



Dance Program Review



Modesto Junior College

Dance Program Review

2017

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Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

Students are welcomed into the new Dance AA Degree program with 2 dances studios, one on the East Campus and one on the West Campus. Program interest is high. The lack of student accessibility to locate the new Dance prefix has been challenging which is reflected in our low enrollment. We are working on ways to improve enrollment in our level 2, 3, and 4 courses which is challenging with the states repeatability clause. We graduated our first dance degree applicant in Spring of 2017. MJC Dance was invited through an ACDA and Jacob's Pillow selection committee to be 1 of 5 colleges throughout the United States to perform at Jacob's Pillow on the Inside/Out concert program. A fundraising goal of \$15,000 was met by student, faculty, MJC Foundation and the community to send 13 dancers and 2 faculty to historic National Landmark, Jacob's Pillow.

Program Overview

Instructions

Supplemental information, links to previous reviews, and dashboards can be accessed from the review, please ensure your pop-up blocker is turned off, or use Ctrl-Click to bypass it.

Please review each question below, following the prompts and links given in the help text. Additional help, and a list of frequently asked questions is available on the [Program Review Instructions](#) page.

Program Overview

Please list program awards that are under this department according to the college catalog. Next to each program award listed;

- Please denote if it should be included here, or should be listed elsewhere.
- Answer yes or no, if the program has external regulations
- Additional lines, if needed, may be added by typing the tab key while in the last cell
- Any additional notes can be added in the box below the table

[\[add help\]](#)

Program Awards	Include in Review (yes/no)	External Regulations (yes/no)
AA Degree in Dance	yes	no

Response and follow-up to previous program reviews

On the [Curricunet website](#), please locate your department and the previous program review. After reviewing, please complete the following questions;

Briefly describe the activities and accomplishments of the department since the last program review.

Dance was officially approved and launched as a new program in the fall of 2016. Previously dance was cross listed in both Theater and PE. This will officially be the programs first review.

The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

The MJC Dance Program is committed to providing an education in dance preparing students to work in professional or semi-professional dance careers preparing students to transfer to 4-year colleges and universities in pursuit of a degree in dance, general education classes for non-majors. The program offers leveled classes in various dance techniques. General education classes used to transfer include such classes as World Dance, Choreography, and Movement for the Performing Artist. The program provides students the opportunity to perform in dance concerts and many opportunities to perform in semi and professional concert venues.

Student Achievement and Completion

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCC Scorecard by 2022.

Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the [Success Rate Data Dashboard](#) and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

Due to the programs launch in fall 2016 there is not enough data to answer questions in regards to success rate.

What is your set goal for success? Do your department and individual course rates meet this goal?

Of course we wish to see 90-100% success rate for department and individual. However, we have only 1 year of data to review and look at..

If your rates for success are lower than your goals, what are your plans to improve them?

Not applicable at this time.

Locate your department equity rates on the [Success Rate Data Dashboard](#) (by pressing on the equity tab). Examine these rates, disaggregated by ethnicity and gender, over the last two years. If there are differences in success across groups, how do you plan on addressing issues of student equity? In other words, how do you plan on closing achievement gaps across student populations?

Success rates for ethnicity in our program average lowest for Hispanics at about 84% which I think is a good start.

Conferred Award Trends

Review the [Program Awards Dashboard](#), using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

Due do the lack of data as a new program we cannot answer this question.

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

Due do the lack of data as a new program we cannot answer this question.

Student Learning Outcomes

Instructions

This section of the Program Review measures student learning.

PLO / GELO / ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the [Learning Outcomes Dashboard](#) website. Using these charts, you can identify your current success rates in student achievement towards the outcomes. Considering your current outcome success rates, and previous semester, set a department aspirational goal, and examine what your outcome success rates are currently. Later you will be asked to outline a plan to achieve this threshold, but for now, simply supply the Goal % and Current % for each level.

