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## Fullerton College Program Review and Planning

## Self-Study for Instructional Programs

## Fall 2021: Dance

**Statement of collaboration**

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

**Participants in the self-study**

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**Authorization**

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

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Printed name of Dean Signature Date

***A Note on terminology***

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1. **Executive Summary (Please write this section last but include it here at the front of the self-study, on a page all by itself.)**

Over the last five years, the Dance Department’s highlights, themes and key elements of the self-study are as follow:

1. Dance has been offered at Fullerton College since 1917 and the Dance Department continues to offer quality instruction to all students taking classes in the program. The program currently offers an AA Degree and a Dance Teaching Certificate.

2. The Dance Department lost 2 full-time faculty members due to resignation and retirement. The Dance Program is requesting to hire a full-time dance instructor.

3. The Dance Department continues to promote student equity and support for all students in classes and performance opportunities are open to all Fullerton College students.

4. Many of the Strategic Action Plans from the previous Program Review promoted maintaining the dance concerts, outreach programs and enrolled students’ participation at off-campus festivals and performances. These goals have been accomplished by the continuance of the activities described and previously mentioned. However, to sustain continuous quality improvement for our programs, ongoing resources are necessary which are listed in the Strategic Action Plan in this current program review.

5. The OIE data revealed over the past 5 years the Dance Department primarily served students taking classes to fulfill GE requirements.

6. The OIE data revealed that a vast majority of students taking classes in the Dance Department have a goal to transfer, are low-income students, over 50% of students identify as Latinx, and the majority are female.

7. The Dance Department continues to provide performance opportunities for all Fullerton College Students. Many students repeat taking performance classes so they can continue to perform in the concert. The performance classes in the Dance Department are repeatable up to 3 times. We have found that many students have exceeded the times a class can be taken. Students will audit these classes to continue to have an opportunity to gain performance experience by being in the concert.

8. The OIE data revealed that many classes taught in the Dance Department are taught by part-time faculty justifying the need for a new full-time faculty position for the program.

9. The Dance Department continues to offer quality instruction for all Fullerton College students however, the OIE data reveals over the past 5 years there has been a -22.6% change in enrollment. It also reveals that covid pandemic related issues impacted the Dance Department more than other programs at Fullerton College. The Dance Department had a -14% change from 2019/2020 to 2020/2021 whereas other programs at Fullerton College had a -3.5 change.

**2.0 Mission**

Please explain briefly how your program contributes to the College’s [mission, vision, core values, and goals](https://www.fullcoll.edu/about/mission/). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not, then please consider discussing one with your colleagues.

Fullerton College’s Mission Statement:

**Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members**

In support of the College’s Mission, Vision, Core Values and Goals, the Dance Department has defined a subset of goals to define the academic direction and purpose of the Dance Department.

The Dance Department faculty at Fullerton College recognize that the first two years of college have a long-lasting impact on students. This is when students will learn to acquire the skills to become successful learners, establish work habits, and values that will continue for a lifetime.

Goal 1 - To provide an environment in which performance, choreography, and dance technique are integrated. The combination of these elements will prepare the student for a dance career as a performer, choreographer, dance educator or a dance businessperson. This goal coincides with the college goal of promoting student success.

Goal 2 - To offer a comprehensive dance education curriculum that provides knowledge and understanding of various genres of dance forms and styles. Students should be able to recognize the importance of dance to their society and enable them to have a more informed worldview. Students will have the opportunity to participate in choreography, performances and community events that promote social awareness of the importance of dance and art in society. This goal coincides with the college goal of strengthening the connections with the community.

Goal 3 - To recognize the performance of dance as a multicultural and multi-national art which fosters a respect for the diversity of all people, beliefs, and expressions. This goal coincides with the college goal to promote success for every student by providing a multicultural approach to learning, which will increase an interest and understanding of various cultures found in our society.

Goal 4 - To experience education as a learning process and encourage the student to think openly about learning and the world around them. This goal coincides with the college goal of promoting success for every student and to help improve critical thinking skills which should reduce the achievement gap.

The Dance Faculty identified these skill sets developed by successful dance majors:

1. Demonstrate a passion for and a curiosity about dance.
2. Identify and accurately describe dance history, dance forms, genres, and styles.
3. Create dance compositions and learn techniques of choreography.
4. Demonstrate competence and discipline in the study of dance in all facets.
5. Demonstrate competency in group choreography as well as solo performance skills.
6. Demonstrate an understanding of the continually changing dance business and the skills and attitudes necessary for being a successful dancer.

The Dance Department continues to provide a program to meet the needs of the Dance major as well as the novice dancer. The Dance Department provides courses that allow students to continue to pursue their interest in dance, to become exposed to new forms of dance, to pursue a degree in dance, to pursue dance as a career or to use dance for personal enrichment.

Participation in the Dance program provides educational opportunities for many students to teach, choreograph, and perform in a variety of venues, both on and off-campus. Enrolled students gain valuable dance training that will enable them to transition both into the workplace as a studio teacher, professional dancer/choreographer as well as transfers to a UC or CSU.

The Dance Department faculty at Fullerton College recognize that the first two years of college have an invaluable impact on students. This is when students will learn to become successful learners, establish work habits, and values that will continue for a lifetime.

**Fullerton College’s Vision:**

**Fullerton College will transform lives and inspire positive change in the world.**

The Dance Department provides an environment to allow enrolled students to develop their innate movement abilities and to acquire new techniques for artistic expression through dance. Participation in dance classes give enrolled students an appreciation for the different aspects of dance from body conditioning to dance for performance.

Enrolled students will discover and demonstrate a passion for and a curiosity about dance. They will be able to identify and accurately describe dance history, dance forms, genres, and styles. They will create dance compositions and learn approaches to choreographic technique. Enrolled students will demonstrate competence and discipline in the study of dance in all facets. Enrolled students will demonstrate proper dance etiquette in technique classes, rehearsals and in a performance setting. Enrolled students will demonstrate competency in group choreography as well as developing solo performance skills. Lastly, enrolled students will demonstrate an understanding of the continually changing dance business and the skills and attitudes necessary for being a successful dance artist.

**Fullerton College’s Core Values:**

**Community:**

**We promote a sense of community that enhances the well-being of our campus and surrounding areas.**

- The Dance Department provides public campus performances at affordable prices. Since 2005, the ticket prices for the Faculty Dance Concert have remained affordable at $10 for students, children, and seniors and $15 for the public. The fixed ticket prices allow our low-income students, their families, and community to view live dance in a professional theatre setting. For many of these students and their family’s exposure to the Faculty Dance Concert is their first exposure to viewing concert dance in a live setting. In addition, the Dance Department has a dance touring ensemble that provides community access to free performances and workshops as well as serving as a recruitment tool for our program.

The Dance Department Goal 3 states “To recognize the performance of dance as a multicultural and multi-national art which fosters a respect for the diversity of all people, beliefs and expressions.” The students in the Dance Department are exposed to a multicultural approach to learning, which will increase students' interest and understanding of various cultures found in our society.

**Diversity:**

**We embrace and value the diversity of our entire community.**

- The Dance Department’s curriculum promotes student exploration on the value of dance and its connection to and meaning for all cultures and ethnicities. Course offerings range from classical to contemporary dance forms. The Dance Department has a multiracial, multiethnic faculty providing students with varied representation and a comprehensive view of the opportunities and realities of career options in dance. All courses in the Dance Department are available to any student that is interested in dance and continues to serve the GE student population to a large extent. The Dance Department encourages and fosters the inclusion of students’ perspectives through choreography allowing for a broader view of dance in today’s world. The Dance Department faculty inspires students to embrace their uniqueness and use their experience to engage in dance and the curriculum. The department fosters discussion surrounding cultural, gender, economic, and societal impacts on dance throughout history and in the present. The department aims to attract a varied demographic of incoming students and has a kaleidoscopic community outreach program and public performance opportunities.

**Equity:**

**We commit to equity for all we serve.**

**-** Each student is treated as an individual and is evaluated on their distinct performance in the class or performance setting. The Dance Department strives for the inclusion of numerous approaches to learning and embraces varied pedagogies recognizing to achieve equity among students the Dance Faculty must appreciate that students are different types of learners. Diversified technologies assist the faculty with presentation tools and at the same time promote student engagement, drive, and achievement. Regular, ongoing, and open communication is encouraged to assist in student’s personal successes. Each class taught in the Dance Department clearly states the course objectives and course goals in the Syllabi and transparency is utilized in all classes to ensure self-motivation, achievement, and completion amongst all students. The Dance Department has served the high level of low-income students by providing low cost options and alternative resources to enable these students to access the same high quality education and experience as students with greater resources.

**Excellence:**

**We honor and build upon our tradition of excellence.**

- Students are encouraged to take pride in their work and to value their achievements. The Dance Department offers a comprehensive dance education that provides knowledge and understanding of various dance genres and styles. In addition to helping students gain valuable performance opportunities.

**Growth:**

**We expect everyone to continue growing and learning.**

- The Dance Department recognizes that dance is an endeavor one does for a lifetime. The Dance Department courses provide instruction in the basics, demeanor, and mindset to support and bolster one to engage in dance for a lifetime and to view dance as both an art form and a physical activity.

**Inclusivity:**

**We support the involvement of all in the decision-making process.**

- Enrolled students participate in group learning and study situations requiring group participation and decision making. All dance courses are available to any student that is interested in dance and the Dance Department continues to serve the GE student population to a large extent.

**Innovation:**

**We support innovation in teaching and learning.**

- The Dance Department encourages professional development for instructors to keep up with current innovations and trends in the dance industry.

- Students are exposed to national dance festivals and learn about new innovations and trends in the industry, thus impacting their future work.

- The creation of Video work/Screen Dance/Projection work for the dance concerts connect students and faculty to the quickly evolving online world of dance.

- Student choreographers contribute to the process of lighting and costume design.

- Computers and online assignments are used in classrooms to introduce visual material used in dance.

- A varied use of technology encourages faculty and students to think creatively and use new innovations to support dance.

- Use of online learning tools provide additional access to faculty and support individual learning modalities.

**Integrity:**

**We act in accordance with personal integrity and high ethical standards.**

- The Dance Department takes students to participate in on and off campus performances at the local and national level. Students understand that they have a responsibility to conduct themselves with integrity as representatives of Fullerton College and the Fullerton College Dance Department.

- In accordance with the College’s Statement of Ethics the department faculty teach our students that the following attributes are necessary to conduct oneself with integrity.

1. Trustworthy conduct - including dependability, loyalty, and honesty in communications and actions.
2. Respectful behavior - treating everyone with civility, courtesy, tolerance, and acceptance, and recognizing the worth, dignity and unique characteristics of everyone.
3. Accountability - taking personal responsibility for one’s own actions and decisions.
4. Fair and just actions - utilizing equitable processes in decision making.
5. Compassion - caring for others, both within and apart from the campus community, and providing services to others in a manner that reflects our commitment to them and to their well-being.

-Students are expected to complete several assignments and exams to crystallize concepts taught in classes. These are completed by the individual student.

-Students are encouraged to excel in every aspect of the Dance Program through self-motivation and discipline.

**Partnership:**

**We work together with our educational and community partners.**

- The Dance Department faculty and students attend annual conferences and foster relationships with instructors and students from other academic institutions, locally and nationally.

- The Dance Department faculty have personal relationships with faculty from other academic 4-year institutions and have meetings to understand how we can best serve all of our students in preparation for transfer.

- The Dance Department has cultivated relationships with local high schools and invites them to attend our annual High School Dance Day. Throughout the day the dance department faculty have an opportunity to interact with the directors of the high school dance programs that are in attendance.

- The Dance Department recognizes the value of other departments, companies and studios and students are encouraged to expand their education in dance beyond the community college experience.

**Respect:**

**We support an environment of mutual respect and trust that embraces the individuality of all.**

- Students who take classes in the Dance Department are encouraged to increase their awareness of people from varied backgrounds, religions, political affiliations and are encouraged to appreciate and respect the different opinions and attitudes of diverse people. Students are supported in embracing their unique experience and are affirmed in their value as individuals.

**Responsibility:**

**We accept our responsibility for the betterment of the world around us.**

- Students are encouraged to make a difference in the world around them by first making a difference in themselves through growth, education, tolerance, acceptance and active involvement in education. They recognize the performance of dance as a multicultural and multi-national art which fosters a respect for the diversity of all people, beliefs, and expressions. This goal coincides with the college goal of reducing the achievement gap by providing a multicultural approach to learning, which will increase an interest and understanding of various cultures found in our society.

Goal 1. Fullerton College will promote success for every student. (Fullerton College will prepare students for success through the development and support of exemplary programs and services)

* The Fullerton College Dance Department will prepare students for success through the development and support of exemplary programs and services such as a thorough dance education and performance opportunities.

Objective 1: Create a clear pathway for every student by degree and certificate mapping.

Objective 2: Enhance workforce training opportunities with high quality performance opportunities.

Objective 3: Improve student critical thinking skills

Objective 4: Increase completion of courses, certificates and degree programs, and transfer-readiness with increased student support by hiring a new full-time faculty.

Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs

Goal 2. Fullerton College will cultivate a culture of equity (Fullerton College will strengthen and support diverse and inclusive campus culture)

- The Fullerton College Dance Program will strengthen and support a diverse and inclusive campus culture by celebrating each student’s uniqueness and abilities.

Objective 1: Remove institutional barriers to student equity and success with inclusion, flexible assignment scheduling, and regular evaluation of gaps and successes.

Objective 2: Increase equity in hiring and training with a new full-time faculty that will serve the dance and GE population of students.

Objective 3: Increase outreach to and recruitment of students from underserved populations by continued and increased high school dance program outreach.

Objective 4: Foster a sense of belonging where all are welcome, and student basic needs are addressed by celebrating each student’s uniqueness and abilities.

