

Show All Possible Responses

\* Response is required

## 1. PROGRAM OVERVIEW

### \* Program Title & Code

**Program Title**Dance  
(Max chars: 100)**Program Code**1008  
(Max chars: 100)

### \* Is this a CTE program?

 Yes  No

### \* 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

### \* 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.

Refer back to the Chaffey Goals marked above (e.g., Goal 4: Provide supporting statements of how the program aligns with this goal).

Goal 1: The Dance program provides equal access to a two-year student-centered program of academic study and training in dance, as well as preparation for careers in the commercial dance field or related fields. The dance program meets the needs of Chaffey's diverse population with wide-ranged curricula and providing a practical and theoretical dance foundation including professional technical training, choreographic inquiry and study, performance/production opportunities, and historical and cultural studies of dance.

Goal 2: Through dance study, both technical and theoretical, students broaden their personal aesthetic and cultural, ethnic, and gender perspectives; develop critical thinking and communication skills; strengthen community awareness and responsibility; and elevate personal growth, self-motivation and self-esteem. Students training in these supportive environments not only gain a solid, versatile technical foundation, but also gain the discipline and confidence to enter into university dance or programs, prepare for commercial/dance industry auditions, and to seek gainful careers in dance or dance-related jobs in the community. Dance courses fulfill elective requirements as interdisciplinary study for many programs, for example, nursing, kinesiology, education, and early childhood development, etc. for enrichment as lifelong learners.

Goal 3: Dance students also have opportunities for performance in main stage dance concerts, musicals, informal showcases, and campus/community/outreach projects for public audiences.

Goal 6: The Dance program draws from Learning Outcomes assessment data, as well as enrollment and success patterns, to adapt to changes in students' academic and career needs including changing instructional strategies, making changes to curriculum, and restructuring the Dance AA to meet the needs of students' timely completion of degrees and/or transfer.

## PRIOR VIP GOALS STATUS/PROGRESS

**\* 1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).**

### **Prior VIP Goal 1: Implementation of new choreography course necessary for AA degree in Dance**

Rationale: To enhance the AA degree in Dance providing students with a formal and practical study of choreography, and in alignment with university BA/BFA Dance programs, and inclusion in the Arts and Humanities General Ed requirement area C.

Ongoing, not completed

With the online transition for Dance, the development of this new course was postponed since many of the established dance courses were being cancelled or not offered, especially some of the technical and production classes. A choreography course requires face-to-face instruction and physical, collaborative group work. This course is essential for a dance-training program, and is still a major goal for the Dance Program AA when face to face instruction is stable and the program is able to be built back after two challenging years of setbacks.

### **Prior VIP Goal 2: Organize district high school networking outreach program for recruitment of graduates and/or current high school dance students**

Rationale: Continue annual Chaffey Dance Workshop events at Rancho campus for current partnerships with district high school dance programs meeting needs of the community in offering high school dance students college dance experience.

Ongoing

Annual Outreach events with partnering high schools have been put on hold for the last two years, not intended to be a permanent situation. These events are still an important part of college/high school dance community connections offering college dance workshops for high school students. These events will be scheduled again when we are able to be face-to-face in the studio and when visiting groups are allowed back on campus.

### **Prior VIP Goal 3: Adding lighting equipment to the Center for the Arts dance studio**

Rationale: Adding light equipment to the dance studio will provide multiple opportunities for Technical Theatre students to work alongside dance student choreographers applying skills as stage crew, lighting technicians, light board operators, and lighting designers to integrate theoretical learning with practical laboratory learning outcomes. Both dance and theatre students engage with public performances, and the dance studio functions as a working studio, laboratory, and classroom. The curriculum for production courses, Dance 450/452 Student Choreography in Performance I/II, supports the collaboration with the theatre department and theatre curriculum in the technical theatre certificate. Students are engaged in real-world solutions, equipment, technology, and job-skill training.