Note: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each course will need to be mapped to each applicable PLO, GELO, and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> [PLO, ILO, and GELO Assessment grids](#). For additional assistance, review [the Course Learning Outcome Assessment](#) web pages, or contact Nita Gopal at gopaln@mjc.edu.

Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

Program Learning Outcomes (PLO)

What is your set goal for PLO success? Do your overall rates meet this goal?

Upon satisfactory completion of the program the student will demonstrate success in technique, history, composition and performance. It is too early in the program to determine overall success rates for PLO. Yes, PLO's for 1 year are trending at about 84%

Institutional Learning Outcomes (ILO)

What is your set goal for ILO success? Do your overall rates meet this goal?

It is too early in the program to determine if we meet this goal.

Continuous Quality Improvement

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

Not applicable

Equity and Success

Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

It is too early in the program due to lack of data.

Program Learning Outcomes

1) Division: MAHCO
 2) Department: MDANC
 3) Program: A.A. Degree- Dance

Program Learning Outcomes,

by Ethnicity for MAHCO division, MDANC department, A.A. Degree- Dance program
 To Collapse to SLO or Program, hover over item and click +/- that will appear

SLO	Outcome Description	Ethnicity	Percentage
A.A. Degree- Dance	1. Demonstrate and apply knowledge of the history of dance as it relates to western culture, including Ballet, Modern, Jazz, Musical Theatre, and ethnic forms of dance.	Asian	100.0%
		Black, AA	100.0%
		Filipino	100.0%
		Hispanic	80.4%
		Native American	100.0%
		White	90.5%
	2. Demonstrate technical ability to at least the intermediate level in modern,ballet,and jazz dance.	Black, AA	90.0%
		Filipino	100.0%
		Hispanic	91.8%
		White	95.3%
	3. Process a mastery of dance terminology as it relates to technical skill in modern, ballet,..	Black, AA	100.0%
		Hispanic	95.2%
		White	88.9%
	4. Create dance choreography using the principles of composition for in class demonstrations or live public performances.	Asian	100.0%
		Black, AA	100.0%
		Hispanic	84.9%
		Native American	100.0%
		White	97.1%

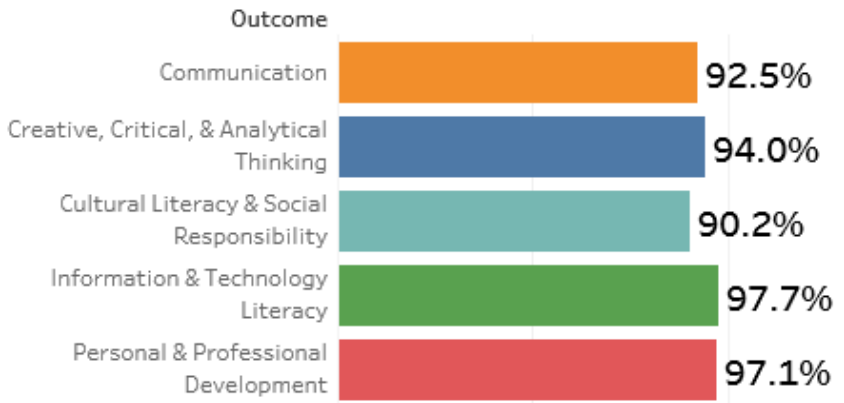
Institutional Learning Outcomes

Use drop down boxes to focus on divisions, or departments.
 Hover over chart elements for details.