Goal 3. Fullerton College will strengthen connections with our community (Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond

- The Fullerton College Dance Program will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond with continuation of and increased involvement in K-12 schools, collaboration with local dance studios and companies, and fundraising with local businesses.

Objective 1: Create and expand partnerships with local K-12 and higher educational institutions with the touring ensemble and dance concerts.

Objective 2: Create and expand relationships with local businesses and civic organizations with fundraising efforts and promotions.

Objective 3: Be a cultural hub for the local community through the Bi-annual Dance Concerts.

Goal 4. Fullerton College will commit to accountability and continuous quality improvement (Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.)

- The Fullerton College Dance Program will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs with the addition of a new full time dance faculty and facilities improvements.

Objective 1: Promote transparency in the shared governance structure and decision-making processes.

Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.

Objective 3: Provide professional and career development opportunities for students, faculty and staff through dance concerts, conferences, and outreach programs.

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**3.0 Students**

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

**3.1 Enrollment demographics**

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years. (Section 3.1.1)
   1. The OIE data in section 3.1.1 (page 2) indicates the Dance Department had a decline in enrollment over the past 5 years. In 2016 the Dance Department had a seat count of 972. The program has had a -22.6% change in enrollment over the past 5 years and in 2020/2021 had a seat count of 752, which is a significant drop.
   2. The OIE data in section 3.1.1 (page 2) indicates the Dance Department had a -14% decline in enrollment between 2019/2020 and 2020/2021. We attribute this drop in seat count to the effects of the covid pandemic.
   3. The OIE data in section 3.1.1 (page 2) indicates that the Dance Department had an increase in enrollment from 2018/2019 to 2019/2020
   4. The OIE data in section 3.1.1 (page 2) indicates that the Dance Department had a decline of enrollment from 2017/2018 to 2018/2019. The College took a larger headcount dip in 18-19 than in previous years (-4.6% in comparison with -1.8% and -2.6%) and only a (-1.7% decline in 19-20) as such the Dance Department actually followed the college trend and even increased from 18-19 to 19-20 uncharacteristically from the rest of the college as a whole.
   5. The OIE data in section 3.1.1 (page 2) seems to suggest that students taking classes in the Dance Department most likely take more than one class in the program.
   6. The OIE data in section 3.1.1 (page 2) indicates that for the year 2020/2021 covid pandemic related issues have severely impacted the dance program. The Dance Department has identified issues that may have affected student enrollment in dance technique classes.
      1. While most dance lecture classes easily transitioned to an online format, technique classes presented a problem due to adequate space requirements to perform expected movement.
      2. Zoom is not conducive to the performing arts as audio and internet connection speed issues constantly occur requiring attention that breaks the flow of class.
      3. Proper flooring for body safety presented an issue for students and faculty.
      4. A lack of home life support for dance also made many students uncomfortable about taking dance classes in their homes.
2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain. (Section 3.1.2) (Keep in mind that this data is for 2020/2021)

1. The OIE data in section 3.1.2 (page 6) indicates that 78% of the student’s taking classes in the Dance Department have an academic goal of transfer compared to 84% of students in other programs. Students taking classes in the Dance Department are a little more likely to indicate their interest is a degree or to transfer to a university.
2. The OIE data in section 3.1.2 (page 6) indicates that students taking classes in the Dance Program are more likely to be Low-Income students compared to students taking classes in All Other Programs. (78% versus 74%)
3. The OIE data in section 3.1.2 (page 7) indicates that for 2020/2021 year we had only 94 enrollments in Dance Department courses for majors compared to 658 enrollments in Dance courses for non-majors. This data is most significant as it indicates the Dance Program served more non-majors than majors for 2020/2021.
4. The OIE data in section 3.1.2 (page 7) also indicates that 58.5% of our majors identify at Latinx, 13% identify as Asian, and 20.2% identify as White.
5. The OIE data in section 3.1.2 (page 7) indicates that we did not have majors that identified as Black/African American, Filipino, Native Hawaiian/Pacific Islander, or of unknown ethnicity.
6. The OIE data in section 3.1.2 (page 7) indicates that 78% of Majors in the Dance Department have an academic goal of transfer compared to 84% for non-majors, suggesting that Students taking classes in the Dance Department are a little more likely to indicate their interest is a degree or to transfer to a university.
7. The OIE data in section 3.1.2 (page 7) suggest that approximately 72% of students taking classes in the Dance Department identify as being Female.
8. (Page 8) Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.
   1. The OIE data in section 3.1.3 and 3.1.5 (page 8) indicates the classes that have the highest demand in the Dance Program are:
      1. Danc 120 F - Dance History
         1. Has been taught every fall and spring semester in the last 5 years. In addition, it was offered one time during a summer session.
      2. Danc 115 F - Hip Hop Dance
         1. Has been taught every fall and spring semester in the last 5 years. In addition, it was offered three times during summer sessions.
      3. Danc 102 F - Conditioning for Dance
         1. Has been taught every fall and spring semester in the last 5 years.
      4. Danc 100 F - Dance Appreciation
         1. Has been taught every fall and spring semester in the last 5 years
      5. Danc 140 F - Introduction to Ballet
         1. Has been taught every fall and spring semester in the last 5 years. In addition, it was offered two times during summer sessions.
   2. The OIE data in section 3.1.3 and 3.1.5 (page 8) indicates that Danc 120 F, Danc 115 F, Danc 102 F, Danc 100 F, and Danc 140 F have been offered every fall and spring for the past 5 years with only 6 of the classes being offered during the summer.
   3. The OIE data in section 3.1.3 and 3.1.5 (page 8) shows that over the past 5 years only 8 classes have been offered during the summer months.
   4. The OIE data in section 3.1.3 and 3.1.5 (page 8) indicates that none of the classes in the Dance Program were taught online, except for the 2020/2021 year when the covid pandemic forced us to teach all of our classes in a remote setting.
   5. The OIE data in section in 3.1.3 and 3.1.5 (page 8) indicates that few classes were taught in the evening.
   6. The OIE data in section 3.1.3 and 3.1.5 (page 8) indicates that the course with the highest enrollment, Danc 120 F - Dance History, was never taught in the evening.
   7. The OIE data in section 3.1.3 and 3.1.5 (page 8) indicates that 2 classes with the highest enrollment were lecture classes that fulfilled G.E and IGETC requirements.
   8. The OIE data in section 3.1.3 and 3.1.5 (page 8) indicates that Dance 210 F - Multicultural Dance in the U.S. Today, was offered in 3 out of 5 fall semesters and only once during the spring semester. This course fulfills both IGETC requirements and the college’s multicultural requirement. This is a course that should be offered each semester.
   9. The Dance Program recognizes that In the future we need to make sure that we offer adequate lecture classes to accommodate not only our majors but the students who are taking the program courses to fulfill G.E requirements or IGETC requirements.
   10. The OIE data in section 3.1.3 and 3.1.5 (page 8) indicates the Dance Program does not offer many courses in the summer.
9. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals. (Section 3.1.5)
   1. The Dance Department detected a problem which affected majors' ability to finish the AA Dance Degree. Danc 200 F Dance Appreciation: A Classical Ballet Retrospective, class was put through curriculum and added to the degree without disclosing the information to the Dance Department faculty and Dean of the Physical Education Division. As a result, the Dean of Physical Education had to figure out course substitutions for a student seeking a degree or the student transferred to a 4-year institution without obtaining the AA Degree. Furthermore, the course was not offered during the last 5 years which hampered the progress of our majors seeking a Dance Degree. The course is currently being offered for the first time in the fall 2021 semester.
   2. The OIE data in section 5.1 (page 21) indicates many (almost all) of the courses in the Dance Department fulfill GE requirements which helps all students at Fullerton College reach their academic goals. It also shows, that in addition to fulfilling a GE requirement Danc 120 F - Dance History and Danc 210 F - Multicultural Dance in the U.S. Today fulfills the IGETC requirement. Furthermore, Danc 210 F Multicultural Dance in the U.S. Today fulfill the College’s Multicultural Graduation Requirement.
   3. The OIE data in section 5.1 (page 21) indicates that the Dance Department serves more GE students taking classes in the dance program than actual Majors.

**3.2 (page 10) Student Achievement and Equity (and student demographic profile)?**

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).
   1. The OIE data in section 3.2.1 (page 10) indicates that students taking classes in the Dance Department are more likely to complete their course in the Dance Program.
   2. The OIE data in section 3.2.1 (page 10) indicates that the Course Completion for students taking classes in the Dance Department has been on average 86% for the past 5 years.
   3. The OIE data in section 3.2.1 (page 10) indicates that the Course Success for students taking classes in the Department has been on average 78% for the past 5 years.
   4. The OIE data in section 3.2.1 (page 10) indicates that the Course Completion rate of students taking classes in the Dance Department is higher, at 84.7%, than the Course Completion rate for all other programs, at 81.1%.
   5. The OIE data in section 3.2.1 (page 10) indicates that the Course Success rate of students taking classes in the Dance Department is higher, at 73.8%, than the Course Success rate for all other programs at, 69.1%.
   6. The OIE data in section 3.2.1 (page 11) shows that 8 unique/individual students earned a Program Award from the Dance Department.
   7. The OIE data in section 3.2.1 (page 11) shows that 3 students earned a Dance Teaching Certificate from the Dance Department.
   8. The OIE data in section 3.2.1 (page 11) shows that 7 students earned an AA Degree from the Dance Department.
   9. The OIE data in section 3.2.1 (page 11) shows that in 2018/2019 students earned the most program awards in the past years.
   10. The OIE data in section 3.2.1 (page 11) shows that we had 8 unique students, however 10 program awards were given, which indicates that 2 students earned a program degree and a program certificate.
   11. The OIE data in section 3.2.1 (page 13) indicates that in the past 5 years 29 Dance Department students have transferred to a 4-Year College.
   12. The OIE data in section 3.2.1 (page 13) indicates that only 6 of the 29 transfer students to a 4-Year College earned an AA Degree from the Dance Department.
   13. The OIE data in section 3.2.1 (page 13) indicates that 23 out of 29 students declared dance as a major, however, only 6 transfers earned awards from the Dance Department. Another example where the data shows we are helping with the GE pathway for all students at Fullerton College.
   14. The OIE data in section 3.2.1 (page 13) indicates that in 2020 the Dance Department had 7 students start attending a 4-Year College which is the highest of the past five years.
   15. The OIE data in section 3.2.1 (page 13) indicates that after leaving our program most students transferred to a CSU, 16 transferred to a CSU, 11 transferred to other programs and 2 transferred to a UC.
   16. The OIE data in section 3.2.1 (page 13) indicates that the most popular 4-Year College Destination for students in the Dance Department is California State University - Fullerton. In the past 5 years the Dance Department has had 13 students attend CSUF.
2. (page 15) Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?
   1. The OIE data in section 3.2.2 (page 15) indicates that all ethnicities have a course completion rate above 80%. However, the data shows that White students have the lowest Course Completion rate at 81.9% with a -38 Gap. The data seems to indicate that we needed 38 successful enrollments of White students to be on par with other student groups taking classes in the Dance Department.

* In many cases students take classes to perform in the Fullerton College Faculty Dance Concert and they make arrangements with their work to have time off for Technical Rehearsals and the concert nights on Friday and Saturday night.
  1. The OIE data in section 3.2.2 (page 15) indicates that there are no Native Hawaiian/ Pacific Islanders taking classes in the Dance Program. We are not sure why the Dance Department is not attracting this demographic.

1. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.
   1. Prior to fall 2021, and for the past 5 years the Dance Department did not have Department meetings. The previous acting Department Chair, who has since retired, did not feel the need to have Department meetings, which would have allowed for regular discussions about equitable grading and other student and department related issues. Nevertheless, The Dance Department faculty, which are primarily adjunct instructors, continued to help students succeed. The good news is, at the beginning of the fall 2021 semester the Dance Department held a department meeting in which all adjunct faculty were present. Losing 2 full-time dance positions has left the Dance Department with only 1 full-time faculty. Consequently, many of the adjunct faculty help with Dance Department administrative obligations such as the Program Review. They are an invaluable asset to our Dance Department.
   2. The Covid pandemic in 2020/2021 forced the Dance Department to take a closer look at equitable grading and strategies for helping students succeed. We are currently working on strategies to help all students succeed.
   3. One of the strategies that we are incorporating is sending out email reminders for class assignments and exams.
   4. The Dance Department faculty realize that the covid pandemic has affected our student population in unimaginable ways. It became essential to establish a more flexible schedule for assignments and grading policy for assignments turned in late. Each assignment and exam have a due date that is clearly stated in the course outline. However, many of the Dance Department faculty have given students an extension if requested and in most cases the student’s grade is not reduced due to an assignment being turned in late. We have found that this practice has helped various students successfully complete the course.
2. (page 15-16) Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?
   1. In evaluating the OIE data in section 3.2.2 (page 16) the Dance Department noticed an equity gap for Black/African American Students and has discussed what strategies we can put in place to help close the gap in Student Achievement and have come up with the following suggestions.
      1. Conduct an analysis for understanding what obstacles are present for the Black/African American population for course success and completion. Based on the OIE data in section 3.2.2 (page 15&16) it indicates that the Course Completion rate is 81.9%, however, the Course Success rate is significantly lower at 60.4%.
      2. Curriculum development specifically focused on African American influences on dance potentially with collaboration from the ethnic studies department
      3. Participation in conferences specifically supporting blacks in dance
      4. Master classes featuring black choreographers and teachers
      5. Repertory based on historically recognized choreography
      6. (WORKING ON IT)

b. The OIE data in section 3.2.2 (page 15) indicates that all ethnicities have a course completion rate above 80%. However, the data shows that White students have the lowest Course Completion rate at 81.9% with a -38 Gap. The data seems to indicate that we needed 38 successful enrollments of White students to be on par with other student groups taking classes in the Dance Department.

i. Conduct an analysis for understanding what obstacles are present for the White population for course completion.

ii. Set attainable goals throughout the semester to be certain students do not get overwhelmed toward the end of the semester.

