



# Program Review and Planning 2019-2020

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

### BASIC PROGRAM INFORMATION

**Academic Year**  
2019-2020

**Are you completing a comprehensive or annual PRP?**  
Annual

**Department Name**  
Performing Arts

**Discipline Name**  
Dance (DNCE)

**Department Chair Name**  
Patriceann Mead

**Division Name**  
Arts, Media and Business Administration

**Website address for your discipline**  
<https://www2.palomar.edu/pages/performingarts/home/dance-programs/dance-classes/>

#### Discipline Mission statement

In keeping with the Palomar College mission statement, the dance program is committed to providing an engaging and supportive learning environment for diverse learners. We support students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education. We celebrate cultural diversity and encourage creativity, collaboration, and dance technique, in our three AA degrees and four Certificate of Achievements, in Euro-Western Dance, World Dance, General Dance, and Musical Theatre Preparation. Students of the Palomar College dance program will be well rounded dancers who are comfortable in a variety of dance genres, have a professional workethic and can negotiate professional and academic arenas.

[\(click here for information on how to create a mission statement\)](#)

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs vocational (CTE/CE)?**  
No

**List all degrees and certificates offered within this discipline.**

AA Euro-Western Dance  
AA World Dance  
AA General Dance  
Certificates  
Euro-Western Dance  
World Dance  
General Dance  
Musical Theatre Preparation

**Please list the names and positions of everyone who helped to complete this document.**

Molly Faulkner, Ph.D.  
Patriceann Mead, M.A. M.F.A.

**Full-time faculty (FTEF)**

1.4

**Part-time faculty (FTEF)**

2.43

**Classified & other staff positions that support this discipline**

Kimberly Loya, Heather Murray, Tony Cucuzzella, Tom Daily, Lorrena Harvey support all three areas of the Performing Arts Department: Dance, Theatre, and Music. They do not specifically support dance exclusively. They are all full-time staff.

**Additional hourly staff that support this discipline and/or department**

Student Hourly -- 30-40 hours a week.

## PROGRAM INFORMATION

## PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**

Our degrees and certificates and our two program outcomes listed below, embody the breadth and depth of the dance field and accurately reflect the required knowledge base and skills for transfer and vocational success.

Transfer Requirements for undergraduate programs: Undergraduate dance programs tend to focus on technique and performance and entrance into these programs include physical auditions that require high level technique and performance skills.

By offering diverse technique classes at the intermediate and advanced levels (levels III and IV) and by utilizing the rehearsal/performance as the synthesizing (capstone) experience, the Palomar Dance Program is preparing these students for success. We offer these courses in four different certificates and three AA degrees to reflect the many options graduates have to enter undergraduate dance programs. While all of our degrees and certificates address this, our Euro-Western Certificate and AA, and our Musical Theatre Preparation Certificate are our primary transfer offerings. Our World Dance Degree specifically addresses the needs of diversity within the dance field, UCLA's World Dance undergraduate degree (one of the few degrees like this in the country), and the need for diverse dancers in the

entertainment field.

Employer/vocational expectations: Entering the dance field at the vocational level is a complex phenomenon. It is largely a gig based economy with pick up work in a variety of different capacities. To that end we offer diverse dance techniques at the intermediate and advanced level, Teaching Methods, Production Management, a variety of history and survey courses, and performance opportunities. We offer these courses in four different certificates and three AA degrees to reflect the many options graduates have to enter the dance work force.

Professional Performance Jobs: These jobs require similar skills as outlined for transfer, strong technique in a variety of genres and strong performance skills. These jobs also require an understanding of audition protocol and culture, well crafted resume and head shot and composite photos that demonstrate ability and diversity of dance styles, which we teach and facilitate in our performance based courses and Production Management class, an all production classes including Musical Theatre Scenes. Musical Theatre Preparation Certificate, World Dance AA and Certificate are the primary offerings that address this need.

Dance Teaching Jobs: These jobs require intermediate/advanced level technique skills in a variety of dance genres, and a strong foundation in teaching methods (Teaching Methods). Typically teaching jobs also include choreographing for the students (Choreography and Student Dance Production) and knowledge of how to produce a show (Production Management). Our General Dance AA and certificate, and our Musical Theatre Preparation certificate are the primary offerings that address this.