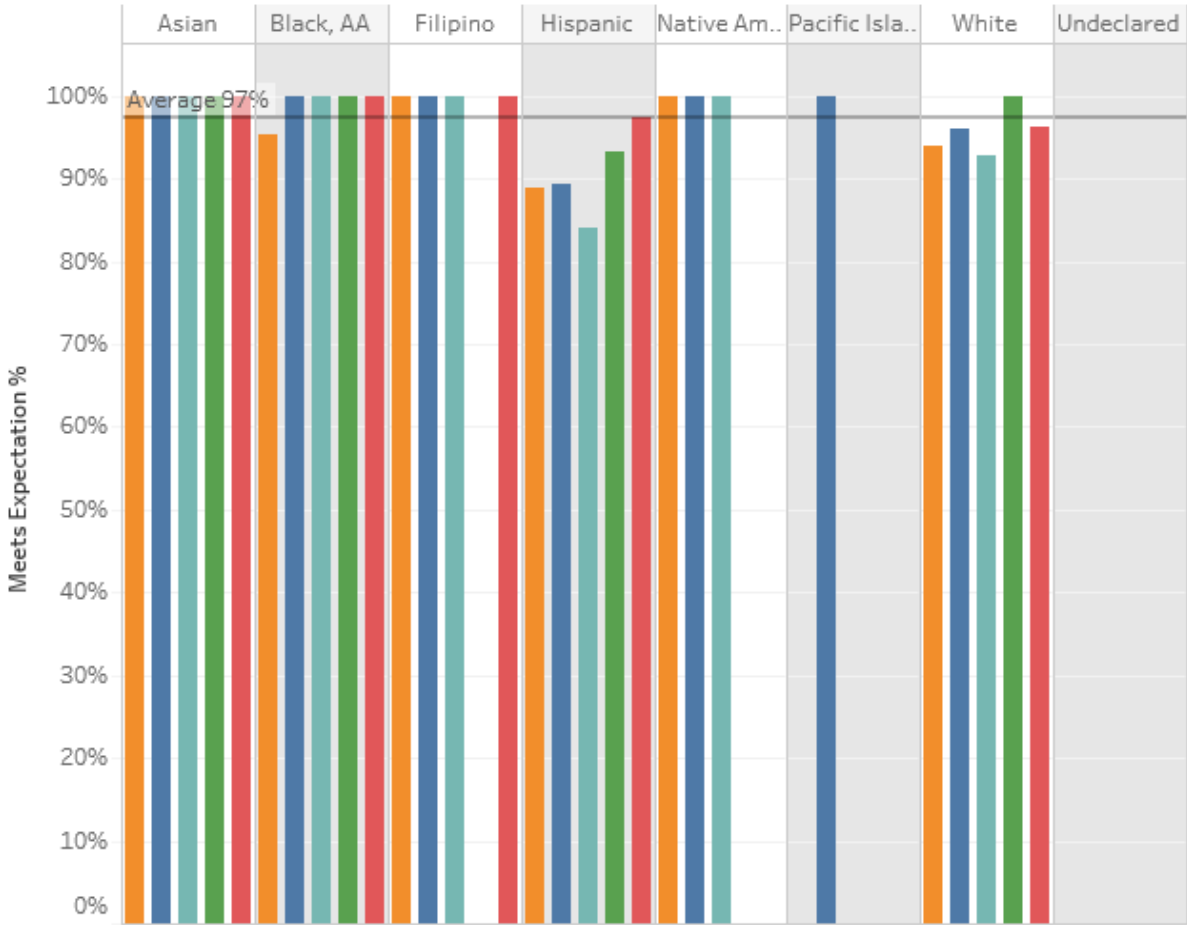
1) Division

2) Department

Overall Outcome Results for MAHCO, MDANC (Select outcome to filter to ethnicity)



ILO by Ethnicity, MAHCO, MDANC



Curriculum and Course Offerings Analysis

Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please [view this filtered spreadsheet](#), using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

Our department is compliant.

Provide your plans to either inactivate or teach each course not taught in the last two years.

Not applicable.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

Yes!

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

New courses that have just been inputted into curricunet are Dance 141 Hip Hop 1, Dance 142 Hip Hop 2, Dance 143 Hip Hop 3 and Dance 144 Hip Hop 4.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

Curriculum committee should have these courses listed on their September 26th, 2017 meeting.