**3.3 (page 18) Student Achievement and Pathways**

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)
   1. The OIE data in section 3.3.1 (page 18) indicates that Danc 120 F - Dance History is the course in the Dance Department with the highest enrollment over the past 5 years.
   2. The Dance Department believes that based on the OIE data that Danc 120 F - Dance History is a course that may work as a gateway course. Furthermore, it is a class that should be taken during the first year of study in the Dance Department for students seeking an AA degree in Dance or a Dance Teaching Certificate.
   3. The OIE data in section 3.3.1 (page 19) indicates the courses with the lowest success rate in the Dance Department over the past 5 years have been
      1. Dance 122 F Middle Eastern Dance - 62.5%
      2. Dance 115 F Hip Hop Dance I - 71.6%
      3. Dance 116 F Social Dance - 71.9%
      4. Dance 113 F Tap Dance I- 72.2%
      5. Dance 202 F Dance Composition/Choreography - 72.4%
   4. The OIE data in section 3.3.1 (page 19) indicates the courses in the Dance Program with a high percentage of students repeating classes are
      1. Danc 203 F Dance Production - 38%
      2. Danc 214 F Dance Repertory - 29.1%
      3. Danc 205 F Dance Ensemble - 27.1%
      4. Danc 162 F Advanced Beginning Modern Dance 4.8%
      5. Danc 141 F Ballet I: Beginning Ballet 3.7%

The top 3 courses in the Dance Department with a percentage of students repeating the course are courses that are repeatable and are connected to performing in the bi-annual Fullerton College Faculty Dance Concert.

* 1. The OIE data in section 3.3.1 (page 19) indicates that the following dance courses had the highest number of student withdrawals
     1. Danc 115 F Hip Hop Dance I - 81
     2. Danc 102 F Conditioning for Dance - 71
     3. Danc 120 F Dance History - 53
     4. Danc 140 F Introduction to Ballet - 50
     5. Danc 116 F Social Dance - 48
  2. The OIE data in section 3.3.1 (page 19) indicates that the following dance courses had the highest % of withdrawals
     1. Danc 122 F Middle Eastern Dance - 37.5%
     2. Danc 113 F Tap Dance I - 25.2%
     3. Danc 112 F Jazz II - 25%
     4. Danc 116 F Social Dance - 22.9%
     5. Danc 150 F Commercial Dance - 21.2%
  3. The OIE data in section 3.3.1 (page 19) indicates that there are 2 courses in the Dance Program that have a Range of Success Rate that is greater than 25%.
     1. Danc 113 F Tap Dance I has a 34% Range of Success Rate
     2. Danc 160 F Introduction to Modern Dance has a 26% Range of Success Rate

1. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.
   1. Dance does not currently have an ADT program - N/A
2. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?
   1. In spring of 2021 the Dance Department mapped both the Dance AA degree and the Dance Teaching Certificate with the help of the Counseling Division.
   2. The OIE data indicates that based on the course offerings over the last two to three years a student could not complete the map that has been created for the AA degree in dance due to the fact that there was a course that is required for the degree, but it was never offered. However, based on the offerings of the past 2-3 years, the Dance Teaching Certificate was obtainable.
   3. For the past 5 years students have had trouble trying to complete their major due to a class that was put through curriculum and added to the degree without the knowledge of the other Dance Faculty. Furthermore, the Dean of the Division seemed to be unaware of this change as well. Consequently, the class was never offered since it passed through the curriculum. This situation has been corrected and the course is being offered for the first time in the fall 2021 semester.
      1. Danc 200 F Dance Appreciation: A Classical Ballet Retrospective

Dance Degree Program Mapping - 2 Year Mapping for the Dance Degree

Semester 1:

Danc 100 - Appreciation or 120 - History

Danc 102 - Conditioning

Danc 140 - Introduction to Ballet

Danc 160 - Introduction to Modern Dance

Semester 2:

Danc 141 F - Ballet I: Beginning Ballet

Danc 161 F - Beginning Modern Dance

Danc 200 F - Dance appreciation: A Classical Ballet Retrospective

Danc 202 F - Dance Composition and Choreography

Semester 3:

Danc 142 F - Ballet II: Advanced Beginning

Dance 162 F - Advanced Beginning Modern or 163 F - Intermediate Modern Dance

Danc 111 F - Jazz I

Danc 113 F - Tap Dance I

Danc 150 F - Commercial Dance

Danc 203 F - Dance Production or 204 F - Dance Rehearsal and Performance

Semester 4:

Danc 143 F - Ballet III: Intermediate Ballet

Danc 214 F - Dance Repertory or 205 F - Dance Ensemble

Danc 210 F - Multicultural Dance in the U.S. Today

Danc 112 F - Jazz II

Danc 122 F - Middle Eastern Dance

Danc 130 F - Afro-Caribbean

Danc 114 F - Tap Dance II

Dance Teaching Certificate Program Mapping - 1 Year Map

Semester 1:

Danc 100 F, 120 F or 210 F -

Danc 111 F - Jazz I

Danc 140 F - Introduction to Ballet

Danc 160 F - Introduction to Modern

Semester 2:

Danc 112 F - Jazz II

Danc 113 F - Tap

Danc 141 F - Ballet I: Beginning Ballet

Danc 161 F - Beginning Modern Dance

Danc 150 F - Commercial Dance

1. Does the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.
   1. There is not an ADT for Dance. The data reveals that in 5 years we had 10 awards given by the Dance Department. The data indicates that 7 AA Degrees and 3 Dance Teaching Certificates were earned by students.

**3.4 Faculty**

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

* 1. The OIE data in section 3.4.1 (page 20) indicates that in 2016/2017 that 52.2% of the classes were taught by adjunct dance faculty. A contributing factor may be that we had a Full-Time Faculty member of the Dance Department resign in July of 2016. The classes that were assigned to the Full-Time Faculty member had to be assigned to Part-Time Faculty. This data seems to suggest that many students taking courses in the Dance Department did not have interaction with a full-time faculty member.
  2. The OIE data in section 3.4.1 (page 20) indicates over the past 5 years adjunct faculty taught on average 44.38% of the courses in the Dance Department. The Dance Department believes that this is a direct result of not replacing the position of the full-time faculty member that resigned in July 2016.
  3. The OIE data in section 3.4.1 (page 20) indicates that the Dance Department has consistently had more adjunct faculty teaching classes than full-time instructors.

1. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.
   1. The Dance Department is requesting to hire a full-time faculty member.
   2. The Dance Department had a full-time faculty member retire in May 2021 after 40 years of service. The Dance Program is requesting that this position be replaced by hiring a full-time faculty. Furthermore, In July of 2016, a faculty member resigned after 8 years of service and the position was not replaced.
   3. Below you will find 2 charts, the data in the first chart is a reflection of the Dance Program before a full-time faculty member retired and does not reflect that a full-time Dance faculty retired at the end of the Spring 2021 semester.
   4. The data in the second chart for the fall semester 2021 is a compelling reason as to why a new hire for the Dance Program is essential. Presently 88.89% of classes in the Dance Department are taught by Part-Time Faculty members who are teaching 16 out of the 22 sections being offered fall 2021.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **FTEF**  **Load** | **FTEF**  **Overload** | **FTEF**  **Adjunct** | **Total FTEF** | **Adjunct %** | **# Adjuncts** |
| **Fall 2020** | **2** | **0.05** | **1.33** |  | **66.67** | **6** |
|  | **Total Sections** | | **Total Sections**  **Taught by Adjuncts** | | **% Sections**  **Taught by Adjuncts** | |
| **Fall 2020** | **18** | | **8** | | **44.4** | |
|  | **Average Census Class – Size** | | **Certificates Issued**  **2020 – 2021** | | **Degrees Awarded**  **2020 – 2021** | |
| **Fall 2020** | 18 | | 0 | | 0 | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **FTEF**  **Load** | **FTEF**  **Overload** | **FTEF**  **Adjunct** | **Total FTEF** | **Adjunct %** | **# Adjuncts** |
| **Fall 2021** | **1** | **3.0** | **3.21** | **4.21** | **88.89** | **8** |
|  | **Total Sections** | | **Total Sections**  **Taught by Adjuncts** | | **% Sections**  **Taught by Adjuncts** | |
| **Fall 2021** | **22** | | **16** | | **72.7** | |
|  | **Average Census Class – Size** | | **Certificates Issued**  **2020 – 2021** | | **Degrees Awarded**  **2020 – 2021** | |
| **Fall 2020** | 18 | | 0 | | 0 | |

The Physical Education Division is requesting to replace two full-time Dance Instructor positions that were lost due to resignation and retirement. Both faculty members were tenured. Robin Conrad resigned in July of 2016 after 8 years of service and Kathleen Whalen retired May 2021 after 40 years of service.

The loss of both full-time Dance Instructors has put a strain on the only remaining full-time faculty in the Dance Department. In addition, it has impacted the program, student success and retention rates. The full-time duties and responsibilities of full-time faculty members are imperative to our program because it enables us to better serve the students and community.

The Fullerton College Dance Department attracts local, national and international students, as well as catering to the needs of general education students. The Dance Department administers state of the art instruction and provides the students with many performance and outreach opportunities. Furthermore, a majority of the students in the dance program are associated with under-represented groups and it is of the utmost importance to have full-time faculty to mentor these students academically, socially, and for personal development, as well as, serving all students taking classes in the Dance Department.

Currently most of the classes in the Dance Department are taught by adjunct dance faculty. The total sections of classes for fall 2021 semester is 22 and 16 of the classes are being taught by adjunct faculty. In spring 2022, the Dance Department will offer 30 sections and 24 sections will be taught by adjunct faculty.

The request to hire additional full-time Dance Instructors will assist in meeting the College and District goal of closing the achievement gap for underrepresented populations. In addition, the Affordable Care Act limits the number of hours worked by adjunct faculty, and as previously noted the majority of the classes taught in fall 2021 and spring 2022 will be taught by adjunct faculty. The Dance Department adjunct are expected to teach; provide academic support; fundraise; choreograph for the Fullerton College Faculty Dance Concert as well as attend local and national dance conferences without compensation (most other community colleges compensate with stipends or additional LHE); assist with the Faculty Dance Concert during technical rehearsals; teach students about performance etiquette and how to work in a professional theatre setting; teach master classes for High School Dance Day; and help with taking students to local and national dance festivals, which in many cases require out-of-state travel. Per contract the adjunct workload should not exceed 67%. However, many of our faculty give much more time to the Fullerton College Dance Department program for the success of our dance program.

Hiring additional full-time Dance Instructors will provide the opportunity to develop relationships and strong bonds with each student. The needs of the students can easily be identified and an educational/artistic plan can be proposed with the student’s success in mind. With additional faculty, students can be guided through the following processes: 1) guide students through the matriculation process 2) finalize their educational plan 3) become fully engaged with the students to provide the comprehensive support necessary to complete their academic program. In an effort to maintain the quality of transfer preparation for students it is imperative to have full-time faculty as primary instructors, because they provide continuity and shepherding of the students as they prepare for transfer, as well as, build connections and relationships with other full-time faculty at 4-year institutions. Furthermore, full-time faculty are more involved with the initiatives of equity, diversity and inclusion helping to push the goals and mission of the college and the Dance Department. The replacement of these positions will mitigate this issue.

Replacing retired and resigned faculty will provide students continued access to faculty through office hours and provide for divisional representation on campus committees. Moreover, full-time faculty members are more apt to be involved in community activities and events. Another important aspect of replacing full-time faculty members is for these individuals to provide the necessary academic and social guidance for at-risk student populations. Full time faculty members will be determined to provide a more equitable, diverse and inclusive environment to truly accomplish the goals and mission of the college and the department. Student body success is the department’s success which in turn is the college’s achievement.

It is essential that we hire additional Dance Instructors to continue to build and rebuild the Dance Department so that we can continue offering the following opportunities to our students and go even beyond these current opportunities we provide for our students. A team of full-time faculty will work together on the following.

1. Bi-annual Dance Concerts (fall 2005-present)

Students are given the chance to work with and perform the choreography of faculty, guest artists and student choreographers. The average number of students involved with the concert each semester ranges between 60 - 120. All students learn about the audition and production process throughout the course of the semester. Students have the opportunity to perform in a professional setting preparing them for a career in dance or in transferring to a university. Students additionally have the opportunity to have their choreography showcased in the concert and are therefore exposed to the process of creation and implementation to the stage of a piece of choreography.

2. Annual High School Dance Day - (fall 2006-present)

Community outreach program for local high school students. High School students and Fullerton College students have the opportunity to take master classes with FC Faculty Dance Instructors. This provides high school students with the occasion to experience the Fullerton College facilities, learn about the program and see the possibilities of future degree goals. The Informal Dance Showing during lunch provides an exclusive look at approaches to the choreographic process and allows for an interactive exchange between the College and High Schoolers. Each high school brings between 2-3 pieces of choreography created by students or their faculty dance mentors. A matinee performance of the Fullerton College Faculty Dance Concert is attended by the high school students to solidify the ideas of choreography. The average participation is 100 local high school dance students. This fosters an ongoing relationship with local high schools.

3. Local and National Dance Festival

The American College Dance Association conference is a prestigious dance conference that allows exchanges between local and national community colleges and universities. With regional and national divisions, the College students are afforded the opportunity to meet and learn from other California dance students and perform in various adjudicated and non-adjudicated concerts. The college students are immersed in master classes with celebrated professors and skilled professionals over several days. This allows students to become completely engaged in dance and build relationships in their extended community, it strengthens bonds between the Fullerton College students and pushes them to explore all aspects of dance. Additionally, students have the opportunity to perform and learn from renowned teachers on a national level. This exchange broadens their experience and understanding of the possibilities within dance.