Not Completed

This goal has not been completed and will likely be a protracted time line of completion. Lighting equipment for the dance studio, though, still remains a tenable goal for both the Dance department and Theatre department. Since the Fall studio dance production courses (Dance 450 and 452) are not able to be offered at this time, lighting/equipment requests might have to be postponed for an indefinite period or these requests might have to be modified.

### **Prior VIP Goal 4: Add Introduction to Dance (Dance 12) course to General Ed requirements**

Rationale: Add the 3-unit Introduction to Dance course to the Arts and Humanities General Ed requirement Area C (Chaffey local pattern as well as IGETC and CSU) for wider-ranged, more liberal offerings for general education, increasing visibility of the dance department, and attracting a broader range of general education students into dance education.

Completed

## OTHER RESOURCES REQUESTS

**\* 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

Yes

**1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.**

*No answer specified*

## 2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

### EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

**2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by males		✓		
Number of enrollments by females		✓		
Success rate by males		✓		
Success rate by females		✓		
Retention rate by males			✓	
Retention rate by females	✓			

**2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by African American		✓		
Number of enrollments by Asian		✓		
Number of enrollments by Caucasian		✓		
Number of enrollments by Hispanic		✓		
Number of enrollments by other race/ethnicity		✓		
Success rate by African American		✓		
Success rate by Asian		✓		
Success rate by Caucasian		✓		
	1	2	3	4
Success rate by Hispanic		✓		
Success rate by other race/ethnicity		✓		
Retention rate by African American			✓	

Retention rate by Caucasian		✓		
Retention rate by Asian				✓
Retention rate by Hispanic	✓			
Retention rate by other race/ethnicity		✓		

**\* 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
<b>1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = Insufficient Data Available</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by age group, 19 or younger		✓		
Number of enrollments by age group, 20-24		✓		
Number of enrollments by age group, 25-29		✓		
Number of enrollments by age group, 30-39	✓			
Number of enrollments by age group, 40-49				✓
Number of enrollments by age group, 50 or older				✓
Success rate by age group, 19 or younger		✓		
Success rate by age group, 20-24		✓		
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Success rate by age group, 25-29		✓		
Success rate by age group, 30-39		✓		
Success rate by age group, 40-49				✓
Success rate by age group, 50 or older				✓
Retention rate by age group, 19 or younger	✓			
Retention rate by age group, 20-24		✓		
Retention rate by age group, 25-29	✓			
Retention rate by age group, 30-39	✓			
Retention rate by age group, 40-49				✓
Retention rate by age group, 50 or older				✓

**\* 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
<b>1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = Insufficient Data Available</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by students with disabilities		✓		
Number of enrollments by first generation				✓
Number of enrollments by economically disadvantage		✓		
Success rate by students with disabilities		✓		
Success rate by first generation				✓
Success rate by economically disadvantage		✓		
Retention rate by students with disabilities		✓		
Retention rate by first generation				✓

**\* 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?****Response Legend:**

1 = Increase 2 = Decrease 3 = No Change

	1	2	3
Number of sections with zero-cost textbooks			✓

**\* 2b. IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

Even with the overall Enrollment decline in all areas, the highest number of enrollments include the categories of female, Hispanic, age 19 or younger, age 20-24, and economically disadvantaged. However, enrollments across race/ethnicity, gender, age, and other student characteristics show a steady decline over the 5-year period, a trend that was occurring even before this cycle, and correlates with overall decline in enrollments college-wide. There was an increase in enrollment over the 5-year period for the age group 30-39 year olds.

The Success rates across race/ethnicity, gender, age, and other student characteristics show steady, consistent success rates for the first four-year period of this cycle (with the exception of a sharp drop for African-American in 2017-18, but this increased in subsequent years).

Retention rates across race/ethnicity, gender, age, and other student characteristics show either increases or stayed consistent. Retention rates increased for females, consistent for males; increased for Hispanic, consistent for African-American and Asian; increased for 19 or younger, 25-29, and 30-39, consistent for 20-24; increased for economically disadvantaged.