Course Time, Location and Modality Analysis

Please follow this link and review the [Course Attributes](#) in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

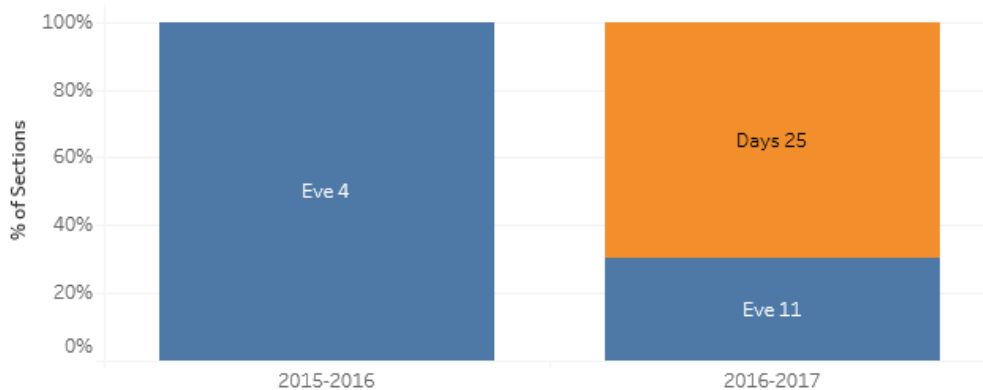
Location/Times/Modality Trend Analysis:

Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

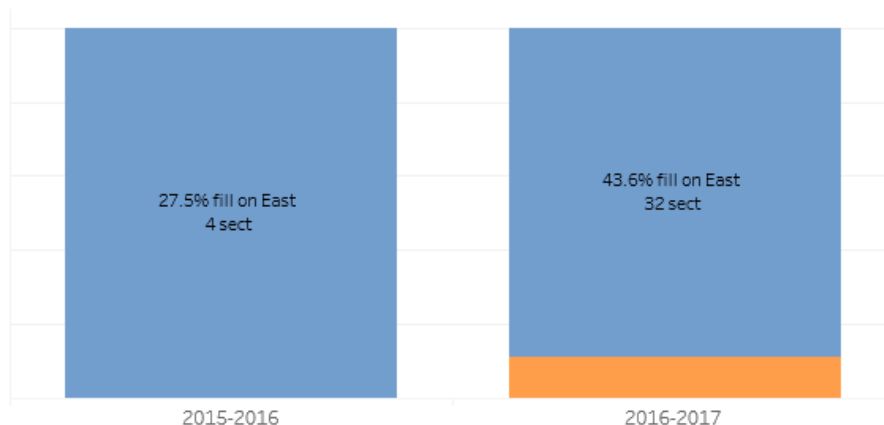
Dance is not listed in the course attributes due to the recent launch of the dance program. We are continuing to look at efficient and beneficial locations and modality time of day trends.

Course Distribution and Fill Rates									
Division	Department	Season	Academic Year	Component					
MAHCO	MDANCE	(Multiple values)	(Multiple values)	Core					
Section Distribution					Fill Rate Distribution				
Academic ..	Season	Days	Eve	Academic ..	Season	<80%	80-89%	90-99..	>100%
2015-2016	SUMMER		100%	2015-2016	SUMMER	#####			0.0%
2016-2017	FALL	57%	43%	2016-2017	FALL	78.6%	7.1%		14.3%
	SPRING	93%	7%		SPRING	64.3%	7.1%	21.4%	7.1%
	SUMMER	50%	50%		SUMMER	#####			

Sections Offered by Time of Day



Sections by Location (Dual listed multiple)



Program Analysis

Program Personnel

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

Faculty Name	Full-Time or Part-Time (adjunct)	Hire Date (optional)
Kimberly T Davis	Full- time	8/2015

Lori Bryhni	part-time	8/2015
Coleen Patterson	part-time	8/2005
Maggie Sniffen	part-time	8/2017

Faculty Assignments

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

Term	# Sections Offered / Term	# Taught by FT Faculty	# Taught by Other Faculty	Program Fill Rate %
2016 Summer	0		1	
2016 Fall	7	6	2	74%
2017 Spring	8	7	2	75%

