classes as well. Ventilation in the dance studios is inadequate given the fact there are no windows and that only doors separate the adjacent lecture classrooms. There is tension between faculty members from various disciplines and the Dean and faculty who are not part of the Fine Arts Division due to the complaints of noise generated by the dance classes when the doors are opened. Additionally the equipment in terms of visual support (television monitors specifically) and physical support (wall mounted barres) are inadequate for the needs of this program. The choreography class is also compromised by lack of space needed for rehearsals and performances with conflicting scheduling by other programs in rooms specifically designated for dance program use.

3. Are the facilities and equipment adequately maintained?

No. Beside the ventilation creating a health hazard in the classroom the sanitation of the studios is also a concern. The floors cannot be cleaned with chemicals due to the close proximity with which the students work on the floor and the odors left by an inefficient ventilation system (no windows). Thus there is a need for daily floor maintenance that is not being met. The wall mounted ballet barres are uneven and loose creating a safety hazard that will only be addressed by being replaced. The visual component of the dance courses is such that technology in the form of television monitors, VCR players, DVD players, camcorders and tripods must be accessible in order to effectively deliver the necessary mode of instruction. Currently many of the lecture classrooms used for the dance courses are shared by other disciplines (Classroom PE 204 with Health and Physical Education classes, MUS 204 with Speech and Business classes) and the equipment designated for those classrooms is in the state of disrepair (i.e. PE 204 - no working television monitor or VCR or DVD player, dance instructor must physically transport working dance department unit from Dance Studio PE 212 and hope that instructor teaching in that room does not need the same unit at the same time; MUS 204 – No DVD unit, therefore instructor and students must hand carry their own DVD player to class in order to present lectures by the instructor and class projects by the students).

4. Should a recommendation be written addressing the data?

Yes.

1. Reconstruct or relocate the dance studios so that they are separated from the current adjacent lecture classroom format.
2. Increase from the current two full sized and one smaller dance studio to four full sized dance studios to better accommodate the increase in dance class offerings, rehearsal space necessary for choreography and performance classes, and increase in the number of students able to enroll (currently 25) in a given dance class section.
3. Address the poor ventilation that currently impairs the ability of the students and faculty to work effectively.
4. Address the equipment in terms of safety (mounted ballet barres) and visual support (television monitors).
5. Constrict a lighting grid in one of the primary dance studios (PE 212 or PE 230) so that informal dance showings and choreographic projects could be presented in a space that is designated for use by the dance department.

C. Staffing

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review?

FT/PT load totals were 4.2222 in Fall of 2001 compared with 5.4504 in Fall of 2003. FT rose minimally from 2.1752 in Fall of 2001 to 2.25 in Fall of 2003. PT showed an increase from 2.047 in Fall 2001 to 3.2004 in Fall 2003.

2. What do the program data indicate? Comment on any trends or unusual data.

The data indicates that the FT faculty are maintaining a stable load that serves to centralize that program where most needed by teaching in the core areas of the dance curriculum. This is especially notable in areas where additional time and resources are needed for dance performance and productions. Also where program major classes are offered and/or combined in sections of like classes to serve the students interested in completing their A.A. in dance in a timely manner. The data also indicates that the PT faculty are increasingly serving the program through supplementing the studio based lecture/lab classes. This is critical since most dance techniques are best served through faculty with qualifications in specific areas and when beginning and intermediate level technique classes are offered separately. Additionally the diversity of the faculty allows for a connectedness with the various ethnic populations of the community.

3. How does the FT/PT ratio benefit or harm the program?

Currently the FT/PT ratio benefits the program through the means described above. Should the program continue to expand the disparity in the ratio could become a concern given the nature of the FT faculty to support the accompanying growth in terms of production/performance needs, budgeting concerns and scheduling compatibility. The specific areas of expertise by the PT faculty are a plus to the program, however accommodating the scheduling availability of the PT faculty and the limited studio space becomes problematic. In order to retain PT faculty certain scheduling and studio space availability are prioritized so that more logical class offerings and FT dance faculty schedules are compromised.

4. Do you have a faculty-mentoring program? If so, describe.

Currently there is no official faculty-mentoring program in place. There is however a faculty support between the FT and PT faculty in terms of shared office space, compatibility in load scheduling and performance stipend opportunities, and general accessibility for dialog.

5. How do the faculty maintain currency in their field?

The faculty are active in several ways including attendance at conferences related to areas of dance education and dance technology; performances in professional and college venues; guest teaching and choreography in professional and educational venues; and attendance at professional and educational dance concerts.

6. Fill in the faculty status data and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
Bernice Boseman	N/A	N/A	N/A	N/A	Anticipated retirement 2007
Daniel Berney	N/A	N/A	N/A	Hired 2001	N/A

a. How does this data impact the program?