The overall consistent success rates and retention rates in all categories for the first four-year period before the 2020-21 pandemic shift are a reflection of the Dance program's strengths, with higher enrollment numbers with female, Hispanic, age 19 or younger, 20-24, and economically disadvantaged. There is a predominant female draw to dance study and the dance profession. And despite serious challenges and setbacks, the program has met with great success of the Student Learning Outcomes.

**\* 2c. IDENTIFY DISPARITIES IN EQUITY**

- First, summarize "equity" data from Institutional Research that describes areas of improvement.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Third, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

\*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

Enrollments across race/ethnicity, gender, age, and other student characteristics show a steady decline over the 5-year period, a trend that was occurring even before this cycle, and correlates with overall decline in enrollments college-wide. Over the first four-year period of this cycle, there was only a gradual decline, but then a significant decline during 2020-21 pandemic year. The categories of African-American and male show a marked decline over the five-year period, especially apparent in 2020-21. The 2020-21 enrollment rate decline contributed to the overall 5-year percentage decrease.

The Success rates across race/ethnicity, gender, age, and other student characteristics show steady, consistent success rates for the first four-year period of this cycle (with the exception of a sharp drop for African-American in 2017-18, but this increased in subsequent years). The 2020-21 year shows a decline in success rates across all categories, but not as steep of a percentage drop as Enrollments in 2020-21. The 2020-21 success rate decline contributed to the overall 5-year percentage decrease.

Retention rates in all categories increased or stayed the same.

Prior to 2020-21, there was a gradual decline in Enrollment in Dance, then Enrollments fell sharply and the once-consistent Success rates declined during 2020-21. Dance was significantly and adversely impacted by the lockdown and conversion to online for the pandemic year affecting all equity groups. Notable disparities included African-American, which could reflect disparities in resources, especially during 2020-21 shift to online learning. Another disparity was for males. For Dance, there is a very large female to male ratio, increased by a persistence of the male stereotype in dance which carries a social stigma for many males, but there was more of a decline for males in 2020-21. The severe decline in Enrollment and Success in all equity categories during 2020-21 contributed to the overall percentage decreases in Dance. Low enrollments and class cancellations were the repercussions from online transition for Dance.

## LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

### 2d.1 Identify important LEARNING and COMPLETION developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment		✓			
Overall Retention	✓				
Overall Course Success		✓			
FTES		✓			
All ADT degrees awarded				✓	
All AA degrees awarded			✓		
All AS degrees awarded				✓	
All degrees awarded				✓	
	1	2	3	4	5
All Certificate Completion				✓	
Average units earned, ADT degree				✓	
Average units earned, AA degree		✓			
Average units earned, AS degree				✓	
Average units earned, all degrees				✓	
Average units earned by certificate(s)				✓	

## CTE PROGRAMS: Labor Market Information (LMI): Regional Job Outlook (If Applicable)

### OCCUPATIONAL GROWTH

### 2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Marker Demand data is available at: COE - Supply and Demand | Centers of Excellence (coecc.net)

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	2
CTE: Projected Occupational Growth		

### 2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

a. First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention,

success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

Despite overall enrollment declines, retention rates have slightly increased over the 5-year cycle, remaining consistent from 2015-16 through 2019-20, and then a slight increase in 2020-21 indicating the investment and engagement in dance study by our dance students.

Success rates showed consistency, remaining the same from 2015-16 through 2018-19, but then a gradual decline in 2019-20, followed by a sharp decline in 2020-21, pointing to the obvious major setbacks of the past two years. Even with the down turn shown in the more recent data, the consistency of success rates from earlier academic-year periods reflects the strengths of the Dance program.

There was no change in the number of degrees issued over this cycle and was expected. Over past years, our dance majors have tended to transfer without an AA degree, or have delayed completing their AA in order to gain more technical, choreographic, and performance experience, and/or work in dance-related jobs in the community. Also, many of our dance students who are seriously involved in the dance program are declared majors in other areas, using dance education to complement their major study as well as for personal interest and growth. In the past few years, however, dance program majors are choosing to obtain the AA degree without transfer. Even with the obstacles of the past two years, which critically impacted our major students, they are invested in our program's strong technique and production courses.