### **Describe your program's plan for assessing program learning outcomes.**

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. General Dance AA and Certificate, World Dance AA and Certificate, specifically address this need.

And

Upon successful completion of the program, students will be able to synthesize choreography, musicality, spacing, working as an ensemble in a variety of performance situations.

Describe your program's plan for assessing program learning outcomes.

Completions -- these are one way to track this although this data paints a narrow picture of the impact our program degrees and certificates have on the dance community in the immediate area (and through-out San Diego and throughout Southern California).

Our course SLO's align with our program SLO's and since performances are the capstone experiences for our students we evaluate our performances as part of both our course and program SLO's. We assess for professional work ethic, ability to work as an ensemble, individual responsibility, and personal growth as a dancer/choreographer.

Success and Retention Rates

Anecdotal information -- about where our students/graduates are working provide a much broader scope as many of our students train/study with us for several years and then leave/transfer for jobs and undergraduate programs without completing the degree or certificates. They are as much our success stories as those who complete the degrees and certificates.

We are currently in the process of adding two certificates (each 16 units to gather apportionment) that per the district's recommendation that repackages existing courses in dance to target needs in Musical Theatre and Dance Teacher preparation and add to our completion rates.

Our Faculty Dance concert every Spring provides a clear marker of how our student body is doing in terms of technical skill and knowledge of audition/rehearsal/performance protocol, and the synthesis of choreography, musicality, spacing and working as an ensemble. The combination of our theory/history/survey courses give us a great marker of students ability to identify and evaluate the elements of a diverse range of dance genres.

Noche/World Dance Concert -- This concert is a great marker of how our student body is doing in terms of the identifying and evaluating the diverse dance styles of the African and Latin Diaspora as well as synthesizing choreography, musicality, spacing and working as an ensemble in diverse performing situations.

Our Student Dance concert every Fall is a great marker of the students aesthetic growth and ability to

synthesize theory and praxis. Every four years we have an evaluation form for all choreographers for the Faculty Dance Concert. And we informally assess every concert. Every four years we do individual class assessments and those in combination give us great insight to our students ability to identify and evaluate the diverse range of dance genres.

### **Summarize the major findings of your program outcomes assessments.**

Completions: 16 -- up significantly from 2017, and down one from 2018 We have identified that the majority of our students didn't realize they A. when they were eligible for degrees and certificates and B. or that they had to apply for them once they had completed the course work. This is now part of a rigorous advising process that Patriceann Mead and Dr. Molly Faulkner have implemented). The devastating course cuts will have an impact on our completions as EVERY major class we offer is on a two year rotation. Students may take over 2 years to complete depending on how the courses fall and if more courses get cut.

Success Rates: 82% -- This is a fairly consistent number over 5 years

Retention Rates 91% -- This is a fairly consistent number over 5 years

Anecdotal Information -- Our students/graduates get jobs. We have students working in every major theme park from Sea World, Wild Animal Park, LEGOLAND (casting director and choreographers as well as performers), Disney, and Knotts Berry Farm. They are teaching dance (and math) at the HS level, they teach at most of the studios in the district, and several have started their own studios and hire our graduates. They choreograph for HS drum lines, and dance concerts, they direct concerts, perform for professional and semi-professionals companies in the area, they work at local theatres including Moonlight, San Diego Rep, Ovation Theatre . . . They go on to get additional training in yoga and somatic systems. Our graduates/students are EVERYWHERE!!!!

Our course SLO's align with our program SLO's and since performances are the capstone experiences for our students we evaluate our performances as part of both our course and program SLO's. We assess for professional work ethic, ability to work as an ensemble, individual responsibility, and personal growth as a dancer/choreographer.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

## **PROGRAM COMPLETIONS**

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

7AA's and 9 Certificates. I cannot find data on individual degree/certificates.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

Decreased

**What factors have influenced your completion trends?**

Course cuts, and the fact our students are just now realizing how to apply for the various degrees and certificates.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

It is the Institutional standard.

**What is your Stretch goal for COURSE success rates?**

5.0%

**How did you decide upon the goal?**

given course cuts and other mitigating factors of small programs at Palomar this seems reasonable.