4. Master Classes

Students have the opportunity to learn from renowned teachers in a unique environment. Fullerton College master teachers have come from ballet companies, modern dance companies, Disney entertainment, commercial dance professionals, Broadway and musical theater professionals. Students are afforded experiences to gain a broader depth of knowledge from those that have mastered the dance profession. Students are challenged to extend past their comforts and explore all the facets available in dance.

5. Dance Ensemble - Touring Ensemble -

Students that enroll in the Ensemble or touring ensemble classes have the benefit of performing for local high school students on a more regular basis. The touring ensembles target local dance programs in the area to showcase the choreographic works being created by the students, teach master classes to those students and represent the Fullerton College Dance Department in an effort to bring interest to the program.

6. Informal Dance Showing (2 times a year)

In this student directed show, the Fullerton College production team learns all there is to compiling a dance show from start to finish. They coordinate with other choreographers in the department for program order, music choices, and length of the showing. The production class gives assistance to all students taking classes in the Dance Department that have interest in participating in the showing and lead all performers through the show.

And)

7. Administrative Duties

Full time faculty members can work as a team to perform administrative duties such as Program Review, Curriculum Revision and Development, Fundraising - for concert expenses and for conferences, Academic Advising, Participating in Department Meetings, Representing the Dance Department on Fullerton College committees, Degree and Certificate guidance, Guided Pathways

8. Student Support

Full time faculty will have a greater connection to GE students and majors. Faculty should provide support in ways such as mentoring student choreographers, holding office hours, providing availability for student needs, providing audition assistance for students wanting to continue their dance studies at a university.

**3.5 Covid-19**

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

1 - The OIE data in section 3.1.1 indicates that the Dance Department had a -14% Change in Enrollment between 2019/2020 and 2020/2021, compared to all other programs that had a -3.5% Change in Enrollment and in section 3.4.1 (page 20) the data shows that 17 classes in the Dance Department were cancelled due to low enrollment. We attribute some of the loss of enrollment to various issues such as students not having adequate space at home, adequate internet, or equipment to take a dance class via zoom.

2. All of the classes in the Dance Department were taught in a remote setting starting the spring semester of 2020. We were given 6 days to transition from face-2-face instruction to remote instruction. Previously the Dance Department did not offer online or hybrid courses, all dance technique and lecture classes were taught face-2-face. The Dance Department plans on continuing to offer our students the options to take online or face-2-face classes. We have found that in most cases students prefer to take dance technique classes in a face-2-face setting. However, we are finding that many students prefer to take lecture classes online. Each member of the Dance Department faculty completed the Online Certification process (1 full-time faculty & 8 part-time faculty).

2 - In spring 2020 the Dance Department faculty were forced to create in-house “dance studios” and acquire and pay for the equipment necessary to do so, which in many cases cost thousands of dollars. The faculty had to alter lesson plans and figure out how to teach their class in a small space, in most cases 6 feet by 6 feet space, because it was recognized that students lacked sufficient space in their homes.

3. The Dance Department believes that the severe drop in enrollment for the Dance Department and/or the reason many students had to drop their classes were due to various issues, such as:

- School closures forced many students to stop taking classes to care for younger siblings while their parents worked. Many students had to put their educational goals on hold to monitor the education of their younger siblings.

- Space and safety issues - many students did not have adequate space in their homes to create a dance space. If they did have the space, they did not have the type of floor necessary to safely practice the art of dance.

- Privacy issues - in some cases students did not want family members to know they were taking dance classes.

- Internet issues - some students did not have internet access or adequate internet access for a 1 ½ hour to 2 hours class being taught over zoom.

- Computer access - some students did not have computers or an Ipad or a tablet and were taking zoom classes using their cell phones.

- Most of the classes offered in the Dance Department had lower than normal seat count. As the OIE data showed 17 classes were canceled in 2020/2021. The classes that were actually offered were allowed to be taught with a lower-than-normal seat count.

- The Dance Department started to offer online lecture classes such as Danc 120 F Dance History, Danc 100 F Dance Appreciation, and Danc 210 F - Multicultural Dance in the U.S. Today. We have found that these lecture classes have translated well to being taught online and going forward we plan to continue offering these classes as an online option for our students.

- The Dance Department started to offer face-2-face classes again in the fall of 2021.

- Due to the pandemic various Dance Department events were cancelled in 2020 and 2021 such as the bi-annual Fullerton College Faculty Dance Concert, the bi-annual Informal Dance Concert, the annual attendance of the ACDA conference. However, in the Fall 2021 semester the Dance Department returned to the theatre and had the first live dance concert since fall of 2019. During this concert the Dance Department explored the availability of live streaming and made our first attempt to have the show live streamed. Moving forward the department will continue to consider and provide this option to extend our audience reach and opportunities.

**3.6 What has not been asked?**

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

- The Dance Department excels in giving all students various performing opportunities.

a. Bi-annual Dance Concerts (fall 2005-present) - Students are given the chance to work with and perform the choreography of faculty, guest artists and student choreographers. The average number of students involved with the concert each semester ranges between 60 - 120. The top 3 classes that have been repeated over the past 5 years are classes designed for repeatability and are tied to performing in the concerts. The students who perform in our dance concerts tend to repeat classes and even audit classes to continue to have quality performance opportunities. All students learn about the audition and production process throughout the course of the semester. Students can perform in a professional setting preparing them for a career in dance, in transferring to a university, or for pure enjoyment. Students additionally can have their choreography showcased in the concert and are therefore exposed to the process of creation and implementation to the staging of a piece of choreography. In addition, the Dance Department provides low-cost tickets to the community providing many with their first exposure to a theatre setting and a live performance. Our rationale for not raising ticket prices is that we would like to provide low-cost quality dance productions to our students, their family, and friends, and to our community. In 2005 the ticket prices were set at $10.00 for students, seniors, and children, and $15.00 for the general population.

b. Annual High School Dance Day - (fall 2006-present) - community outreach program for local high school students. High School students and Fullerton College students can take master classes with FC Faculty Dance Instructors. This provides high school students with the occasion to experience the Fullerton College facilities, learn about the program and see the possibilities of future degree goals. The Informal Dance Showing during lunch provides an exclusive look at approaches to the choreographic process and allows for an interactive exchange between the College and High Schoolers. Each high school brings between 2-3 pieces of choreography created by students, or their faculty dance mentors. A matinee performance of the Fullerton College Faculty Dance Concert is attended by the high school students to solidify the ideas of choreography. The average participation is 100 local high school dance students. This fosters an ongoing relationship with local high schools.

c. Local and National Dance Festival (spring 2006-present) - The American College Dance Association conference is a prestigious dance conference that allows exchanges between local and national community colleges and universities. With regional and national divisions, the College students are afforded the opportunity to meet and learn from other California dance students and perform in various adjudicated and non-adjudicated concerts. The college students are immersed in master classes with celebrated professors and skilled professionals over several days. This allows students to become completely engaged in dance and build relationships in their extended community, it strengthens bonds between the Fullerton College students and pushes them to explore all aspects of dance. Additionally, students can perform and learn from renowned teachers on a national level. This exchange broadens their experience and understanding of the possibilities within dance.

d. Master Classes - students can learn from renowned teachers in a unique environment. Fullerton College master teachers have come from ballet companies, modern dance companies, Disney entertainment, commercial dance professionals, Broadway, and musical theater professionals. Students are afforded experiences to gain a broader depth of knowledge from those that have mastered the dance profession. Students are challenged to extend past their comforts and explore all the facets available in dance.

e. Dance Ensemble - Touring Ensemble - students that enroll in the Ensemble or touring ensemble classes have the benefit of performing for local high school students on a more regular basis. The touring ensembles target local dance programs in the area to showcase the choreographic works being created by the students, teach master classes to those students, and represent the Fullerton College Dance Department in an effort to bring interest to the program.

f. Informal Dance Showing (2007-present) - this bi-annual show started out as a means for students to show what they had been working on in class or to share a piece of choreography that they completed over the semester or were in the workshop process. Over the years the Informal Dance Showing turned into a student directed show, the Dance Production students learn the components of producing a dance show from start to finish. The students vote on who will be the Director and Assistant Director for the show. The directors coordinate with other choreographers and professors in the department for program order, music choices, and length of the showing. The Informal Dance Showing allows for all students taking classes in the Dance Department to participate if they have an interest. This bi-annual show is performed in the dance studio 1230, as a result it is important to have a theatre curtain in the dance studio to add to the production value of the show. We have had a theatre curtain in the dance studio since before 2005. When theatre curtains were closed it turned the dance studio into a mini performance space. Fall of 2021 the theatre curtains were removed because it could not be proven they were fire retardant. Consequently, we are asking for the necessary funds for the curtains to be replaced as soon as possible.

**4.0 Outcomes**

**4.1 Program Student Learning Outcomes (PSLOs)**

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes ([ISLOs](https://slo.fullcoll.edu/wp-content/uploads/sites/48/2021/06/ISLO-Redesign-Final-1-1.pdf)) and new design principles for PSLOs. Please describe your department’s PSLO revisions to date, and your PSLO plans.

In May 2021 the Dance Program examined the PSLO’s for the Dance AA Degree and for the Dance Teaching Certificate. The PSLOs for the AA Degree and the Dance Teaching Certificate were both redesigned in May 2021. During the re-design process it was recognized, among other things, that we would like to add a pedagogy class to the Dance Teaching Certificate. We found it to be an enlightening process which will help us make future program decisions to better serve our students. Below you will will find the redesigned PSLO’s for both the AA Degree and the Dance Teaching Certificate

Re-designed PSLO’s for the AA Degree in Dance

1. Demonstrate intermediate level technique in ballet, modern and jazz and foundational knowledge of other cultural dance traditions.
2. Demonstrate choreography, performance and audition skills required for a career in dance.
3. Analyze and criticize dance from historical and stylistic perspectives.

Re-designed PSLO’s for the Dance Teaching Certificate

1. Demonstrate beginning level technique in ballet, modern and jazz and foundational knowledge of other cultural dance traditions.
2. Demonstrate beginning technical skills to be able to pursue a career in dance.
3. Choreograph dance sequences in various dance styles for a variety of settings.

**4.2 PSLO Assessment**

The new PSLO [design principles](https://programreview.fullcoll.edu/wp-content/uploads/sites/53/2021/06/PSLO-Redesign-Principles.pdf) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

a. The PSLOs for the AA Dance Degree and the Dance Teaching certificate have already been re-designed.

b. The PSLOs in the Dance Program will be assessed through a variety of ways including collaborative projects, exams, essays, research, and performance.

c. The PSLOs will be fully assessed with completion of degree required courses with a satisfactory grade, and the participation in the bi-annual Fullerton College Faculty Dance Concert and bi-annual student directed Informal Dance Showing.

**4.3 CSLO Assessment**

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division’s SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

1. The SLO Performance - ISLO/PSLO with Course data indicates that the Dance Department full-time faculty started to input SLO data into eLumen in spring of 2016 and more constantly from 2018 onward. However, it has been discovered that many classes taught by part-time adjunct faculty did not have SLO data. Going forward the Dance Department will encourage the part-time faculty to be a part of this important process, however, contractually we cannot force them to do so. Nevertheless, some of the part-time faculty have taken on the responsibility of inputting data into eLumen.
2. The Dance Department has not consistently assessed the CSLOs of every course taught, however, going forward we will work on making this possible.

**4.4 SLO Equity Analysis (Question)**

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?
   1. The data found in the SLO Performance Report by Demographic Category with Demographic Element indicates that African American students taking classes in the Dance Department where the highest percentage of students not meeting expectations at 36.88% (page 14), compared to other demographic groups at,
      1. Concerning American Indian/ Native Alaskan Students: 0%
      2. Concerning Asian Students: 8.96%
      3. Concerning Filipino Students: 8.04%
      4. Concerning Hispanic Students: 12.35%
      5. Concerning Pacific Islander Students: 0%
      6. Concerning Unknown Students: 21.74%
      7. Concerning Unspecified Students: 25.00%
      8. Concerning White Non-Hispanic Students: 10.69%
   2. The Dance Program will convene to strategize ways to close the attainment gap among African American, Unknown and Unspecified students.
   3. The data found in the SLO Performance Report by Demographic Category with Demographic Element (page 2) indicates that we did not have American Indian/Alaskan Native students taking classes in the Dance Program.
2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don’t exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

In comparing the SLO Equity Analysis in Section 3.2 of Appendix A with the SLO Equity Analysis the Dance Program has found the following:

1. Based on Appendix A, sections 3.2.2 (Page 15) the data indicates the highest course completion rates for Asian students at 85.7% and Filipino students at 85.2%. The Latinx students, two or more students, and White students had a course completion rate ranging between 76% and 77.9%.

2. The data indicates that Black/ African American students have the lowest course completion rate at 60.4%, which is reflected in the fact that in the SLO data above we find that African American students have the highest rate of students not meeting expectations at 36.88% followed by Unknown students at 25%.

3. The Dance Program has considered the lower success and completion rates of certain groups and we do not have a concrete answer as to why this is happening. The Dance Department will analyze and implement strategies for closing this attainment gap. We are examining if the following are contributing factors to these attainment gaps within the program. Perhaps these students do not take advantage of on campus tutoring, perhaps the students’ ability to study is diminished due to working hours, or perhaps the students and faculty are not connecting somehow. Based on course completion percentages, these students are completing the courses, just not receiving a grade considered successful. The reason may also be excessive absences, tardies, missed assignments, missed exams, or poor performance on high-stakes assignments.