The number of units earned for Dance degree earners has fluctuated, vacillating between increases and decreases, and with no data shown for 2019-20.

Most of the dance program courses involve Zero cost textbook, which has greatly benefitted the students taking these courses. The data shows fluctuations in the number of sections offering ZTC over the period from spring 2018 through fall 2021. Years indicating fewer ZTC sections might reflect classes with zero cost textbooks, usually our technique classes, which were possibly cancelled or not reported correctly. A couple of dance courses still use more expensive textbooks; this issue will be addressed in the dance program's new VIP goals and action plan.

## **\* 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT**

a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

\*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

Total enrollments for Dance show a gradual decline beginning in 2017-18, falling in 2018-19, and then sharply dropping in 2020-21. This aligns with the data showing the pattern of the steady decline in FTES. As stated in the previous section, success rates showed consistency, remaining the same from 2015-16 through 2018-19, but then a gradual decline in 2019-20, followed by a sharp decline in 2020-21, pointing to the obvious major setbacks of the past two years. With regard to degree earnings/completion, the obstacles of the last two years really impeded our students' progress to finish Dance AAs. Class cancellations particularly and the current Dance AA requirement arrangement have been consequential and continue to be a hindrance for AA completion.

The specific areas in need of improvement are enrollment/success rates and overall FTES, more degree earners, and reducing cost of textbooks in the few dance courses that require books. This necessitates a critical strategic plan to build back the program after years of challenges.

### 3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

**\* 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

### Three Year Cycle

**3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.**

There is NO SCORING for element 3b.1

NONE

**\* 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

- Yes
- No

### Assessment Results and Reflection

**3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?**

There is NO SCORING for element 3c.1.

- Yes
- No

**\* 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

- Yes
- No

**\* 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.**

- Review & share results as a department
- Revise CLOs
- Change instructional strategies



- Attend professional development
- Change methods of assessment
- Modify criteria for measuring success
- Other:

### \* 3c.4 PROGRAM STRENGTHS

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

- In Fall 2020, SLO #1 for Dance 7A, 7B, and 8A successfully met the criteria for success with 100% of students performing ballet technique with confidence, maintaining energy and focus, improving postural alignment and placement, strength, and coordination while learning ballet online based on rubric scores.
- In Fall 2020, SLO #1 for Dance 12 successfully met the criteria for success with 100% of students observing, relating, and participating in ballet, modern dance, and jazz dance and critically differentiating the aesthetic applications of dance with regard to each of these genres.
- In Fall 2019, SLO #1 for Dance 25 successfully exceeded the criteria for success (based on rubric scores) with 90%-100% of students (even two injured students modifying techniques) learning Beginning Pilates mat work repertoire and becoming proficient in many more Pilates exercises in the semester in addition to the three chosen for the assessment.
- In Spring 2019, SLO #3 for Dance 20B, 40A, and 50B successfully exceeded the criteria for success with 100% of modern dance students learning basic techniques, memorizing modern dance choreographic phrases, and manipulating the movement to create their own modern dance phrase. Rubric scores based on these criteria showed reasonable ability to perceive and make judgments about peer and their own modern dance choreography.
- In Spring 2018, SLO #3 for Dance 42 and 44 successfully exceeded the criteria for success with 100% of choreography students analyzing and appraising technical and artistic growth as choreographers and identifying strengths and needs improvement based on questionnaires/journals, successful performance of these dance works on stage, public audience feedback, and the choreographers' abilities to recognize and make distinctions of strong choreography versus weak choreography.