There will be a need to address the pending retirement of one of the two full-time faculty members (Bernice Boseman) within the next three years. Additionally the growth of the dance department is such that a third full-time position will be justified. The other current full-time faculty member (Daniel Berney) is projected to attain tenure during the '04-'05 academic year.

b. Will this data affect the program in the future?

Yes. The dance department is poised for substantial growth. The loss of one of the two full-time faculty members would have a negative impact on the number and quality and quantity of dance concerts and outreach productions, part-time faculty mentoring, dance major student counseling and division/college committee representation. The future of the program will necessitate not only the replacement of the retiring faculty member but an additional full-time position as well.

7. From this information, can you identify present and future staffing needs?

Yes. Present staffing needs only need to be addressed in terms of FTES allocation for the dance department. The department is poised for growth in all areas pending room availability and FTES allocation. At this juncture the dance departments staffing needs can be filled by part-time faculty on a per class basis as needed. Future staffing needs will require the replacement of the retiring full-time faculty member and an additional full-time faculty position will need to be identified as department growth dictates.

8. What is the department doing to address any future staffing needs?

The hiring of part-time faculty has been addressed in the past three years with an attention to the instructor versatility necessary to expand dance class offerings as student demand dictates. The full-time faculty are committed to mentoring the part-time faculty to create a sense of department loyalty and commitment to teaching excellence. Additionally the scheduling of the part-time faculty has been stabilized so that they are assured of regular fall and spring semester assignments allowing them to prioritize their commitment to employment at El Camino College. As the part-time faculty continue to develop a strong sense of commitment to the dance program at El Camino College they also generate a pool of potential applicants for future full-time dance instructors at the college as department needs dictate.

9. Should a recommendation be written addressing the data?

Yes.

1. Continue to expand dance class offerings through an increase in dance department FTES allocation. This will allow for the continued hiring and mentoring of part-time faculty instructors as needed.
2. Prepare for the retirement of one of the two full-time dance faculty instructors in order to maintain the integrity of the El Camino College dance department.
3. Present an argument for a third full-time dance department faculty hire as the dance department continues to grow as supported by additional FTES dance department allocation.

a.Planning

- 1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful?**

There is a perception by the current FT dance faculty that the long term needs of the dance department are not being addressed. This can be directed to the planning process that is currently underway regarding the bond measure implementation. The dance studios needs have not been addressed in the future facilities planning. The Dean of Health Sciences has been clear that since dance is not in his division (see Overview Status of Recommendations) he does not feel obligated to propose facility upgrades regarding the dance studios in a building designated for use in the division of Health Sciences. There is no proposal on file in the Fine Arts Division addressing the needs of the dance studios. Thus the feeling of the FT dance faculty is that a return of the Dance Department to the Division of Health Sciences and Athletics may be needed in order to accommodate the future needs of the dance program.

- 2. What data, not currently provided, would be needed in order to improve planning for the development of the program?**

1. A detailed facility-planning guide that would reflect the bond measure improvements to be developed by both the Division of Fine Arts and the Division of Health Sciences and Athletics. Attention to the problematic arrangement of the dance studios being housed adjacent lecture classrooms with a logistical solution needs to be developed.

2. A census of other community college dance programs with successful school bond measures that are also developing new facilities for which to house their respective dance programs.

3. An outside peer group of university and community college colleagues to evaluate and recommend facility, curriculum and staffing needs.

- 3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?**

There is a growing need with developing a certification program addressing the needs of the dancer in the growing commercial dance market. This is a primary concern given our proximity to the commercial dance market centered in the greater Los Angeles community. The increasing demand for certification and training in the area of Pilates science is another area of employable dance growth for our students. The changing community demographics in terms of ethnic populations and their need/interest in dance education related to their heritage is essential for school and community association.

- 4. What will the implications of these changes or trends be for the program and how will the program need to respond?** The implications of these changes will be specific to the student who is really interested in obtaining the skills necessary for immediate employment in the dance industry. In terms of commercial dance, this certification would emphasize the skills necessary for working in the music video industry that is a large segment of the Los Angeles dance population. This would also include industrial opportunities such as cruise ships, theme parks and broadband media. In terms of the Pilates certifications this would include the training and immediate employment opportunities for this growing segment of the dance industry. A collaboration in this course and certification development with the Division of Health Sciences and Athletics would be necessary and realistic. This would also include the need to have an appropriate facility geared towards the specific equipment needed for Pilates certifications. In terms of the changing demographics of the colleges' surrounding ethnic population, courses specific to these populations need to be developed so that the community is better able to identify with the college through dance and arts as offered by El Camino College. This would include courses in history, theory and studio technique identifiable to the various ethnic populations.
- 5. Based upon the information above, how would you like the program to evolve within the next five years?** The dance department should be able to continue to expand and serve the diverse student population in terms of cultural enrichment, performance opportunities and general dance education. The facilities use is a primary concern and needs to be readdressed in terms of bond and budgeting allocation. Additionally dance class growth in the area of the social dance classes (Ballroom & Social Dance, Latin Social Dance and American Social Dance) and ethnic dance classes (African Dance, Mexican Dance and Asian Dance) can be further accommodated by the exploration of satellite dance class campus settings. The Department of Dance has the unique opportunity given our large and diverse student population base and also given our close proximity to the Los Angeles commercial dance community. The addition of two certification programs (Commercial Dance and Pilates) and several courses in history, theory and studio based classes addressing the interests and needs of the diverse student body that is represented by El Camino College are integral to the dance departments program development. As the budget is corrected, the addition of student and teaching assistants in the studio based technique classes are needed.
- Additionally musical accompaniment for the studio based ballet, modern dance, and African Dance Classes is a vital part of the dance education process for these techniques. This would include the hiring of one or more musicians specific to the dance departments classroom needs. As the department grows the need to address the faculty in terms of both Full-time and Part-time ratios and the hiring of instructors with areas of expertise will become a priority.