**5.0 Other Areas of Program Effectiveness**

**5.1 Your Department and General Education**

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
   1. The OIE data in section 5.1 (page 21) indicates that 97% of enrollment in the Dance Program over the past 5 years are students taking GE classes in the Dance Program. (4,126). The Dance Department helps all students at Fullerton College obtain GE credits and the data indicates that there are 26 classes that fulfill GE requirements for students obtaining a degree.
   2. The OIE data in section 5.1 (page 21) indicates that 3% of enrollment in the Dance Department over the past 5 years are Non-GE enrollments.
   3. The OIE data in section 5.1 (page 21) indicates that out of the 4,126 enrollments only 14% of the enrollments were majors.
2. What role does your department play in helping students complete the GE pathway?
   1. The OIE data in section 5.1 (page 21) indicates that over the past 5 years 4,126 enrollments were students who took classes in the Dance Department to fulfill GE requirements. Our program helps all students at Fullerton College earn the PE credit for AA degrees.
3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?
   1. The OIE data in section 5.1 (page 21) indicates that most of the courses offered in the Dance Program are during the day. Out of the 26 courses listed only 10 courses or 12% of the classes have been offered in the evening.
   2. The OIE data in section 5.1 (page 21) indicates that there were no Online courses offered in the Dance Program prior to the covid pandemic which forced all classes to be taught in a remote setting.
4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

* 1. The OIE data in section 5.1 (page 21) indicates only 12% of classes in the Dance Department are taught in the evening. This is something we might reconsider moving forward.
  2. The OIE data in section 5.1 (page 21) indicates 0% of our classes in the Dance Department were taught online prior to the covid pandemic. This is something that has already changed, and the Dance Department now offers online classes as well as face-2-face classes.
  3. The OIE data in section 5.1 (page 21) indicates that during the past 5 years O% of the classes in the Dance Department were taught on the weekend.
  4. The OIE data in section 5.1 (page 21) indicates that General Education courses, lecture courses and IGETC courses in the Dance Program were all taught face-to-face before the covid pandemic. These classes were offered between 8am – 4pm, Monday through Thursday, and were not offered on Friday or the weekend. This is something that we would like to consider changing in the future especially since our program contributes heavily to students obtaining GE credits.
  5. The OIE data in section 5.1 (page 21) indicates that laboratory courses in the Dance Program were taught face-to face before the covid pandemic. These classes were available 7am-7pm, Monday through Thursday, and 7am-10pm on Fridays.

**5.2 Outside Influences on Your Department**

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
2. Covid-19 and related safety protocols have impacted our programs of study. Specific courses are more difficult or cannot be taught online and have had to be postponed until such a time where all safety measures can be implemented. Other courses have shifted completely online, but with a cost to the retention and completion rate. Specifically impacted were the dance technique classes the bi-annual Faculty Dance Concert and bi-annual student directed Informal Dance Showing.
3. Covid vaccinations and or weekly covid testing for students, faculty and staff had to be implemented.
4. Some students were unable to continue their studies in dance on zoom because their home life may be unsupportive of dance and the performing arts. This can lead to difficulty in course completion and participation in the department.
5. Transportation hardships for students can lead to difficulty with course completion as excessive absences, tardiness and missed classes may cause challenges for student success.
6. Financial burden on students may force some students to miss classes due to changes in work schedules or needing to provide unexpected financial assistance at home and or having to watch younger siblings or caring for family members who contracted the Covid virus.
7. Health issues with students both pre and post covid can lead to struggles with course completion.
8. Frequent issues with work scheduling may cause disruptions in student success and participation. Pre-covid many employers were willing to work with the school schedule of students. However, this changed when businesses were allowed to re-open. In many cases the businesses did not have adequate employees to take the students' school schedule into consideration. Consequently, the students were forced to choose between work and school.
9. Our on-campus policies to keep students safe has affected budgets because of the constants of covid testing.
10. During the Covid pandemic live concerts have been cancelled and with those cancellations there is no supplemental income to the department through ticket sales.
11. During the Covid pandemic closures the informal dance showings had to be cancelled and there has been no appropriate replacement to these workforce training settings.
12. During remote teaching limited face-to-face interaction decreased the quality of proper dance technique instruction and the ability to make alignment corrections via zoom was challenging and did not work for all students.
13. Make sure you are including all degree and certificate programs, including the College’s GE program.
14. The following Dance Department classes are included on the IGETC transfer curriculum under Area 3- Arts and Humanity

Danc 100 F (beg F21 ) - Dance Appreciation,

Danc 120 F - Dance History,

Danc 200 F - Dance Appreciation: A Classical Dance Retrospective

Danc 210 F - Multicultural Dance in the U.S. Today

1. The following Dance Department classes are included on the CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION requirements for transfer
   1. Area C- Arts and Humanity
      1. DANC 100 F (beg F 19) - Dance Appreciation,
      2. DANC 120 F - Dance History,
      3. DANC 200 F - Dance Appreciation: A Classical Retrospective,
      4. DANC 210 F - Multicultural Dance in the U.S. Today
   2. Area E - Lifelong Learning and Self-Development
      1. DANC 101 F (beg F 14) - Introduction to Dance World Cultures,
      2. DANC 102 F - Conditioning for Dance,
      3. DANC 103 F - Dance Technique I,
      4. DANC 104 F - Dance Technique II,
      5. DANC 111 F - Jazz I,
      6. DANC 113 F - Tap Dance I,
      7. DANC 114 F (beg F 14) - Tap Dance II,
      8. DANC 115 F - Hip Hop Dance I,
      9. DANC 116 F - Social Dance,
      10. DANC 119 F - Dance for Theatre,
      11. DANC 121 F - Classical Dance Fundamentals,
      12. DANC 122 F (beg F 08) - Middle Eastern Dance,
      13. DANC 130 F - Afro-Caribbean Dance ,
      14. DANC 132 F - Flamenco Dance I,
      15. DANC 140 F - Introduction to Ballet,
      16. DANC 141 F - Ballet I: Beginning Ballet,
      17. DANC 142 F - Ballet II: Advanced Beginning Ballet,
      18. DANC 143 F - Ballet III: Intermediate Ballet
      19. DANC 150 F (beg F 08) - Commercial Dance,
      20. DANC 151 F (beg F 08) - Latin Jazz,
      21. DANC 160 F - Introduction to Modern Dance,
      22. DANC 161 F - Beginning Modern Dance,
      23. DANC 162 F - Advanced Beginning Modern Dance,
      24. DANC 163 F - Intermediate Modern Dance,
      25. DANC 202 F - Dance Composition and Choreography,
      26. DANC 203 F (beg F 08) - Dance Production,
      27. DANC 214 F - Dance Repertory
2. The following Dance Department classes are included on the Associate Degree General Education Requirement Fullerton College
   1. Area C - Arts and Humanities
      1. DANC 100 F (beg F 19) - Dance Appreciation,
      2. DANC 120 F - Dance History,
      3. DANC 200 F - Dance Appreciation: A Classical Retrospective,
      4. DANC 210 F - Multicultural Dance in the U.S. Today
   2. Multicultural Education Requirement
      1. DANC 210 F - Multicultural Dance in the U.S. Today
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.

a. The Dance Department has not done a complete study on all Fullerton College degree programs that include Dance Department courses as prerequisites and corequisites courses for their degree. However, we are aware that other programs use our classes for their degrees. For example, for the Kinesiology degree students are required to take Danc 112 F - Jazz II and Danc 140 F - Introduction to Ballet and students obtaining the Musical Theatre Certificate are also require to take classes in the Dance Department. Moving forward the Dance Department will do a complete analysis on all other college programs using dance courses in their degrees.

1. If AB 705 applies to the program then how are you meeting its mandates?
   1. This does apply to the Dance Department - N/A

**5.3 Your Program’s Active and Applied Learning and High-Impact Practices**

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.
   1. The following active and applied learning opportunities the Dance Department provides all Fullerton College students are listed below:
      * Bi-annual Dance Concerts (fall 2005-present) - Students are given the chance to work with and perform the choreography of faculty, guest artists and student choreographers. The average number of students involved with the concert each semester ranges between 60 - 120. The top 3 classes that have been repeated over the past 5 years are classes designed for repeatability and are tied to performing in the concerts. The students who perform in our dance concerts tend to repeat classes and even audit classes to continue to have quality performance opportunities. All students learn about the audition and production process throughout the course of the semester. Students can perform in a professional setting preparing them for a career in dance, in transferring to a university, or for pure enjoyment. Students additionally can have their choreography showcased in the concert and are therefore exposed to the process of creation and implementation to the staging of a piece of choreography. In addition, the Dance Department provides low-cost tickets to the community providing many with their first exposure to a theatre setting and a live performance. Our rationale for not raising ticket prices is that we would like to provide low-cost quality dance productions to our students, their family, and friends, and to our community. In 2005 the ticket prices were set at $10.00 for students, seniors, and children, and $15.00 for the general population.
      * The Dance Department has an annual High School Dance Day - (fall 2006-present). It is a community outreach program for local high school students. High School students and Fullerton College students can take master classes with FC Faculty Dance Instructors. This provides high school students with the occasion to experience the Fullerton College facilities, learn about the program and see the possibilities of future degree goals. The Informal Dance Showing during lunch provides an exclusive look at approaches to the choreographic process and allows for an interactive exchange between the College and High Schoolers. Each high school brings between 2-3 pieces of choreography created by students, or their faculty dance mentors. A matinee performance of the Fullerton College Faculty Dance Concert is attended by the high school students to solidify the ideas of choreography. The average participation is 100 local high school dance students. This fosters an ongoing relationship with local high schools. The Dance Department students are given the opportunity to be involved in High School Dance Day and act as guides and helpers throughout the day.
      * The Dance Department gives all students an opportunity to audition to attend local and national dance festivals. Such as attendance to one of the American College Dance Associations regional conferences, there are 13 regions nationally. The Dance Department has given all students an opportunity to attend the conference starting spring 2006 until present. The only interruption in attending an ACDA conference was in spring of 2021 which was due to the covid pandemic. The American College Dance Association’s conference is a prestigious dance conference that allows exchanges between local and national community colleges and universities. With regional and national divisions, the College students are afforded the opportunity to meet and learn from other California dance students and perform in various adjudicated and non-adjudicated concerts. The college students are immersed in master classes with celebrated professors and skilled professionals over several days. This allows students to become completely engaged in dance and build relationships in their extended community, it strengthens bonds between the Fullerton College students and pushes them to explore all aspects of dance. Additionally, students can perform and learn from renowned teachers on a national level. This exchange broadens their experience and understanding of the possibilities within dance.
      * The Dance Department gives all students an opportunity to take Master Classes. All Fullerton College students can learn from renowned teachers in a unique environment. Fullerton College master teachers have come from ballet companies, modern dance companies, Disney entertainment, commercial dance professionals, Broadway, and musical theater professionals. Students are afforded experiences to gain a broader depth of knowledge from those that have mastered the dance profession. Students are challenged to extend past their comforts and explore all the facets available in dance.
      * The Dance Department has a Touring Ensemble. Students that enroll in the Ensemble or touring ensemble classes have the benefit of performing for local high school students and at dance festivals and events. The Dance Department’s Touring Ensemble targets local high school dance programs and goes to the high school and showcases choreographic works being created by the students and faculty of Fullerton College. In addition, the students in the Touring Ensemble teach master classes to the high school students and have a Q&A session with them about pursuing dance in higher education to obtain a degree or for personal enjoyment while working towards other educational goals. This allows local high school students to get a sense of the Fullerton College Dance Department to bring interest to the program.
      * The Dance Department has a bi-annual Informal Dance Showing (2007-present). The bi-annual show started out as a means for students to show what they had been working on in class or to share a piece of choreography that they completed over the semester or were in the workshop process. Over the years the Informal Dance Showing turned into a student directed show, the Dance Production students learn the components of producing a dance show from start to finish. The students vote on who will be the Director and Assistant Director for the show. The directors coordinate with other choreographers and professors in the department for program order, music choices, and length of the showing. The Informal Dance Showing allows for all students taking classes in the Dance Department to participate if they have an interest. This bi-annual show is performed in the dance studio 1230, as a result it is important to have a theatre curtain in the dance studio to add to the production value of the show. We have had a theatre curtain in the dance studio since before 2005. When theatre curtains were closed it turned the dance studio into a mini performance space. Fall of 2021 the theatre curtains were removed because it could not be proven they were fire retardant. Consequently, we are asking for the necessary funds for the curtains to be replaced as soon as possible.
      * The Dance Department also gives students an opportunity to audition to represent Fullerton College in Choreography Festivals and some students get Internships with Faculty Choreographers and or local dance companies.
2. Are there institutional barriers hindering your department’s ability to offer or enhance these learning experiences for students? Please explain.
   1. The Dance Department could enhance the learning experience of students by providing the following:
      * The Dance Department needs to create a new curriculum for Concert Production so that faculty choreographers can be compensated. At other institutions part-time dance faculty are compensated for their choreography and given rehearsal time and space outside of their class to work with students. Currently if a part-time faculty choreographs for the Fullerton College Faculty Dance Concert and is not teaching one of the concert related classes they are forced to choreograph and rehearse the piece during class time and find additional uncompensated time to meet with students.
      * The Dance Department does not have a rehearsal space that student choreographers can use while working choreography. This is something that we would like to explore in the future.
      * The Dance Department teaches all dance technique classes in dance studio 1230 and 1209 S. The studios are not cleaned daily which promotes unsafe and unsanitary conditions for our students and faculty. Dead roaches and bugs are constantly found in 1209 S. In addition, wads of hair and debris are constantly found in both studios. Please keep in mind that dance students are expected to spend a significant amount of time during class on the floor and in many cases laying on or rolling around the floor. Both studios should be thoroughly cleaned each night.