The assessment evidence from a broad spectrum of these classes as examples and variety of assessment methods shows 90%-100% successful outcomes of each assessed SLO. Successful outcomes include quantitative and qualitative/affective data. From the notable results, students are gaining skills and technical development in effective communication and expression; critical thinking and analysis; developing aesthetic perspectives; elevating creativity; awareness of diverse viewpoints; collaborative responsibility; physical, mental, and social health; and overall personal growth. This attests to our well-designed program and inspiring, substantive courses. Over the past two years, with DE dance study and its major challenges, students still came away with critical thinking skills through the creative process of dance; communicated information, ideas, and emotions; developed self-motivation and enhanced self-esteem through participation; achieved physical well-being through the development of the body; and appreciation and attitudes about dance that cultivate respect and broader understanding of cultural perspectives. During these two years of DE delivery, my adjuncts and I, as a collective team, have strived to make online dance courses as meaningful and relevant as possible and have seen positive, successful outcomes.

**\*Examples of Student Learning Outcome assessments for a variety of courses are included in this document as attachments.** The examples include both assessments when the college was in person and assessments while teaching online.

\*Note: all courses were offered at some point during the 3-year cycle (fall 2018--fall 2021), however, by spring 2020, there were some course cancellations, and then significant course cancellations by fall 2020 with online delivery of instruction and continuing for past two years. Several courses scheduled for assessment were cancelled.

### \* 3c.5 PROGRAM AREAS OF IMPROVEMENT

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

For the Dance department's Course SLO assessments, the criteria for success is met or exceeded. So, in terms of areas of improvements, improvements are made on a course-by-course basis depending on needs and levels of a given student population for success within specific courses in specific terms/years. From the analysis of assessment results and from student input, full time and part time faculty make improvements and adjustments to course topics, materials, and activities; time

dedicated to certain activities; level of difficulty; course mapping and availability; new material and content to courses; trends and evolving styles to incorporate into classroom instruction; and modified and enhanced syllabi.

For DE instruction in dance, both synchronous and asynchronous, full time and adjunct faculty have stayed focused on how to best deliver training techniques: clarity of our modeling/demonstration through the camera, verbal cuing methods, giving corrections, mirroring (demonstrating from the front, from the back, right/left), voice and music audio levels, etc. This has been met with obvious challenges including students' access to safe and adequate dance space, taking class without distractions, WiFi issues, using iPhones instead of larger computers, etc. As a collective department, we have implemented best practices on providing movement/dance analysis to students taking studio dance courses online, and making sure our students are achieving successful outcomes. This has been extremely challenging and required regular modification and innovation for these past two years.

**\* 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO (formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

## Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

**\* 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness

**\* 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

### **ACES-ILO YEAR 1 ACTIONS**

#### **Year 1 (Fall 2022/Spring 2023)**

- Dance will assess the following ACES skills with regard to **technique-based** courses:

--Resilience (Plans for Success and Bounces Back from Failure) aligning with Personal, Academic and Career Development

8b. Personal Growth—Seeks out new information and experiences to strive toward continuous self-development.

8c. Utilizes Strengths—Utilizes personal strengths, experience, and knowledge to achieve long-term educational or career goals.

--Self-Awareness (Self-Understanding) aligning with Personal, Academic, and Career Development

9c. Self-Awareness—Applies personal strengths, skills, and interests to matching academic and career pursuits

- In each of the technique courses—including ballet, modern dance, jazz dance, tap dance, dance conditioning/somatic practices, introduction to dance—identify course assignments/choreography projects/movement skills exams that relate to Resilience 8b. and 8c. and Self-Awareness 9c. outcomes.
- Import these specific ACES outcomes into the dance technique Canvas courses
- Utilize existing Dance rubrics measuring proficiency of technique, application of skills, performance quality, and acquired style.
- Add specific ACES outcome to the Canvas rubric
- Part-time faculty to attend an Assessing ACES via Canvas workshop
- One ACES outcome assessed for each technique course taught 2022-23, FT and Part-time faculty

### **\* ACES-ILO YEAR 2 ACTIONS**

#### **Year 2 (Fall 2023/Spring 2024)**

- Dance will assess the following ACES skills with regard to **history/appreciation lecture-based** courses:

--Entrepreneurial Mindset (Go Getter)

7a. Motivated to Learn—Acquires new knowledge, skills, and greater responsibilities (aligning with Personal, Academic, and Career Development)

7c. Synthesize—Draws connections, comparisons, and combines different sources of information (aligning with Critical Thinking and Information Competency)

--Communication aligning with Communication

4a. Content Development—Uses appropriate and compelling content to convey a message that is easy for listeners, audience, or readers to understand.

