

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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.)

Discipline: Dance

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	919	915	1,078	<i>Self Explanatory</i>
Census Enrollment Load %	70.16%	54.86%	55.08%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	2,510	2,462	2,851	Weekly Student Contact Hours
FTEs	83.68	82.06	95.03	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	5.45	6.10	6.76	Total Full-Time Equivalent Faculty
WSCH/FTEF	460	404	422	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	2.02	2.00	1.95	FTEF from Contract Faculty
Hourly FTEF	2.98	3.55	3.80	FTEF from Hourly Faculty
Overload FTEF	0.45	0.55	1.01	FTEF from Contract Faculty Overload
Part-Time FTEF	3.43	4.10	4.81	Hourly FTEF + Overload FTEF
Part-Time FTEF %	62.97%	67.19%	71.16%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	88.24%	94.01%	92.57%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	72.33%	73.21%	76.02%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	2	3	3	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	1	-	1	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	1	-	1	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Our program has really grown in the last three years -- FTEs have steadily increased. This may be in part due to our very successful summer dance workshop and H.S. outreach programs. The high school students come on campus for our intensive summer dance workshop and then take other courses in the Fall and Spring Semesters and then they tend to come to us for training for their first couple years of college. Because we are an elective program students do tend to enroll in classes either for multi-cultural transfer credit

or for dance training in specific genres and techniques. This is reflected in the low numbers we tend to graduate with the AA degree in dance. But a majority of our students do transfer to four year programs which I do consider a great success.

Perhaps the most alarming numbers are the full-time to part-time ratio that is steadily growing. Fall 2006, 71 percent of our dance courses were taught by part time faculty. And then if you look at fact that the overtime hours of the full time faculty have doubled. As our program grows the full time faculty are stepping in to create and to teach courses that cannot realistically be taught by part-time faculty without compromising the integrity of the program. These numbers don't even reflect the fact that one of the two full time faculty members has become chair of the performing arts dept. So the overtime numbers in 2007/08 will dramatically increase.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>We are in the process of working with CSUSM on articulation and as we teach many more dance classes then they do, find a way that CSUSM students can take technique at Palomar while working towards their bachelors degree.</p> <p>We have suspended our dance teaching for children certificate and are currently looking at re-vamping it for people who want to teach at and own dance studios. This would include courses with the business program such as accounting, small business management, advertising, as well as anatomy courses.</p> <p>We are in the process of creating an AA degree in World Dance. All the classes have been created and are being offered. We have one of the most comprehensive collection of world dance classes and teachers at the community college level in the country and our world classes are always full with waiting lists but we are having difficulty finding ways to articulate with four year programs because the techniques we offer are considered upper division courses at their institutions. So our students are getting an amazing education, it just isn't recognized . . . YET.</p>	

<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>We have been tinkering with our schedule trying to figure out the best way to get classes filled and a rotation schedule so people can get their AA in two years. It seems to be working. Several courses that were chronically low enrolled (i.e. beg. modern dance technique) have been offered at different times and in different rotations of level and are now filling up nicely. Other courses like our advanced techniques of ballet, tap, and modern are very specialized so that 15-20 students a semester are actually really great numbers. We are tinkering with our academic lecture courses as well. Dance on Film will be offered as a day course next year, and Dance History is offered only once a year now.</p>	
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4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>Smart classrooms – we teach a variety of lecture based classes and are encouraged to use technology yet don't have basic technology available in our teaching spaces. In many of our classrooms we are lucky to have chalk and a chalkboard that aren't falling apart.</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>The dance program has figured out that NCHEA is a wonderful way to bring in guest artist for our students and community. We have gotten the grant two years in a row but we can't always count on this money.</p> <p>Our world program has really flourished, one of the basic needs of world dance is live music. We desperately need to increase our accompaniment budget. We have in some cases been forced to combine or cancel highly enrolled classes due to lack of accompaniment budget. We also produce three/four concerts a year and our student hourly budget used to staff these concerts hasn't changed since before we became a performing arts dept. The chronic understaffing is not just difficult for the theatre staff trying to operate on a shoestring budget, it</p>	