**6.0 Planning**

**6.1 Progress on Previous Strategic Action Plans**

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.
   1. The Dance Department accomplished all of the previous strategic action plans with the exception of getting a Marley floor covering. Following are the previous strategic action plans from the last program review:
      1. On-going funding for Dance Concerts including lighting, costumes, guest choreographers, ACDA funding for travel for participation. The allocated funds allowed the Dance Department to continue producing the Fullerton College Faculty Dance Concert and ACDA registration fees.
         1. Lighting Designer - 3,200
         2. Stage Manager - 2,000
         3. Assistant Stage Manager - not requested, but is needed
         4. Costumes - 5,000
         5. Marley floor - 4,000 - one time output
         6. lighting equipment and supplies-1,600
         7. Concert Publicity - not requested, but is needed
         8. ACDA registration - 4,000
      2. Music accompanist for dance classes traditionally using live music: ballet, modern dance, dance technique, Afro-Caribbean (?one semester)(15-20per hour)(4050.00) - Concert musician hired and class musician.
         1. The allocated funds allowed the Dance Department to hire a musician/composer to create the music for a piece of choreography that was showcased in the Faculty Dance Concert. The musician attended various rehearsals and composed the music for the piece, attended dress rehearsal and both nights of the concert to play the music live. This opportunity allows all students to learn how to rehearse and perform to live music.
      3. Instructional supplies for classroom use: Movies, Pamphlet, or brochures for recruitment. Amount allocated $1500.00
      4. Note: having received the ongoing funds for the last 5 years for the concert. The funding needs to be recurring to preserve the production value for the Faculty Dance Concert. As well as having ongoing funds to attend local and national conferences. We spent the funds that were allocated to us and more. The funds allocated were not allocated on an annual basis. We have bi-annual concerts.
2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?
   1. There were many concert related expenses the Dance Department had to pay for because it was not asked for in the previous program review, however, are essential to the overall success of the performance and or for marketing purposes. It must also be considered that the concert is a bi-annual concert, and the cost are ongoing.
      1. Concert publicity and concert programs
      2. Concert photographer. The photography from the previous concert is used in the Concert Programs that are given to the audience.
      3. ASM - assistant stage manager. The asked for funds for the Stage Manager (SM) however we did not request funds for an ASM who is a crucial element for concert production.
      4. The Dance Department needs a videographer for the Fullerton College Faculty Dance concert. This entails shooting the show and editing the show. The edited concert video can be used on the Dance Department website (when one is established), used on social media to mention a few.
      5. The Dance Department did not request funds for guest choreographers, this affects students' success by preventing them from learning from other dance professionals in the field of dance. The choreography that guest artist teaches our students is showcased in the Faculty Dance Concerts and in cases the pieces are submitted to ACDA for adjudication.

**6.2 New Strategic Action Plans**

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee’s endorsement does not guarantee additional funding. The President’s Advisory Council and Faulty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](https://www.fullcoll.edu/president/).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.
7. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_\_1\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | On-going funding for the bi-annual Fullerton College Faculty Dance Concerts including lighting design and lighting equipment, stage manager, assistant stage manager, costumes, guest choreographers, videographer and living streaming for concert, concert publicity and concert programs, ACDA funding for travel and registration for participation in local and national conferences. |
| List College goal/objective the plan meets. | **GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT.**  **Objective 1-4**  **GOAL 2: CULTIVATE A CULTURE OF EQUITY.**  **Objective 1-4**  **Goal 3. Strengthen connections with the community.**  **Objectives 1-3**  **Goal 4. COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT**  **Objectives 1-3**  **The on-going funding will aid the success of our concerts and students' experience, and will provide our program with the ability and opportunities to meet all 4 College Goals and their objectives.**  To encourage creative and original thinking. To instruct students how to analyze dance movement and to apply corrections and to share original ideas and to provide an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare the student for a dance career as a performer, choreographer, dance educator or a dance business person. This goal coincides with the college goal of promoting student success. |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome of this is a guarantee that enrolled students will stage their work and perform in a theater venue, have the opportunity to travel and participate in master classes and peer college performing groups. |
| What specific aspects of this SAP can you accomplish without additional financial resources? | Meetings and communication between the dean of Fine Arts and Physical Education.  ? |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel | Lighting Designer (LD)  $ 4,400 annually  Stage Manager (SM)  $ 1,500 annually  Assistant Stage Manager (ASM) $1,000 annually  Videographer/Live Stream Show $ 4,000 annually  Photographer $ 1,000 annually | On-going funding supplied to the Division yearly as part of the cost of operation for the Dance Program.  This is a bi-annual recurring cost. |
| Facilities | Hotel/Travel - $10,000 | This is an annual cost |
| Equipment | Costumes and Props $5,000 annually | Costume and prop cost are a bi-annual recurring cost. |
| Supplies | Lighting equipment and Stage Supplies  $1,500 annually | Lights and supplies are a bi-annual recurring cost |
| Computer hardware |  |  |
| Computer software |  |  |
| Training | 4 Master classes $1,200  Guest Choreographers $4,000 |  |
| Other | ACDA Registration $4,000  Concert Publicity and Concert Programs  $ 3,000 annually | ACDA registration is an annual cost |
| **TOTAL requested amount** | $40,600.00 annually |  |

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_2\_\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Replace the theatre curtain in 1230 that was removed fall of 2021 because it could not be proved that the curtain was fire retardant. |
| List College goal/objective the plan meets. | **GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT**  **Having the proper resources on campus will not only ensure delivery of high quality instructional and support programs, but it will also ensure the safety and well being of our students and faculty.** |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome for this SAP is a guarantee that enrolled students will be able to use dance studio 1230 as a concert space for the bi-annual end of the semester student directed show. Another measurable outcome is that the new curtain will have proof of being fire retardant. |
| What specific aspects of this SAP can you accomplish without additional financial resources? |  |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities |  |  |
| Equipment | DRAP0001 - Drape with Vertical Seams Material: Encore 64 in IFR 22 oz Various, Nap Down 13 feet - 0 inches high x 31 feet - 0 inches wide With 100% Added Fullness via box pleats Reverse and Repeat Full Liner: Avora Lining 56 in IFR Black, Sewn to webbing - laced sides and loose bottom Top: PP webbing & snap hooks below (hidden), 4 in. webbing with hardware on 12 inch centers. Bottom: Chain hem lined, 5 in. Stage Right: Turnback, half width in. Stage Left: Turnback, half width in.  2 X 2,895 = $5,790.00  Estimated sales tax = 448.73  Quote Total = $6,238.73 |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $6,238.73 (this does not include installation if it is needed. However, we were told that if had a curtain removed that a track is already installed and hanging the curtain may not require the company to install the curtains) |  |

Please note that the Dance Studio 1230 had theatre curtains hung which helped for student run performances in the Dance Studio. However, this semester (fall 2021) the curtains were removed because M&O could not find a flame retardant mark on the curtains. This request is to replace the theatre curtains that were removed from 1230.

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_3\_\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Sound System and Speakers for 1230 and 1209 S |
| List College goal/objective the plan meets. | Goal 1. Promote success for every student  Goal 4. Commit to accountability and continuous quality improvement  **Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs** |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome for this SAP is a guarantee that enrolled students will be able to have an adequate sound system to play music while taking class and for showing videos using the classroom work station. |
| What specific aspects of this SAP can you accomplish without additional financial resources? |  |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities |  |  |
| Equipment | Please see equipment needs below in the chart. Please note that dance studio 1230 will need 4 speakers and studio 1209 S will need 2 speakers |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $19,000.00 (pre-tax estimate) |  |

Please note:

1. Music is an integral part of a dance technique class and providing quality sound is essential to a well-functioning class.
2. Providing the most up to date ways of playing, streaming, and listening to music allows faculty to engage students through innovation and inclusivity
3. This achieves the college’s innovation, partnership, equity, and inclusivity core values

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | Model | Linky | Cost | Count | Sub-Total |
| Speaker | QSC E110 | [https://www.fullcompass.com/prod/545358-qsc-e110-10-2-way-passive-loudspeaker](https://nam10.safelinks.protection.outlook.com/?url=https%25253A%25252F%25252Fwww.fullcompass.com%25252Fprod%25252F545358-qsc-e110-10-2-way-passive-loudspeaker&data=04%25257C01%25257CMRosa%252540fullcoll.edu%25257C21feb56ad6514a4a711c08d99efee22b%25257Cf8b4752f8a294d0e97b5f7428505ab38%25257C1%25257C0%25257C637715639810115197%25257CUnknown%25257CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%25253D%25257C1000&sdata=l9OZR%25252FP80liOSgD7cxQqzR0FkoHdYnjh4pkRBHrgJXo%25253D&reserved=0) | $530.00 | 6 | $3,180 |
| Bracket | - |  | $75.00 | 6 | $450 |
| Mixer | ARTMX821 | [https://www.fullcompass.com/prod/254950-art-mx821s-1ru-8-channel-mic-line-mixer](https://nam10.safelinks.protection.outlook.com/?url=https%25253A%25252F%25252Fwww.fullcompass.com%25252Fprod%25252F254950-art-mx821s-1ru-8-channel-mic-line-mixer&data=04%25257C01%25257CMRosa%252540fullcoll.edu%25257C21feb56ad6514a4a711c08d99efee22b%25257Cf8b4752f8a294d0e97b5f7428505ab38%25257C1%25257C0%25257C637715639810125191%25257CUnknown%25257CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%25253D%25257C1000&sdata=9DPzYktT5QjUZUAikjUDBdiyyfWl34BRJ%25252F4NB3u0lhk%25253D&reserved=0) | $200.00 | 2 | $400 |
| Amp | QSC PLD4.5 | [https://www.fullcompass.com/prod/239302-qsc-pld4-5-xx-4-channel-power-amplifier-2000w-at-4-ohm-fast-dsp](https://nam10.safelinks.protection.outlook.com/?url=https%25253A%25252F%25252Fwww.fullcompass.com%25252Fprod%25252F239302-qsc-pld4-5-xx-4-channel-power-amplifier-2000w-at-4-ohm-fast-dsp&data=04%25257C01%25257CMRosa%252540fullcoll.edu%25257C21feb56ad6514a4a711c08d99efee22b%25257Cf8b4752f8a294d0e97b5f7428505ab38%25257C1%25257C0%25257C637715639810125191%25257CUnknown%25257CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%25253D%25257C1000&sdata=SYNOTKAkrhziRHZsIoP0sHZ6rPof9DSfEQZR46%25252FcMxw%25253D&reserved=0) | $2,200.00 | 2 | $4,400 |
| Bluetooth Receiver/Media Player | Denon DN-300Z | [https://www.fullcompass.com/prod/267384-denon-professional-dn-300z-cd-media-player-with-bluetooth-usb-sd-aux-and-am-fm-tuner](https://nam10.safelinks.protection.outlook.com/?url=https%25253A%25252F%25252Fwww.fullcompass.com%25252Fprod%25252F267384-denon-professional-dn-300z-cd-media-player-with-bluetooth-usb-sd-aux-and-am-fm-tuner&data=04%25257C01%25257CMRosa%252540fullcoll.edu%25257C21feb56ad6514a4a711c08d99efee22b%25257Cf8b4752f8a294d0e97b5f7428505ab38%25257C1%25257C0%25257C637715639810135187%25257CUnknown%25257CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%25253D%25257C1000&sdata=%25252BxkWhYhNVIHDdaYGlOj2wOMKK%25252Frubl3YTEkZmrs26xA%25253D&reserved=0) | $450 | 2 | $900 |
|  |  |  |  |  | $ - |
| Install |  |  | $5,000.00 | 2 | $10,000 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  | Pre-Tax Estimate | | $19330 |

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_4\_\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Cubby storage units for students to store their belongings while in class. |
| List College goal/objective the plan meets. | Goal 4. Commit to accountability and continuous quality improvement  **Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs**  **GOAL 2: CULTIVATE A CULTURE OF EQUITY Fullerton College will strengthen and support a diverse and inclusive campus culture.**  **Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed** |
| Explain how the request helps the College attain student equity. | Available to all students taking classes in 1209 S. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome for this SAP is a guarantee that enrolled students will be able to have a designated space for their personal belongings while taking class |
| What specific aspects of this SAP can you accomplish without additional financial resources? |  |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities |  |  |
| Equipment | 2 - Cubby Storage units for 1209S  2 X 391.35 = $783.00  Note: see link below |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $783.00 (pre-tax estimate) |  |

<https://www.homedepot.com/p/66-in-H-x-46-in-W-x-18-in-D-Biscuit-Steel-12-Cube-Organizer-IC00461866-04/204200873>

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_5\_\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Music accompanist for dance classes traditionally using live music: ballet, modern dance, Afro-Caribbean. Music accompanist for concert pieces for the Fullerton College Faculty Dance Concert. |
| List College goal/objective the plan meets. | Goal 1. Promote success for every student  **Objective 3: Improve student critical thinking skill**  **(Creating their own vision, music and rhythms instead of someone else's, will allow the students to create choreography on a whole new level.)**  **GOAL 2: CULTIVATE A CULTURE OF EQUITY**  **(Exposing students to authentic sounds, rhythms and musicians from various backrounds will bring more diversity to the classrooms)**  **Goal 4. Commit to accountability and continuous quality improvement**  **Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.** |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome for this SAP is quality classroom instruction and providing students with the opportunity to dance to live music in the classroom setting as well as in a concert setting. |
| What specific aspects of this SAP can you accomplish without additional financial resources? | Dance faculty can use pre-recorded music. |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel | Musician $ 30.00 per hour to play during a class. For Example, a Ballet or Modern class is 2 hours long twice a week. 96 hours X $30 = $1,920 X 2 semesters = 3,840  Musician fee to perform live in the dance concert $ 500.00 X 2 = 1,000  $ 500.00 composing fee for concert or ACDA pieces |  |
| Facilities |  |  |
| Equipment |  |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $5,340 |  |

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_\_6\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | The overhead lighting in 1209 S needs to be replaced. The lighting is very dim. |
| List College goal/objective the plan meets. | **GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT:**  **Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.** |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome for this SAP is quality classroom instruction and providing students with adequate lighting while taking classes. |
| What specific aspects of this SAP can you accomplish without additional financial resources? |  |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities | Overhead lighting needs to be replaced. The lights are very dim. |  |
| Equipment |  |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | \*\*\*\*We do not have an estimate or quote for this item but it is necessary. Maybe this is something that M&O can help us with. |  |

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_7\_\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Dance Studio 1209 S needs a new dance floor. The current floor is old and there are many unsafe areas on the floor. |
| List College goal/objective the plan meets. | Goal 1. Promote success for every student  **Objective 1: Create a clear pathway for every student.**  **Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness**  **(Proper floors will prevent injury, which can hinder a students success and their completion of courses and degree)**  **Goal 4. Commit to accountability and continuous quality improvement.**  **Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs**  **Objective 3: Provide professional and career development opportunities for students, faculty and staff** |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome for this SAP is quality classroom instruction and providing students with the opportunity to dance on an industry standard floor in an effort to reduce floor related dance injuries. |
| What specific aspects of this SAP can you accomplish without additional financial resources? |  |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities | 1209 S - Harlequin woodsprung floor system with cascade vinyl installed  About $27.00 per square foot.  2,100 sq feet X 27 = $56,700 (approximate cost, see note below) |  |
| Equipment | Floor Runner for 1209S - $219 (pre-tax estimate) |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $56,919 (pre-tax estimate, freight charges, and labor) |  |

Please note: proper dance flooring is imperative to student and faculty safety and health.