- In each of the dance history/appreciation courses—including Survey of Dance (history and appreciation) and Introduction to Dance (history and appreciation)—identify course assignments/writing projects/written exams that relate to Entrepreneurial Mindset 7a. and 7c. and Communication 4a. outcomes.
- Import these specific ACES outcomes into the dance history/appreciation Canvas courses
- Utilize existing Dance writing rubrics measuring critique analysis of dance works, criteria for research papers, and for oral presentations
- Add specific ACES outcome to the Canvas rubric
- Assessing ACES via Canvas workshop for part-time faculty
- One or two ACES outcome assessed each for Survey of Dance and Introduction to Dance taught 2023-24, FT and Part-time faculty
- Evaluate data from year 1 and identify disparities and establish action plans to address disparities

### **\* ACES-ILO YEAR 3 ACTIONS**

#### **Year 3 (Fall 2024/Spring 2025)**

- Dance will assess the following ACES skills with regard to **dance production-based** courses:

--Resilience (Plans for Success and Bounces Back from Failure) aligning with Personal, Academic and Career Development

8b. Personal Growth—Seeks out new information and experiences to strive toward continuous self-development.

8c. Utilizes Strengths—Utilizes personal strengths, experience, and knowledge to achieve long-term educational or career goals.

--Communication aligning with Communication

4a. Content Development—Uses appropriate and compelling content to convey a message that is easy for listeners, audience, or readers to understand.

- In each of the dance production courses—including Dance Production and Student Choreography in Performance—identify course assignments/choreography assignments/performances that relate to Resilience 8b. and 8c. and Communication 4a. outcomes.
- Import these specific ACES outcomes into the dance production Canvas courses
- Utilize existing Dance rubrics/student-created dance rubrics measuring composition, creative design, content/expression, performance quality
- Add specific ACES outcome to the Canvas rubric
- Assessing ACES via Canvas workshop for part-time faculty
- One or two ACES outcome assessed each for Dance Production and Student Choreography in Performance taught 2024-25, FT and Part-time faculty
- Evaluate data from year 2 and identify disparities and establish action plans to address disparities

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## 4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

**\* 4a. Do you have any plans to modify a degree or certificate in your program?**

Yes

No

**\* 4b. Are you planning to initiate a new program?**

Yes

No

**\* 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?**

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

As stated in 2c. and 2f., prior to 2020-21, there was a gradual decline in Enrollment in Dance due to many challenges: no repeatability, few dance courses in General Ed patterns, and a steady decline of high school graduates entering dance programs at the community college level despite outreach efforts. However, Enrollments fell sharply and the once-consistent Success rates declined during 2020-21. Dance was significantly and adversely impacted by the lockdown and conversion to online for the pandemic year affecting all equity groups and overall learning and completion. Many dance students did not want to take dance online, and chose to wait until dance was offered in person again; others went to work full time during the pandemic and

decided to forego college temporarily; and some choosing not to pursue dance in these unpredictable times. The Dance program lost most of our core dance students with online teaching and with the many class cancellations, including the annual dance concert production, not being able to dance in a studio or perform on stage. Also, for some equity groups more than others, disparities included not having the resources of computers and reliable internet, not having access to adequate space and privacy for executing dance movement, not having family support, critical necessity of work/income, and financial burdens. For some, dance became a low priority.

Also, notable disparities included African-American, which could reflect aforementioned disparities in resources, especially during 2020-21 shifting to online learning. Another disparity was for males. For Dance, there is a very large female to male ratio, increased by a persistence of the male stereotype in dance which carries a social stigma for many males, but there was more of a decline for males with online dance classes from fall 2020-fall 2021. The severe decline in Enrollment and Success in all equity categories and in overall program completion data during 2020-21 contributed to the overall percentage decreases in Dance. The repercussions from online transition for Dance were low enrollments and class cancellations.