6. Should a recommendation be written addressing the data?

Yes.

- i. Begin dialog with the Division of Health Sciences in implementing a Pilates training and certification program.
- ii. Begin dialog with the Department of Theater and the Department of Film and Television in implementing a Commercial Dance certification program.
- iii. It will also be imperative to revisit the issue of facilities planning regarding the bond allocation for dance classroom upgrade or revision.
- iv. Reinstate the use of teaching assistants into the classroom.
- v. Reinstate musical accompanists into the classroom.
- vi. Develop curriculum addressing the changing community demographics in terms of ethnic populations and their need/interest in dance education related to their heritage.

10. Conclusion

1. Prioritized Recommendations

1. Address the current dance studios needs in terms of more space (at least four full sized dance studios, one equipped with a lighting grid specific to rehearsal /performance needs for dance presentations), relocation of the dance studios (not adjacent lecture classrooms) and ventilation, flooring and other health/safety related concerns.
2. Reinstate teaching assistants and musical accompaniment into those classes whose enrollment and/or style of dance is best served through these types of instructional support. Maintain some type of budget allocation for the dance classes in order to replace the loss of “L” Lab courses for events sponsored by the El Camino Center for the Arts.
3. Continue to upgrade the equipment and facilities specific to the various dance studios and lecture classrooms to address the current health and safety issues (fixed ballet barres in disrepair, ventilation) and instructional support (working television monitors and DVD/VHS players in all classrooms used for dance classes).
4. Expand dance class offerings through additional FTES allotment to include evenings, weekends and online courses as appropriate. This would include the separation of class levels as currently offered (ie. beginning ballet/intermediate ballet/ballet variations).
5. Develop curriculum including the three major areas of dance education (the first two requiring the necessary interdivisional/departmental collaborations as identified) that need to be addressed specific to the student population attending El Camino College (1.Certification program in Pilates, 2.Certification program in Commercial Dance, 3.Lecture and Studio based courses in selected areas of ethnic dance).

6. Identify and request an active hiring search regarding the growing need for both part-time and full-time faculty instructors as the department continues to grow and to address the eventual retirement of one of the two full-time instructors.
 7. Address and identify specific dance classes that would benefit by enrollment limitations. Also the issue of credit/no credit as an option for many of the studio dance classes.
 8. Continue to refine program assessment.
2. Major Needs
1. Four full-sized dance studios with proper flooring, ventilation and fixed wall barres, at least one dance studio with a lighting grid for dance rehearsals/performances. These studios need to be in a location separate from lecture classrooms.
 2. Teaching assistants for larger studio based dance technique classes.
 3. Musical accompanists for selected studio based dance classes.
 4. "L" course lab replacement program for dance class written critiques.
 5. Equipment and facility upgrades in terms of fixed ballet barres, television monitors and DVD players.
 6. Additional dance class FTES allotment.
 7. Certification program(s) development (Pilates, Commercial Dance).
 8. New Course(s) Development
 9. Instructor(s) hiring search (Immediate need: Part-time, Long term: Full-time)
3. Strategies
1. Reopen dialog with bond and facilities planning committee(s) regarding the prioritization of the four full sized dance studios in the college planning process.
 2. Discuss as agenda items in Dance Department meetings the need for teaching assistants and musical accompaniment for specific dance classes.
 3. Prioritize equipment upgrades for the dance classrooms based on health, safety and visual teaching aids through the Fine Arts Division.
 4. Dialog with the other performing arts faculty regarding the El Camino Center for the Arts "L" lab course options.
 5. Propose creative dance class scheduling options based on projected expanded FTES allotments.
 6. Investigate the online course development opportunity for appropriate dance classes.
 7. Propose new dance courses through the Division Curriculum Committee.
 8. Talk to faculty and deans as appropriate regarding the development of certification programs.
 9. Survey other community college dance programs to more effectively develop new course and certification proposals.