Academic Program Review Committee
Meeting Notes
Tuesday October 15, 2013
1:00-2:00p.m. – Admin 127

Committee Members Present: Bob Klier, Judy Kasabian, Josh Rosales (Additional comments provided by Wanda Morris and Janet Young)

Faculty/Program Representatives Present: Daniel Berney, Pamela Santelman, Connie Fitzsimons

Committee Recommendations – 2013 Dance Program Review

i. General Comments
- Make clear, succinct recommendations at the ends of appropriate sections, with costs when applicable. Currently, some of these recommendations are not distinct and obscured by surrounding text.
- Build in need for full-time faculty member throughout the document. Demonstrate why there is a need for this position as you discuss any related data, curricular, program revision, and/or assessment matters. While you will cover need for full-time faculty in Staffing section, you can support argument by keeping this need in mind in discussions and analysis in preceding sections.

1. Overview of the Program
- Include a more general description of the program before Center for the Arts information. Showcase the general operations of the program earlier along with your two distinct student populations. (i.e., What are the specific needs of students attempting to audition and transfer?) Address how the scope of the program serves those students – this may help set up your need for curricular/program revisions in the Curriculum section as well (1a), and may also establish context for repeatability discussion sooner and more clearly.
- Include program mission statement (1a).
- With prior recommendations, ensure you provide a succinct and visible status update, i.e. Met, Not Met, Partially Met, etc.

2. Analysis of Research Data
- In this section's first sentence, clarify program head count in relation to division head count comparison (2.a.1).
- Clarify head count numbers with the increasing numbers (2007 to 2010) followed by a decrease (post spring 2010). Did the loss of sections/students correspond to reductions in specific areas (i.e. weekend, evening sections)? If this is the case, this can also be mentioned in 2.a.7 (2.a.1). Are current levels where the program would like to be?

- Emphasize percentage loss for program in relation to division. Is the program loss proportionate to division? (2.a.1).
- Possible to begin repeatability discussion here and then continue in Curriculum section. IRP has and can provide repeatability data and help clarify GE classes v. major classes and where potential issues lie.
- Address whether current evening and weekend offerings satisfy student demand (2.a.7).
- Include any relevant analysis of attached assessment questionnaire and report, rather than only including as an appendix (2.a.9).

3. **Curriculum**
- Introduce this section with a broader context regarding program "tracks" and the different types of students with distinct career needs. Provide broader context for upcoming repeatability discussion so the idea of needed leveling is clear. The material on page 13 (at the end of this section) might be clearer and more illustrative at the beginning of this section.
- Eliminate redundant items in this section – Courses To Be Inactivated section, How Well Courses, Degrees, Certificates meet student needs, etc. (pages 7-9).
- Provide additional detail regarding certificates and how they will serve student needs and be a part of your program's refocusing on transfer and career needs.
- Include any specific recommendations regarding certificates and leveling, etc. Make these as concrete as possible. In discussion leading up to the recommendations, it is possible to reference staffing needed to support such steps.

4. **Assessment and Student and Program Learning Outcomes (SLOs & PLOs)**
- Analyze SLO and PLO results according to prompts on program review template. Discuss any assessment dialogue, teaching/curricular/etc. changes, proposed strategies or steps based on assessment, etc.
- Specifically address program's placement on the ACCJC rubric (4e).

5. **Facilities and Equipment**
- Clearly demonstrate need for monitors by explaining their use within curriculum and teaching methods.
- Itemize items within paragraphs more clearly so they are bulleted, visible, and ordered logically.

6. **Technology and Software**

7. **Staffing**
- See previous comments regarding working in staffing information earlier I document. That way, preceding context needs, and analysis can be referenced and emphasized here.

- Provide adequate support so it is clear why you make this your top priority recommendation.

8. **Future Direction and Vision**
   - This section may be revised based on any additional content regarding nature and direction of the program in relation to curricular, transfer, career, etc. items.
   - Clarify what is quoted material in this section.

9. **Prioritized Recommendations**
   - Ensure all recommendations are presented here, even ones relating to certificates, program adjustments, leveling of classes, etc.

10. **CTE Review (if applicable)**

Revised Dance Program Review document will be submitted to the APRC by Tuesday November 26, 2013.