Department Faculty and Sections Taught

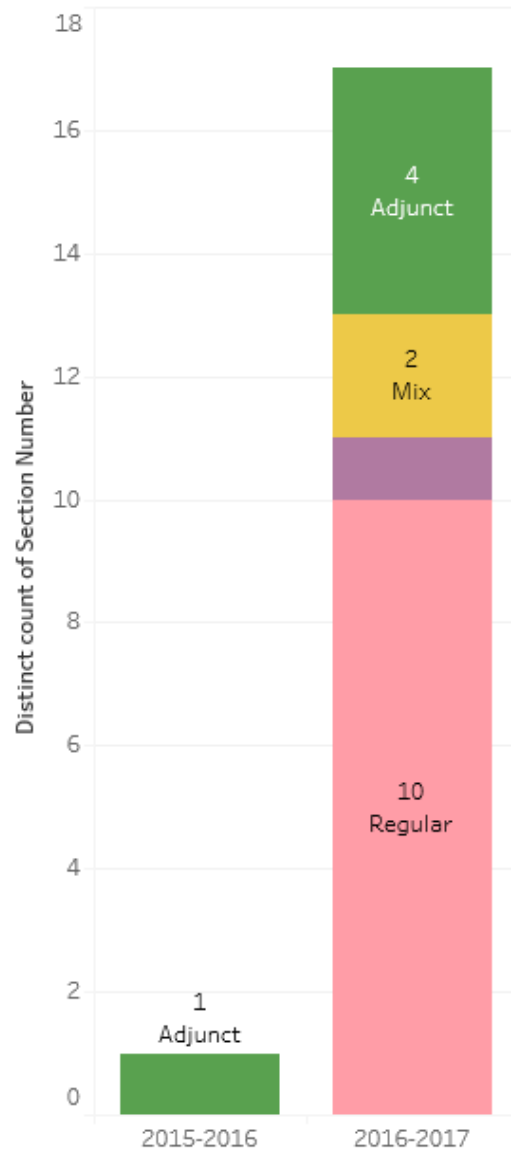
Faculty Assignments

Division	MAHCO	Full Time	Part Time	# Sec	Fill Rate
Department	MDANC	2016MSU	1	2016MFA	74%
Years	(Multiple v...	2016MFA	6	2017MSP	75%
Terms	(Multiple v...	2017MSP	7		

Faculty Teaching in Department

Instructor	Full Time	Part Time
Davis, Kimberly T	●	●
Bryhni, Lori A		●
Patterson, Coleen A		●