1. All students and faculty will benefit from new flooring that is innovative and provides support to the dancer’s needs.
2. This achieves the college’s innovation, equity, growth, community, excellence, inclusivity, and respect core values
3. It is also vital for safety

4. Rug runners

1. In addition to new flooring, a way of designating dance space is fundamental to the protection of that flooring. Providing rug runners will assist students with the understanding of where to use street shoes and will provide a specific place for student belongings.
2. All students and faculty will benefit from rug runners to keep flooring clean and safe for dance use.
3. This achieves the college’s innovation, equity, growth, community, excellence, inclusivity, and respect core values
4. It is also vital for safety

\*\*Please note: This does not include sales tax, freight, cut around fee for obstacles, parking for our installers, covid testing, floor location (other than 1st/ground floor), union or prevailing wage, etc. For Harlequin to provide a quote, we will need a drawing of the space to be covered that is to scale and the information on the attached questionnaire.

Barbara said we can contact her with any questions we have, her information is below

**Barbara Halcott**

Account Executive

Harlequin Floors

1531 Glen Avenue

Moorestown NJ 08057, USA

(856) 234-5505 / (800) 642-6440

(856) 231-4403 Fax

[www.harlequinfloors.com](https://nam10.safelinks.protection.outlook.com/?url=http%25253A%25252F%25252Fwww.harlequinfloors.com%25252F&data=04%25257C01%25257CMRosa%252540fullcoll.edu%25257Cfec214dfac8642b324e708d99fe5d5e7%25257Cf8b4752f8a294d0e97b5f7428505ab38%25257C1%25257C0%25257C637716631757600101%25257CUnknown%25257CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%25253D%25257C1000&sdata=KrolFi6QU%25252BdSEUsmhqNeUeSSHcz8y7XkRTU1XQoRwtg%25253D&reserved=0)

------------------------------------------------------------------------------------------**FLOOR RUNNER OPTIONS (AMAZON)**

The floor runners have a 3x20 opiton and 3x10 opition. (The area by the door is about 12 feet.)

**CustomRug Heavy Duty Interior/Exterior Water Proof Utility Ribbed Vinyl Back Runner, Mats,Area Rug, Non-Slip, 70 Custom Sizes for Doorway, Balcony, Hallway, Commercial Space 3' X 20' in Black**

[https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.amazon.com%2Fdp%2FB07WW67F8C%2Fref%3Dcm\_sw\_r\_em\_api\_glt\_fabc\_88304A2BST177XRJRDG9%3F\_encoding%3DUTF8%26psc%3D1&amp;data=04%7C01%7Crlaos%40fullcoll.edu%7C803dcc70919948b704fd08d99fe38e48%7Cf8b4752f8a294d0e97b5f7428505ab38%7C1%7C0%7C637716622112240978%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000&amp;sdata=eL0Q1FmDpG3u1dSgJW4uVsybPFFiXWJLtCvhhe57MDQ%3D&amp;reserved=](https://nam10.safelinks.protection.outlook.com/?url=https%25253A%25252F%25252Fwww.amazon.com%25252Fdp%25252FB07WW67F8C%25252Fref%25253Dcm_sw_r_em_api_glt_fabc_88304A2BST177XRJRDG9%25253F_encoding%25253DUTF8%252526psc%25253D1&data=04%25257C01%25257CMRosa%252540fullcoll.edu%25257Cfec214dfac8642b324e708d99fe5d5e7%25257Cf8b4752f8a294d0e97b5f7428505ab38%25257C1%25257C0%25257C637716631757610098%25257CUnknown%25257CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%25253D%25257C1000&sdata=fUotpos27H8jPMJIYjJS1gXWvqgCCF1QaGqgpJzcwM8%25253D&reserved=0)

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_8\_\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | A complete new workstation including a projector for 1209 S (computer, projector, screen, desk) |
| List College goal/objective the plan meets. | Goal 1. Promote success for every student  Goal 2. Cultivate a culture of equity.  Goal 4. Commit to accountability and continuous quality improvement. Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs. |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. A work station with a computer and TV will allow instructors to use a variety of instructional techniques to better serve all students. Dance is a visual art form and being able to see samples of dance is an instructional tool for the Dance Program. |
| What measurable outcome do you anticipate for this SAP? | To ensure high delivery of high quality instructional and support programs. |
| What specific aspects of this SAP can you accomplish without additional financial resources? |  |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities |  |  |
| Equipment | 15,000.00 - this includes computer, projector, screen and desk (This is a quote that we obtained from the FC - Academic Computing Technologies Department) |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | 15,000.00 |  |

Please note: A work station with a computer and TV will allow instructors to use a variety of instructional techniques to better serve all students. Dance is a visual art form and being able to see samples of dance is an instructional tool for the Dance Program. It can lead to fulfilling the achievement gap by addressing learning modalities.

1. This achieves the college’s equity, innovation, community, diversity core values

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_9\_\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | 2 - 6’ X 42’ Cheer Mats one for 1230 and one for 1209S |
| List College goal/objective the plan meets. | **GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT**  **Objective 1-5**  **GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT.**  **Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.**  **Mats are necessary to prevent injury and increase the longevity of a dancers career which applies to Goal 1 and Objectives 4 &5**  **Objective 3: Provide professional and career development opportunities for students, faculty and staff.**  **The mats will allow students to try things out of their comfort zones in a safe way, which will in return, allow them to think more critically and outside of their boxes when creating movement which applies to Goal 1 and Objective 2 and 3.**  The mats will help students who are learning floor work/breaking skills in Hip Hop classes. The mats will also help any student working on choreography that incorporates lifts or tricks. They can also be used for any class that incorporates floor work in the curriculum. |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome for this SAP is The mats will allow students to try things out of their comfort zones in a safe way, which will in return, allow them to think more critically and outside of their boxes when creating movement. |
| What specific aspects of this SAP can you accomplish without additional financial resources? |  |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities |  |  |
| Equipment | 2 - 6’ X 42’ Cheer Mats  2 X 1,013.32 = $2,027 (pre-tax estimate) |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $ 2,027 (pre-tax estimate) |  |

If not, here's a place: [https://www.rubberflooringinc.com/gym-mat/6-42-cheer-mats.html](https://nam10.safelinks.protection.outlook.com/?url=https%25253A%25252F%25252Fwww.rubberflooringinc.com%25252Fgym-mat%25252F6-42-cheer-mats.html&data=04%25257C01%25257CMRosa%252540fullcoll.edu%25257Ca838e2f7c8d8481c5f2c08d99a557f57%25257Cf8b4752f8a294d0e97b5f7428505ab38%25257C1%25257C0%25257C637710514255564661%25257CUnknown%25257CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%25253D%25257C1000&sdata=dI1vPzJc616mF4JRHBaKL8MdQCG7QjPlqqphwVP3NyA%25253D&reserved=0)

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_\_10\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Instructional Supplies - foam rollers, yoga mats, yoga blocks, resistance bands, looped bands, dumbbells, bosu balance trainer, pilates ball, core sliders |
| List College goal/objective the plan meets. | Goal 1  Objectives 1-5  Goal 4  Objective 2 |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. |
| What measurable outcome do you anticipate for this SAP? | Enhance dance training and conditioning |
| What specific aspects of this SAP can you accomplish without additional financial resources? |  |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities |  |  |
| Equipment |  |  |
| Supplies | Foam Roller - 40 x $14.98 = $599.20 (pre-tax estimate)  Yoga Mats - 4 (pack of 10) x $139.99 = $557.56 (pre-tax estimate)  Yoga Blocks - 20 (2-pack) x $22.99 = $459.80 (pre-tax estimate)  Looped Bands - 25 (3-pack) x $14.99 = $374.75 (pre-tax estimate)  Resistance Bands - 15 (5-pack) x $24.99 = $374.85 (pre-tax estimate)  2lb dumbbells - 30 (set of 2) x $14.99 = $449.70 (pre-tax estimate)  3lb dumbbells - 30 (set of 2) x $17.98 = $539.40 (pre-tax estimate)  5 lb dumbbells - 25 (set of 2) x $23.99 = $599.75 (pre-tax estimate)  Pilates Ball - 40 x $11.95 = $478.00 (pre-tax estimate)  Bosu Balance Trainer - 40 x $129.99 = $5199.60 (pre-tax estimate)  Core Sliders - 30 (pair of 2) x $6.99 = $209.70 (pre-tax estimate) |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $9842.31 |  |

Foam Roller: <https://www.gaiam.com/products/restore-grooved-foam-roller?nosto=cartpage-nosto-2>

Yoga Mats: <https://www.amazon.com/Summit-Yoga-Mat-Non-Slip-Exercise/dp/B0979Q5KKG?ref_=ast_sto_dp&th=1>

Yoga Blocks: <https://www.amazon.com/Forbidden-Road-Choose-Support-Standing/dp/B01NAP6Q8Z/ref=sr_1_35?keywords=yoga+blocks&qid=1636702025&s=sporting-goods&sr=1-35>

Looped Bands: [https://www.amazon.com/Booty-Resistance-Bands-Renoj-Exercise/dp/B09G2YPPSM/ref=sr\_1\_53?keywords=fabric%2Blooped%2Bbands&qid=1636703244&s=sporting-goods&sr=1-53&th=1](https://www.amazon.com/Booty-Resistance-Bands-Renoj-Exercise/dp/B09G2YPPSM/ref=sr_1_53?keywords=fabric+looped+bands&qid=1636703244&s=sporting-goods&sr=1-53&th=1)

Resistance Bands:

[https://www.amazon.com/Retrospec-Resistance-Workout-Handles-Anchor/dp/B0971MX9JZ/ref=sr\_1\_27?crid=2E502U0Q4ROZA&keywords=resistance%2Bband&qid=1636703681&s=sporting-goods&sprefix=resist%2Csporting%2C216&sr=1-27&th=1](https://www.amazon.com/Retrospec-Resistance-Workout-Handles-Anchor/dp/B0971MX9JZ/ref=sr_1_27?crid=2E502U0Q4ROZA&keywords=resistance+band&qid=1636703681&s=sporting-goods&sprefix=resist,sporting,216&sr=1-27&th=1)

2lb dumbbells:

<https://www.amazon.com/Portzon-Neoprene-Dumbbell-Anti-Slip-Anti-roll/dp/B089LQMNZP/ref=pb_allspark_dp_sims_pao_desktop_session_based_3/132-8249655-3413767?pd_rd_w=ycyrX&pf_rd_p=e896123b-6614-49c5-873e-d532e726c2f0&pf_rd_r=EATEFWGWZDFPPH2T738Z&pd_rd_r=ae3646b6-22cb-45d5-add7-f9a44258894b&pd_rd_wg=YYlWZ&pd_rd_i=B089LQMNZP&th=1>

3lb dumbbells:  
<https://www.amazon.com/Portzon-Neoprene-Dumbbell-Anti-Slip-Anti-roll/dp/B089LSZC6G/ref=pb_allspark_dp_sims_pao_desktop_session_based_3/132-8249655-3413767?pd_rd_w=ycyrX&pf_rd_p=e896123b-6614-49c5-873e-d532e726c2f0&pf_rd_r=EATEFWGWZDFPPH2T738Z&pd_rd_r=ae3646b6-22cb-45d5-add7-f9a44258894b&pd_rd_wg=YYlWZ&pd_rd_i=B089LQMNZP&th=1>

5lb dumbbells:

<https://www.amazon.com/Portzon-Neoprene-Dumbbell-Anti-Slip-Anti-roll/dp/B0894MFN4Z/ref=pb_allspark_dp_sims_pao_desktop_session_based_3/132-8249655-3413767?pd_rd_w=ycyrX&pf_rd_p=e896123b-6614-49c5-873e-d532e726c2f0&pf_rd_r=EATEFWGWZDFPPH2T738Z&pd_rd_r=ae3646b6-22cb-45d5-add7-f9a44258894b&pd_rd_wg=YYlWZ&pd_rd_i=B089LQMNZP&th=1>

Pilates Ball:

<https://www.amazon.com/dp/B0915NW8VQ/ref=sspa_dk_detail_6?pd_rd_i=B0915NW8VQ&pd_rd_w=oRzTS&pf_rd_p=9fd3ea7c-b77c-42ac-b43b-c872d3f37c38&pd_rd_wg=gzH1H&pf_rd_r=ZRC4YZVKA76ZC75WHZ9N&pd_rd_r=052365cd-fb0d-487b-a0a8-c360ce66d3dd&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEzMkZPNTJZSE5UODBCJmVuY3J5cHRlZElkPUExMDIwNjE3MjhGUDc1T1NSWDMxJmVuY3J5cHRlZEFkSWQ9QTAxNTU2NDlQQzRSUFdKNjFFTVMmd2lkZ2V0TmFtZT1zcF9kZXRhaWwmYWN0aW9uPWNsaWNrUmVkaXJlY3QmZG9Ob3RMb2dDbGljaz10cnVl&th=1>