## **COURSE OUTCOMES**

**How have you improved course-level assessment methods since the last PRP?**

We are in the process of adding a second SLO for each course. Because we have multiple levels of technique and production classes that are offered as combined classes we have quite a few courses to assess -- we try for efficiency. We find that doing it all at once rather than a bit each year works much better for getting results back. It's also a nice snapshot of the entire program.

**Summarize the major findings of your course outcomes assessments.**

Dance targets most of the institutional learning outcomes by its very nature. Embodying inclusion, creative, critical, and analytical problem solving skills is present in ALL of our courses. We teach ethics and civic engagement as a matter of course, and we are active in integrative learning through cross arts and cross campus collaborations. Our collaborations include but are not limited to Latin Nights, Noche Havana, Umoga, House of Humans, Moda Fashion Show, Foundation Gala, the college President's holiday party, Day of Diversity, Career Days, and many, many interdepartmental collaborations.

We do a great job. Our faculty are masters in the field. Our success and retention numbers attest to that, as does the presence of our students/graduates in the workforce.

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## Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

## Goals

### Goal 1

**Brief Description**

Work more closely with counseling

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

Developing a counseling packet for dance (in progress)

Meeting with counseling (already met with PJ DeMaris)

Attend counseling meeting to present materials

Mapping (already done)

**Outcome(s) expected (qualitative/quantitative)**

More streamlined communication with counseling

Better information for our students transferring to 4-year dance programs

Hopefully, more students transferring

**How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?**

This will ultimately help our students negotiate the dance degrees and certificates more efficiently. Which

is part of the college and dance mission statement and the entire purpose of guided pathways.

**Expected Goal Completion Date**

5/22/2020

## Goal 2

**Brief Description**

Musical Theatre Summer Stock

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

Working with administration and enrollment team to approve the 1.5 units needed to make this happen. It was approved last year but so late we couldn't get the information to the HS in time for enrollment.

**Outcome(s) expected (qualitative/quantitative)**

Outreach -- we hope for higher visibility of our programs through a community and HS summer musical theatre production.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

Outreach is key for all three.

**Expected Goal Completion Date**

12/13/2019

## Goal 3

**Brief Description**

Zero Cost Classes

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

While most of our courses are already zero cost, there are a few that require resources we are hoping to request from this process. We have a shoe bank for students with gently used dance shoes, we would like to increase it to include new ballet slippers, jazz shoes, and tap shoes for students who have difficulty affording them. We would also like to have a library of texts that we use for choreography and teaching methods so our students can check them out and return them at the end of the semester -- like high school.

**Outcome(s) expected (qualitative/quantitative)**

Hopefully increased enrollment and helping our students. Anything we can do to make it just a little easier for our students to succeed.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

Again our mission at the college and dance program is to provide the students with the support they need to be successful. These resources will help achieve this goal.

Expected Goal Completion Date  
5/22/2020

## STAFFING AND RESOURCE NEEDS

### Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?  
No

Are you requesting additional Staff, CAST or  
AA?  
No

## RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?  
No

Are there processes that need to be examined to ensure we are being the most efficient with  
funding?  
No

Are there ongoing needs in your department budget that you currently do not have the resources  
for?  
No

Do you have non-general fund sources of funding?  
No

## One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS  
AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?  
No

## Review

### Chair Review

Chair Comments  
Looks Great !!!



**Chair Name**  
Patriceann Mead

**Chair Sign Date**  
10/30/2019

## **Dean Review**

**Strengths and successes of the discipline as evidenced by the data and analysis:**

**Areas of Concern, if any:**

**Recommendations for improvement:**

**Dean Name**

**Dean Sign Date**

## **IPC Review**

**Strengths and successes of the discipline as evidenced by the data and analysis:**

**Areas of Concern, if any:**

**Recommendations for improvement:**

**IPC Reviewer(s)**

**IPC Review Date**

## **Vice President Review**

**Strengths and successes of the discipline as evidenced by the data and analysis:**

Thank you for the thoughtful review. Glad to hear you are examining a 2nd SLO for the courses. Great goals as well.

**Areas of Concern, if any:**

**Recommendations for improvement:**

If course cuts are affecting completion- the question to discuss is why the classes are lower enrolled to bring up the question of cuts etc? I'm glad to hear students are learning about how to apply for completion that's a great point- let me know how we can help!

**Vice President Name**  
Jack S. Kahn, Ph.D.

**Vice President Sign Date**  
1/3/2020