Sections by Position Type

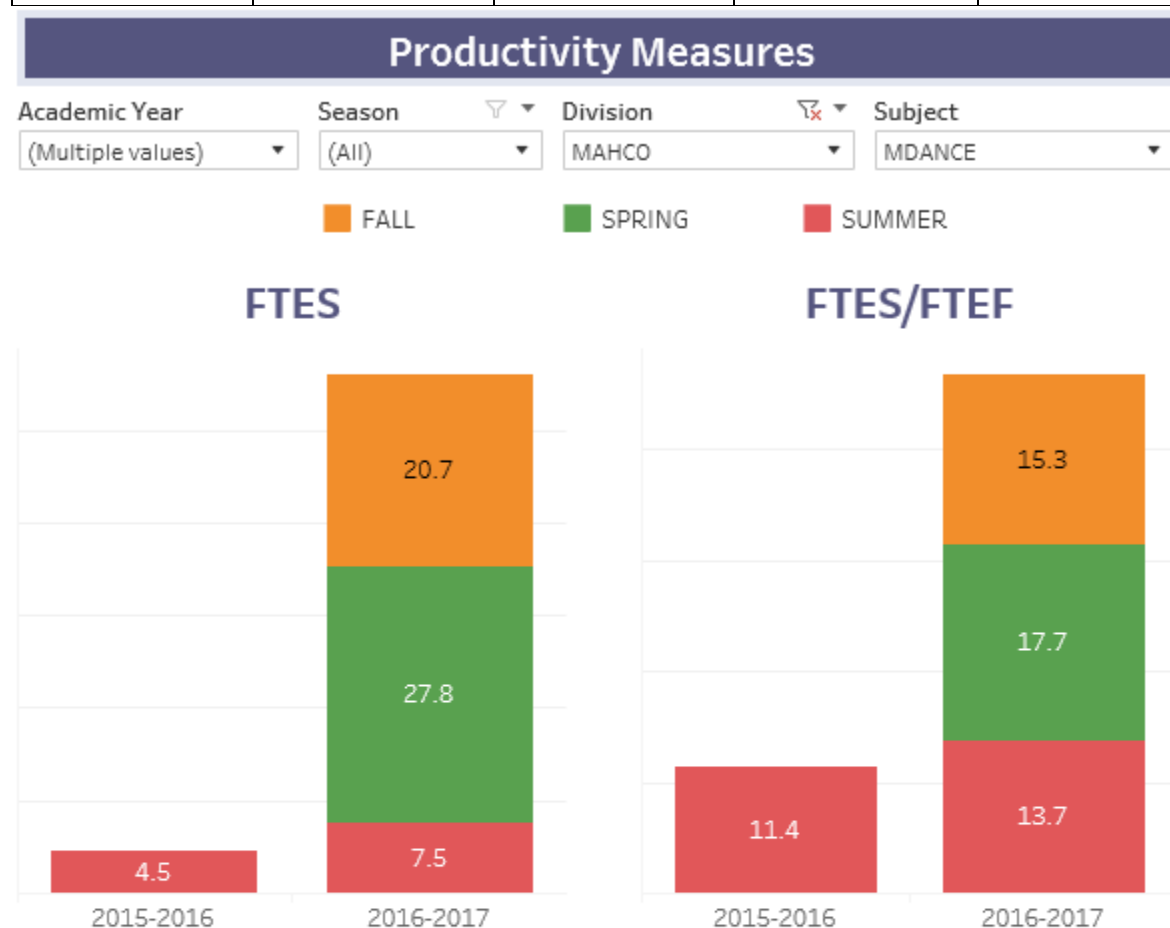


Departmental Productivity Measurements

If not pre-filled, please complete for **two years** the following table of indicators, as listed on top of the **Productivity Dashboard**. A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.

Term (e.g. 2016 Fall)	FTEF	FTES	FTES/FTEF	WSCH/FTEF
2016 Summer	0.40	4.55	11.37	341.00
2016 Fall	1.35	20.72	15.35	460.42
2017 Spring	1.57	27.75	17.71	531.43
2017 Summer	0.55	7.53	13.70	410.91



Department Productivity MAHCO division, MDANCE department

	Ftef	Ftes	FTES / FTEF	WSCH / FTEF
2016MSU	0.40	4.55	11.37	341.00
2016MFA	1.35	20.72	15.35	460.42
2017MSP	1.57	27.75	17.71	531.43
2017MSU	0.55	7.53	13.70	410.91

Long Term Planning and Resource Needs

Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the [Program Review Instructions](#) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

Within 3-5 years we hope to have a second full-time faculty member. Higher enrollments and plan to work with the state in offering a second level Dance 1 course to successfully prepare students to enter into Dance 2 courses.

Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective
1	Full-time Faculty Member		75,000-100,000	To meet the demands of an AA Degree Program.
2	Curriculum Development of 2nd level Dance 1 course	0	0	Increase enrollment and prepare students for student success Dance 2 courses and up.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

High school and community outreach.

Membership in the American College Dance Association

Master Classes with professionals within the field of Dance

3 formal dance concerts per year

Elementary school performances

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

California Dance Educator's workshops.

ACDA conferences.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

No.

What factors serve as barriers to recruiting active faculty to your program(s)?

Prioritization, Dance is low on the priority for new hires.

Review Process Feedback

Please share any recommendations for improvements in the Program Review process, analysis, and questions. Your comments will become part of the permanent review record.

When Dance is updated the data will give us answers to applicable questions.