**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Dance** | **8/28/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 974 | 1,137 | 1,139 | 1,024 | *Self Explanatory* |
| **Census Enrollment Load %** | 60.77% | 69.85% | 66.41% | 70.62% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 2,628 | 3,261 | 2,827 | 2,690 | Weekly Student Contact Hours |
| **FTES** | 87.61 | 108.71 | 94.23 | 89.66 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 5.85 | 6.39 | 5.86 | 5.97 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 450 | 511 | 482 | 451 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 1.00 | 1.99 | 1.90 | 2.00 | FTEF from Contract Faculty |
| **Hourly FTEF** | 4.27 | 3.82 | 3.40 | 3.59 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.58 | 0.58 | 0.56 | 0.38 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 4.85 | 4.40 | 3.96 | 3.97 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 82.90% | 68.84% | 67.56% | 66.48% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 94.89% | 96.36% | 94.34% | 91.86% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 77.84% | 82.68% | 81.61% | 81.92% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 1 | 2 | 6 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** | 1 | 2 | 4 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** | 1 | 2 | 4 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Our enrollment is down by about 100 students from last year which isn't surprising given the class cuts and tuition increase. Our FTES is 90 which is down slighly, which follows the four year trend. Census enrollment load is up 10% from Fall 2008. Our retention and success rates are strong at 92% and 82% respectively. With our three new certificates and degrees, which go on line this year, our numbers there should increase dramatically. Perhaps the most disturbing number is the percentage (66%) of courses taught by part-time faculty. This points to our need for at least one new full time faculty member.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.** **The SLO for DNCE 225 – Contemporary Dance Ensemble is: The ability to perform/execute choreographed movement on stage with attention to group work, spacing, and musicality.****92% of our students were successful.** **Our Dance Program SLO is: Upon successful completion of the Program, students will be able to identify and evaluate the elements various dance genres that contribute to student's aesthetic and cultural growth. This supports the institution's mission as a comprehensive college. This Program SLO will be evaluated through either participation in student performances and /or observation of live performances.****During our Spring Faculty Dance Concert 150 students participated and were successful in the ability to perform, execute choreographed movement on stage with attention to group work, spacing, and musicality. And over 600 students then wrote critiques of this performance, successfully identifying and evaluating the elements of various dance genres presented in the performance.** **It is also of note that these two SLOs combine to address many of the Palomar College GE/Institutional Student Learning Outcomes. In particular, “Knowledge of Human cultures through Study in the social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, both contemporary and enduring intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, artistic perception, quantitative literacy, information literacy, digital literacy, teamwork and problem solving, practiced extensively, across the curriculum in the context of progressively more challenging problems, projects and standard of performance, personal and social responsibility, including civic knowledge and engagement- local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning, anchored through active involvement and diverse communities and real-world challenges integrated learning, including synthesis and advanced accomplishment across general specialized studies, demonstrated thorough the application of knowledge, skills, and responsibilities to new settings and complex problems.”**  |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****It really comes as no surprise that the key to a successful dance program is the live performance experience, but what was interesting about our results was that the students who have been taking our technique classes and who have performed with us before are more successful than the new students. There is an inherent culture in dance performance that our curriculum builds the students up to being able to negotiate successfully; and it is never so evident that what we do really works when we have performance based classes with both new and returning students.**  **As stated above, in the Palomar College GE/Instituional SLO, the performance experience fosters critical and creative thinking skills, real world challenges, artistic perception, written and oral communication, civic knowledge and communications, and problem solving practiced extensively across the curriculum.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.****Our technique and theory courses feed into the performance experience. Success rates are higher for dancers who have had more technique courses. Written work is more sucessful for those students who have had more theory courses. Those students who complete our degrees have a breadth and depth of practical and theorethical experiences in the dance field. Looking at the data generated in Trac dat it points to a critical need for a new faculty member. We are a vibrant program with over 1000 students in just the Fall semester alone, providing these capstone experiences for that many students is a daunting task for only 2 full time faculty members.** **We are beginning to face the challenge of Title V repeatablilty really impacting our curriculum and our students being able to develop the level of skill and experience they need to be successful.** **The data shows us, that what we do works and works well, we just hope we are able to continue the successful program we have build over the last 15 years.**  |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Current labor market data sates there are 7,300 jobs in the entertainment industry and it will increase to 8,400 and the hourly mean wage is $62.23. Also projected were entry-level entertainment attendant jobs projected at 18,000 with an hourly mean salary from $11 - $17. Also applicable to our graduates are the stats on teaching -- self enrichment teachers as they are called in the labor market data. Those numbers are projecting 23,000 jobs at a mean hourly wage of $21.92 All job projections are rising so that's good news. These statistics are consistent with what we know and how we have structured our program degrees and certificates to meet the trends.**  |