Contributing factors also include less aggressive outreach these past two years, not enough marketing, and lack of social media promoting of our dance program.

Another Learning and Completion area of improvement is Zero Textbook Cost and completion of AA degrees. While most Dance courses have ZTC designation (no textbook required), two of our courses have texts that are harder to obtain and less affordable: Dance 1 and Dance 25. In terms of equity, students wanting to take these courses might have challenges affording and obtaining the required materials for these courses. Also, as stated previously, students have major difficulty finishing their Dance AA, class cancellations being the biggest obstacle, but also from the current arrangement of requirements, sequencing, and the need for better alignment with current 4-year programs in dance.

Referring to 3c. 3, specific factors contributing to the student learning outcome areas of improvement include the challenges dance students face with online teaching of dance technique, specifically students' access to safe and adequate dance space. Many students struggled to find space in small living areas, bedrooms, garages, and backyards, which could be injurious; students also were frustrated trying to move in full ranges without crashing into something; they found much difficulty taking class without distractions, often family members in the room while students try to focus; WiFi issues, and using iPhones instead of larger computers, etc. All of these factors affected the outcomes of student learning in dance.

## DEVELOP AN ACTION PLAN

### **\* 4d. What is your program's action plan to make improvements?**

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

VIP Goal 1 Action plan: Research current undergraduate dance programs from target CSU/UCs including lower division course requirements and transferability. Begin the Dance AA Program Modification process in CurrIQunet, finalize and submit 2022-23.

VIP Goal 2 Action Plan: Research current, affordable, and accessible publications to be used as textbooks for Dance 1, Survey of Dance, and Dance 25, Dance Conditioning and Somatic Techniques. Revise course curriculum and modify CORs to reflect textbook changes by Spring 2022/Fall 2023.

VIP Goal 3 Action Plan: Create a timely plan for networking with district high school Dance programs and directors, organize workshops, establish a social media platform, and organize promotional campus and community projects/performances facilitated by both full-time and adjunct faculty as well as Chaffey's marketing department; outreach to High school dance department directors/instructors scheduled for this Spring 2022.

## CURRICULUM

### **4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?**

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

*No answer specified*

## PROFESSIONAL DEVELOPMENT SUGGESTIONS

### **4f. What topics, skills or types of professional learning would help you or your program execute future plans?**

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

*No answer specified*

## VIP GOALS

### **\* 4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?**

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

VIP Goal 1: Reframe/modify Dance AA to adapt to current academic and career needs.

VIP Goal 2: Lower textbook costs for Dance students by updating textbooks for Dance 1, a General Ed course, and Dance 25.

VIP Goal 3: Build back the Dance Program with a strategic outreach and marketing plan.

### **\* 4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):**

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

### **\* 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?**

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP Goal 1 Rationale: A major modification of the Dance AA degree is necessary to adapt to the changes in students' academic and career needs, to effect a timely completion of degrees, and foster success for the broad range of dance students. Students choosing to earn an AA, not just transferring, could realistically complete their degrees in 2 years. Strategic modifications include lowering required units, reordering major and elective requirements and sequencing, and, for those who do transfer, make the degree more consistent with current 4-year programs in dance. More students would be more inclined to declare a dance major and complete their AA. (Chaffey Goals 1, 2, and 6)

VIP Goal 2 Rationale: Updating textbooks in Dance 1 and Dance 25 would help mitigate the high costs of the current required textbooks, providing a more equitable access to resources, ensure learning, and reaching educational goals. Some students taking these courses have had challenges acquiring the required materials, which are less affordable and harder to procure. Students might be more inclined to take these courses if the costs were more reasonable and equitable. (Chaffey Goals 1 and 2)

VIP Goal 3 Rationale: A strategic outreach and marketing plan is needed to promote the Dance program, increase enrollment, ensure successful outcomes, increase degree completions, expand opportunities for students, and conform to media trends after years of declining enrollment and major challenges from the pandemic. (Chaffey Goals 1, 2, 3, and 6)