Bosu Balance Trainer:

<https://www.amazon.com/Bosu-Balance-Trainer-65cm-Blue/dp/B00AQ4F19K?ref_=ast_sto_dp&th=1>

Core Sliders:

<https://www.amazon.com/dp/B08BFFBH8P?creativeASIN=B08BFFBH8P&cv_ct_pg=article-page&cv_ct_wn=osp-multicontent&linkCode=oas&cv_ct_id=amzn1.osa.deaa79e0-904e-4a28-8a68-d6f79719a8d7.ATVPDKIKX0DER.en_US&asc_contentid=amzn1.osa.deaa79e0-904e-4a28-8a68-d6f79719a8d7.ATVPDKIKX0DER.en_US&cv_ct_we=asin&qid=1636706134&cv_ct_cx=sliders+for+working+out&ascsubtag=amzn1.osa.deaa79e0-904e-4a28-8a68-d6f79719a8d7.ATVPDKIKX0DER.en_US&pf_rd_p=17778e06-59fc-4cb3-8ec7-c44637e0bb1c&pf_rd_r=JTR3H22KVKJH10M9FWGW&pd_rd_wg=97GSj&pd_rd_w=LafaA&tag=healthosp-20&asc_contenttype=article&pd_rd_r=2c9db20e-2694-41d5-9557-298c1bf3532c&th=1>

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1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_11\_\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Touring Dance Ensemble: Vicious Circle Dance Company |
| List College goal/objective the plan meets. | **Goals 1-4 and All objectives**  **The touring dance ensemble will allow our program to provide students with the opportunity to meet all 4 goals and their objectives.** |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College by audition. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome is overall program growth through outreach and community service. |
| What specific aspects of this SAP can you accomplish without additional financial resources? | Rehearsal Space for Dance Company Performances.  Transportation to local dance festivals provided by school vans. |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities |  |  |
| Equipment |  |  |
| Supplies | Costumes - $3000 (estimate)  Company attire with FC logo - warm-ups $2250 (estimate)  Company shirt with FC logos - $300 (estimate) |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other | Festival admission fees - $50 submission fee (per festival) x 4 = $200  Gas cost to local festivals - $500 (estimate) |  |
| **TOTAL requested amount** | $6250.00 (annually) |  |

*\*All estimates are based off of a 15 student ensemble performing 5 dances each. This number will fluctuate based on student enrollment.*

*\*Warm-up estimate from eastbay.com*

*\*Shirt and printing estimate from printful.com*

1. **Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_12\_\_, department (or program) name: Dance Department**

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Guest choreographers for bi-annual dance concerts, ACDA conference adjudication and for submission to dance festivals. |
| List College goal/objective the plan meets. | **GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT.**  **Objective 1-4**  **GOAL 2: CULTIVATE A CULTURE OF EQUITY.**  **Objective 1-4**  **Goal 3. Strengthen connections with the community.**  **Objectives 1-3**  **Goal 4. COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT**  **Objectives 1-3**  **The on-going funding will aid the success of our concerts and students' experience, and will provide our program with the ability and opportunities to meet all 4 College Goals and their objectives.** |
| Explain how the request helps the College attain student equity. | Available to all students taking classes at Fullerton College. |
| What measurable outcome do you anticipate for this SAP? | The measurable outcome is students will have the opportunity to learn various styles of choreography from dance professionals and perform the choreography in dance concerts or for ACDA adjudication. |
| What specific aspects of this SAP can you accomplish without additional financial resources? |  |

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel | Guest Choreographer  $2,500 X 2 = $5,000 |  |
| Facilities |  |  |
| Equipment |  |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $5,000 |  |

**6.3 Optional: Long-Term Plans**

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

- The Dance Department needs to replace at least one of the 2 full-time dance faculty that we lost due to resignation and retirement.

- The Dance Department has a goal of creating new and revising existing curriculum.

- The Dance Department would like to have a viable Dance Department website that is regularly updated to reflect the current events in the program.

- The Dance Department would like to establish an active presence in social media.

- The Dance Department needs a new dance studio and rehearsal studios.

- The Dance Department would like to rebuild the Dance Department enrollment after the negative effects the Covid 19 pandemic had on the program.

- The Dance Department would like to re- structure and re-work the curriculum for the AA Degree in Dance and the Dance Teaching Certificate.

- The Dance Department would like to analyze the program curriculum and revise the curriculum in such a way to ensure the majors in the program have the proper technique level to be accepted into a 4 year university program based on their skill level. The overall data provided by the OIE indicates that the Dance Program serves more GE students than Dance Majors. This creates a problem for the Dance Majors because at times the intermediate classes are cancelled due to low enrollment. As a result, it makes it harder at times for a Dance Major to acquire the necessary technique to transfer and it makes it impossible for Dance Majors to get a degree in 2 years.

- The Dance Program would like to add a pedagogy class to the Dance Teaching Certificate. We feel that a course dedicated to learning how to teach a dance class is necessary for the certificate.

- The Dance Program would like to establish a resident company who would be the touring ensemble. The resident company director/faculty would take the Danc 205 F - Dance Ensemble class. Danc 205 F is a touring ensemble class that performs at local high schools and dance festivals.

- The Dance Department proposes that the first resident touring ensemble company for the Dance Program be granted to Vicious Circle Dance Company. The Dance Program has been following the development of this company since its inception in 2012. Furthermore, the Dance Program has, various times, invited the Vicious Circle Dance Company to be the guest company in the FC Faculty Dance Concert. Below you will find information on the company and the company director who has been an adjunct instructor in the Dance Program for at least 10 years.

Vicious Circle Dance Company was created in 2012 by Artistic Director, Valerie Cabag. The inspiration for the company came from Cabag’s work as a college professor of dance. She wanted to create a space for young artists to continue their education and training in the field of dance while experiencing the professional world of performance. Over the last 9 years, Vicious Circle has participated in many dance festivals, including, The Pasadena Dance Festival, Orange County Dance Festival, Temecula Dance Festival, and the SoCal Dance Invitational. The company has been the guest artist featured in local high school and college dance concerts, including Fullerton College, Cabrillo High School, and Troy High School. The company currently has 12 members, all male/male identifying artists, who are actively working towards their degree in Dance or have already earned their Associates, Bachelors, and/or Masters. While the company is majority comprised of male dancers, the company has and will include female identifying and non-binary identifying dancers. Some notable alumni from Fullerton College who have been members of the company include Jonathan Kim, Jestoni Dagdag, Kenneth Teo, Victor Sanchez, Robert Lundegard, Omar Ceja, Jessica Steele, Sarah Hong, and Jessica Panganiban. Current student members include Michael Hernandez, Carlos Rivas, and Desmond Roberts. Many of the company members began their dance journey in college and have found great success upon completion of their degree and/or certificate.

Performing in festivals and concerts has had a powerful effect on the community and the company. Vicious Circle would like to continue reaching out to young artists who have a passion and love for dance. Along with performing, the company is looking for opportunities to communicate and share their experience with a feedback/Q&A session to follow the performance. As a member of the California Association of Dance/Drill Team Directors (CADTD), Cabag is working closely with local high school dance program directors to create a more viable means of outreach and bridging the transition from a high school program to a college level program.

- The Dance Program would like to expose students to International Dance and Choreography festivals

- The Dance Program would like to create new dance certificates to better serve students educational goals.  
 - Commercial Dance Certificate

- Dance Performance Certificate

- Dance Management Certificate

- Dance Movement and Therapy Certificate

- The Dance Program would like to recruit more dance majors for the program. Currently our dance concerts are a good recruitment tool. However, we believe that having a viable current and continually updated Dance Department website and a resident touring ensemble company will help with recruiting me dance majors.

- The Dance Program would like to continue streaming the Fullerton College Faculty Dance Concert as we did on November 6, 2021. The covid vaccine mandate made it impossible for some students to attend the concert in person. So this semester (fall 2021) we had 2 options to view the dance concert, live and streaming. This semester we had free access to the streaming of the show. However, in the future we would like to have students pay to see the live stream of the show. The Dance Program feels that streaming the show will provide additional access to a wider audience. In addition, the live stream can then be put on the Dance Department Website so that prospective students can see the type of work that the Dance Program produces.

- The Dance Program would like to convert the Dance Studio 1230 into a Black Box space for Student Directed shows.

The Dance Program would like to reinstitute the practice of fostering interdisciplinary collaboration with other Divisions on Campus. In the past, the Dance Program has on occasion had collaborations with the music and art department. A professor and students in the FC Music Department have composed music for the student and faculty choreographers for the Faculty Dance Concert. It would be nice to foster collaborative relationships with the costume design and cosmetology programs.

- The Dance Department would like to continue teaching online lecture classes post covid.

**7.0 Executive Summary**

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don’t include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

O**ver the last five years, the Dance Department’s highlights, themes and key elements of the self study are as follow:**

**1. Dance has been offered at Fullerton College since 1917 and the Dance Department continues to offer quality instruction to all students taking classes in the program. The program currently offers an AA Degree and a Dance Teaching Certificate.**

**2. The Dance Department lost 2 full-time faculty members due to resignation and retirement. The Dance Program is requesting to hire a full-time dance instructor.**

**3. The Dance Department continues to promote student equity and support for all students in classes and performance opportunities are open to all Fullerton College students.**

**4.**  **Many of the Strategic Action Plans from the previous Program Review promoted maintaining the dance concerts, outreach programs and enrolled students’ participation at off-campus festivals and performances. These goals have been accomplished by the continuance of the activities described and previously mentioned. However, to sustain continuous quality improvement for our programs, ongoing resources are necessary which are listed in the Strategic Action Plan in this current program review.**

**5. The OIE data revealed over the past 5 years the Dance Department primarily served students taking classes to fulfill GE requirements.**

**6. The OIE data revealed that a vast majority of students taking classes in the Dance Department have a goal to transfer, are low-income students, over 50% of students identify as Latinx, and the majority are female.**

**7. The Dance Department continues to provide performance opportunities for all Fullerton College Students. Many students repeat taking performance classes so they can continue to perform in the concert. The performance classes in the Dance Department are repeatable up to 3 times. We have found that many students have exceeded the times a class can be taken. Students will audit these classes to continue to have an opportunity to gain performance experience by being in the concert.**

**8. The OIE data revealed that the majority of classes taught in the Dance Department are taught by part-time faculty justifying the need for a new full-time faculty position for the program.**

**9. The Dance Department continues to offer quality instruction for all Fullerton College students however, the OIE data reveals over the past 5 years there has been a -22.6% change in enrollment. It also reveals that covid pandemic related issues impacted the Dance Department more than other programs at Fullerton College. The Dance Department had a -14% change from 2019/2020 to 2020/2021 whereas other programs at Fullerton College had a -3.5 change.**

**8.0 Publication Review**

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college’s graphic standards is available [here](http://news.fullcoll.edu/campus-communications/web-help/graphics/).

1. For each of your program’s publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at [lmcpheron@fullcoll.edu](mailto:lmcpheron@fullcoll.edu).
   1. The Dance Program produces a bi-annual Faculty Dance Concert. The concert publicity and the concert program is approved each semester by the Dean of Physical Education and Lisa McPheron before the materials are printed. Below is an example of the concert publicity from the fall 2021 dance concert. 
   2. This is a YouTube video that was made by adjunct dance professor Robert Laos when he was in graduate school at UCI. This video was created in November of 2017. The assignment was to create a video about the process of creating a piece of choreography. The link for this video is private, however, it can be seen using the following link. <https://youtu.be/JIeL-2A0eqI>

The following is a video of the piece in concert in the Campus Theatre at Fullerton College in spring 2018 <https://youtu.be/KsUZSBFR1e0>

1. If you find an inaccurate publication, please explain how you will make corrections.
2. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District’s social media guidelines](https://www.nocccd.edu/files_past/SocialMediaGuidelines_2.pdf)?
   1. We have a webpage at the following site that is maintained by the Physical Education Division. The website does not benefit or reflect the Dance Program in any way and should reflect the current Dance Department activities. The page can be found at at <https://pe.fullcoll.edu/dance/>
   2. We have an Instagram page that was started and managed by students a few years ago. It was created to promote the Fullerton College Dance Concert. It was used to advertise the concert fall of 2018 and 2019. The page can be found at <https://www.instagram.com/fullertoncollegedance/>
   3. When I, Melanie Kay Rosa, was hired in 2005 the Dance Program did not have a Dance Department Website. It was recognized that we needed to have a website for the Dance Program. At the time, the Dean of Physical Education gave the Dance Program $500.00 to pay a student who created a website for the Dance Program. The website was a good start however, the Dance Program was not allocated additional funds for the website to be maintained. As a result, within months the website became obsolete due to not being updated with current information. This URL for this website was assigned for our use by Fullerton College, however, after 15 plus years the Dance Program does not currently have access to the website or remember the URL.

<http://dance.fullcoll.edu/> is the URL for the webpage that was created for the Dance Department. This link no longer goes to the obsolete Dance Department Website, but rather is goes to the Division of PE site.

* 1. The Dance Program needs a website that reflects the program instructors, offerings, and activities, as well as being updated on a regular basis.

1. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?
   1. Twice a year we have a Fullerton College Faculty Dance Concert. We reach out to the community in the form of concert publicity. All our concert related publicity is always approved by Lisa McPheron, Director of Campus Communications. The feedback from the publicity is in the form of audience members coming to see the show. When the audience member arrives at the Campus Theatre, they are presented with a Concert Program which has information not only about the concert but about the Dance Department program as well. 

**Format notes**

**Cover Page: standardize for each self-study, with signatures**

**Executive Summary: on a separate page, all by itself, for ease of processing.**

**Main body of the report**

**Appendix A: Key Performance Indicator (KPI) data**

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college’s service area.

**Appendix B: SLO data**

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate’s SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

**Appendix C: Other data**

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.