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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **New Title V regulations regarding repeatability as well as our new vocational status have necessatated curricular changes to better address student needs which ties in to Palomar's Strategic Plan and goal 2 objectives 2.4, 2.6 and 2.7. We are currently working with our Articulation Officer as well as our colleagues at Mira Costa to address solutions to the repeatability ruling. We have already contacted several four year institutions that have mandated repeatability for our technique and peformance courses. We will obtain that documentation to validate the repeatability, which is the backbone of our progrram.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Because of budget and Title V considerations we now have our courses on a rotation schedule and we have created levels of courses which we offer in sequence -- per Title V.**  |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **66% of our courses are taught by part-timers. This makes it very difficult to provide our students the kind of continutiy and our program the kind of management that is required to maintatin our current standard of excellence. We need one Full-Time 10 month contract faculty member who has can teach theory, World, and Euro-Western dance genres.**  |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  |  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  |  |  |  |  |  |  |  |
| **b2.**  |  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **A set of Congas for Afro-Cuban/Brazillian Drum and Dance with three stands,**  | **3** | **This ties into Palomar's strategic plan .Goal 2, this will strengthen our dance program by providing more opportunities for our students. And it also ties into the palomar vaues of creativity, access, and excellence**  | **We currently only have 13 Afro-Cuban drums and therefore can only have 13 students in the class. Drumming is an integral part of the Afro-Cuban Diaspora and the SLO of the course is to become proficient in the technique and that includes understanding and performing the musical parts identified with each specific rhythm and dance. These drums are used not only in six of our courses, they are used in the performances as well, so this would increase opportunities for students to take these courses AND be part of the performances which are our capstone experiences and at the heart of what we do.** | **1734****$399 for ea drum and $179 for each stand total cost of $1,197 for drums and $537 for stands a total cost for both of** **$1,734** | **one-time** |  |
| **c2.**  | **5 Woodblocks, stands, holders, and Shekerer** | **2** | **This ties into Palomar's strategic plan .Goal 2, this will strengthen our dance program by providing more opportunities for our students. And it also ties into the palomar vaues of creativity, access, and excellence**  | **Varied and culturally specific instrumentation is an integral part of the Afro-Cuban Diaspora and the SLO of the course is to become proficient in the technique and that includes understanding and performing the musical parts identified with each specific rhythm and dance. These are used not only six of our courses, they are used in the performances as well so this would increase opportunities for students to take these courses AND be part of the performances which are our capstone experiences and at the heart of what we do.** | **Woodblocks $37eaX5=$185****Stands $99eaX5=$495****Holders $11eaX5=55****Woodblocks $239ea X5=$1,195****Total $1,930** | **one time** |  |
| **c3.**  | **Fabric**  | **2** | **This ties into Palomar's strategic plan .Goal 2, this will strengthen our dance program by providing more opportunities for our students. And it also ties into the palomar vaues of creativity, access, and excellence**  | **Performances are our capstone experiences for the students, these require costumes. We need to build up our costume stock which can be worn over and over again. What we cannot find in catalogues, second hand stores, or the garment district in LA, we have to built.**  | **2500****10 bolts of material for an average of $250 ea** | **one time** |  |
| **c4** | **Costume stock**  | **1** | **This ties into Palomar's strategic plan .Goal 2, this will strengthen our dance program by providing more opportunities for our students. And it also ties into the palomar vaues of creativity, access, and excellence**  | **Performances are our capstone experiences for the students, these require costumes which can be bought from catalogs, second hand stores, or from the garment district in LA. This is a cost-effective way to build up costume stock without having to build costumes. This way these pieces can then be used for years to come with minor alterations and augmentations.** | **$5000****Costumes average between $50 - $100 and our dance shows can have 50-200 dancers in a cast and each dancer can have multiple costumes. We have at least 4 shows a year.**  | **one time** |  |
| **c5.**  | **tables for set dance productions** | **1** | **This ties into Palomar's strategic plan .Goal 2, this will strengthen our dance program by providing more opportunities for our students. And it also ties into the palomar vaues of creativity, access, and excellence**  | **Performances are our capstone experiences for the students, these require sets and designated performance spaces. Table are regularly used in world dance to define stage spaces and help in crowd control. We have multiple world dance performances each year where these tables are used and we rent them every time. Buying them would save us so much money in the long run.** | **$ 1500****15 tables at $100 ea.**  | **one time** |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  |  |  |  |  |  |  |  |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  |  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **SLO data that ties into PRP planning.** **A clearer understanding of this document, whether it is a resource request document or a vision and planning document.**  |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **We have successfully launched three new vocational AA degrees and certificates that more accuately reflect the needs of our students and the labor market trends in the discipline. We are excited to see the success rates of our program climb even higher. We also have increased the number of collaborations we do campus wide. Our dancers have been seen with the concert band, orchestra, at the Foundation Gala, Gear UP, and community and campus wide events, and our Hip Hop Club regularly performs at the Student Union.**  |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Molly Faulkner*Name*** | **Patriceann Mead*Name*** | **Kimberly Loya*Name*** |

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| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**