<p>is downright dangerous not to have adequate staff in the performing venues.</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>While we are getting new studios in the remodel of the Howard Brubeck, we have grown to the point where we need two dedicated studios, and a “smart” classroom space.</p> <p>I have tried for six years to get the barres in O-2 moved to the industry standard of 12” inches off the wall and have yet to be successful. I have tried three years to get an adequate floor in d-6 – that battle is coming to an end – I was finally able to order the floor I asked for three years ago. It has taken multiple workman’s comp claims, grievous injuries and three ridiculous bid processes to discover that the floor I requested three years ago and budgeted for was indeed the floor we needed.</p> <p>Maintenance in the dance studios could be more efficient. In the studio there is so much traffic that it really does need to be cleaned more than once a week.</p> <p>And as we share d-6 with musicians who insist on dumping their spit valves on the floor, it would be great if we could get strips of carpet or towels for horn and woodwind players – and get the studio disinfected more often.</p>	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>We have grown to the point that we need another full time faculty member to help maintain consistency within the dept. So many of our courses are taught by part-time faculty it is hard to ensure consistent teaching practices.</p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>Our greatest needs are accompanists and tech support for dance concerts both in the Howard Brubeck and off-site. We used to have a part time accompanist but that was taken away from us so we are constantly struggling to find the money to pay for our musicians for our world program (world dance cannot exist without live music). Our world program has grown and our accompaniment budget has decreased. As</p>	

<p>for the tech support for concerts. There have been no positions added since we were made a performing arts dept. Our Howard Brubeck staff are primarily theatre staff. We need more staff to help run our busy performing arts season.</p>	
<p>f. Other Performing arts/Dance is a highly visible program. We service a number of students who either see a concert and sign up for classes because of it or who sign up for one class and realize the wealth of our offerings. We service the campus and community through performances, fundraisers, gala performances, outreach, and participation in community events. We offer really great training in an amazing array of techniques. And we offer a dance education that rivals many four year institutions. This is true of all the performing arts and it is amazing that we do this with 75% of part time faculty. This puts an amazing burden on the 25% of full time faculty to hire, evaluate, and mentor the part-timers to ensure continuity, and the performing arts vision. More full time faculty isn't just wanted, it is crucial to keep up the integrity of this vital department.</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

One goal of the Performing Arts/Dance program is to link our world dance program to our existing dance AA. This could potentially be done by offering an emphasis in Euro-Western or World. This ties into the strategic plan of providing exemplary learning environments and experiences to meet student needs. World dance is the degree of the future and four year institutions are just starting to offer what is already established with the Palomar Dance Program. This goal also addresses diversity in that we offer Afro-Cuban/Brazilian Dance, Afro-Hatian drumming, Middle-Eastern dance, Capoeira, Polynesian and Tahitian dance, Flamenco, Folklorico, and Latin Social dance classes.

6. Student Learning Outcome progress:

- a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Many of our students come to us as beginning or intermediate dancers. Through their time at Palomar we can track their success by the increase in their technical levels of dance and by their participation in student and faculty dance concerts. Our concerts (especially our Faculty dance concert) require fairly advanced skill levels to participate. We also see student who come in being proficient and one particular genre of dance and then find mastery in many other styles – this can be seen in the variety of classes they take and the diversity of work they participate in our performances.

b. Discuss a learning outcome that is observable yet difficult to measure.

Students ability to understand the craft of choreography and start producing work that is more sophisticated and appropriate for the college level. Most of our students come to college with a very limited experience of choreography, either music videos or “Dancin’ With the Stars” type Their practical experience (if any) are with local dance/competition studios. Through our two semesters of Choreography we can see real grown in the students working with concepts rather than just steps. And making choices that serve the choreography rather than for flashy effect.

7. Describe a discipline accomplishment that you want to share with the college community.

This Fall 2007, Patriceann Mead (in honor of her 10 years of teaching at Palomar) produced and evening of Afro-Cuban/Brazilian dance “Noche Havana”. The first half presented dances of Cuba and the second half featured dances from Brazil. She turned the dance studio into a Cuban night club and had members from Palomar and from the Cuban and Brazilian community participate. Many of her advanced dancers were members of Agogo – Palomar’s resident Afro-Cuban/Brazilian drum and dance ensemble, and had started with Patriceann as beginning dancers.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

10. Other comments, recommendations:

We have formed wonderful relationships with the local H.S. dance programs and teachers and they hire our graduates to choreograph for their students.

Please identify faculty and staff who participated in the development of the reviewer’s planning:

Patriceann Mead

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.