

Educational Program Viability Review (EPVR)

Dance Program



Chaffey College

5885 Haven Avenue, Rancho Cucamonga, CA 91737-3002

School of Visual and Performing Arts

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Chaffey College

Educational Program Viability Review (EPVR) Committee

PROGRAM: Dance

EPVR Committee to be assembled within 30 faculty contract service days of the original recommendation.

Date EPVR Proposal Submitted: 5/13/2022

Committee to be assembled by: 9/19/2022

EPVR COMMITTEE MEMBERS:

The proposal shall be submitted to the Chief Instructional Officer and the Faculty Senate President who will jointly assemble the EPVR committee.

Curriculum Committee Chair (or designee): Angela Burk-Herrick

Curriculum Committee Faculty: John Machado/Nicole Farrand

Faculty Senate President (or designee): Neil Watkins

Faculty Senate Senator:
(ideally from the area or as designated by the Academic Senate President or Curriculum Chair, respectively) Leta Ming

Chief Instructional Officer (CIO): Laura Hope

Dean of the school most closely aligned with the program proposal: Misty Burruel/Jason Chevalier

CTE Liaison and/or Articulation Officer:
(whichever is most relevant to the proposed program) Julie Law

Transfer/Career Center Administrator: Ruth Ann Valencia

COMMITTEE CO-CHAIRS:

The dean (or dean designee with the CIO approval) and one faculty member shall be selected by the committee members as the co-chairs of the EPVR Committee.

Dean (or designee): Jason Chevalier

Faculty Member: Leta Ming

EXECUTIVE SUMMARY



Educational Program Viability Review (EPVR) for Dance

2022-23

Committee Membership

Angela Burk-Herrick – Curriculum Committee Chair

John Machado (Fall) and Nicole Farrand (Spring) – Curriculum Committee

Faculty Neil Watkins – Academic Senate President

Leta Ming – Academic Senate Senator

Laura Hope – Chief Instructional Officer

Misty Burrue (Fall) and Jason Chevalier (Spring) – Dean

Julie Law – CTE Liaison and/or Articulation Officer

Ruth Ann Valencia – Transfer/Career Center Administrator

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- In Spring 2022, Dean Misty Burrue prompted an EPVR for Dance for the following reasons:
 - Significant enrollment decline over the past five years.
 - Challenges with transfer rates or curricular articulation.
 - Concern that the decline in enrollment, as well as overall program relevancy, would inevitably impact the FT faculty member’s teaching load.
 - Dean Burrue met with the Educational Services Coordinator and the full-time discipline faculty to discuss the concerns and to review the EPVR proposal on May 13, 2022.
 - In Fall 2022 (11/14/22), the EPVR Committee met to discuss the EPVR process and proposal, and reviewed related data. Professor Leta Ming was selected to serve as the co-chair. Committee members discussed the impact of Title 5 repeatability regulations that were implemented in 2012, mitigation efforts that were instituted to address enrollment challenges, the department’s effort to modify and create new curriculum while the theatre was undergoing its renovation, and the California Community College’s shift from life-long learning to transfer and career preparation.

- The Spring 2023, the EPVR Committee met to discuss enrollment trends, transfer data, comparative analysis of degree/certificate/course offerings in our region, and any additional findings, which included:
 - Program enrollment reports show a steady decline starting prior to the pandemic, with the removal of [course repeatability](#) in 2012. The legislation specifically targeted physical education, visual arts, and performing arts courses.
 - The Dance Program has been operating at a financial deficit even prior to the pandemic.
 - There has been an average of 2 degree earners per year from 2016/17 - 2021/22.
 - During the 2021/22 academic year there were 231 enrollments in Dance, and there are currently 6-9 active Dance majors.
 - Curriculum, because of its orientation towards traditional/classical dance vs. commercial dance, is outdated and would need to be reformed to support student need. Further, there is a lack of employability outcomes for the region.
 - While the lab courses have seen decreasing demand, Dance 1 & 12, have seen increasing demand as GE courses. The committee discussed the possibility of offering Dance 1 & 12 were offered as standalone classes. Without a full-time faculty overseeing the courses, however, there would be no one to manage SLOs or curriculum updates. The Committee agreed that it would be best to refocus resources on other departments in VPA with higher student demand, viable degrees, and full-time faculty.
 - There was an acknowledgment that having Dance allows students to engage with the campus community, as well as provide a cost-effective way for students to participate in an activity that develops their whole person. But the committee was reminded that “lifelong learning” is no longer part of the charge for the Community College System.
- The Committee discussed the possibility of recommending Program Suspension in lieu of Discontinuance. It was determined that since it has been established that the program needs to be retooled and reformed, it would be best to start fresh and build a program for what is in demand at the time instead of adjusting an outdated curriculum to serve future needs. If there is a future demand for Dance, it can be brought back through Program Initiation.
- **The EPVR Committee unanimously voted to recommend Program Discontinuance for the Dance Program.**
- The College is committed to assisting the current majors (roughly 6-9) and plans to meet with them to determine how to best meet their needs.

Educational Program Viability Review Proposal

Proposed Program: Dance		
Presented By: Misty Burruel / Dean, VPA	Date: 5.13.22	

Refer to AP 4021 for guidelines in completion of this request form. Submit completed form to the Office of Instruction and Institutional Effectiveness.

1. What prompts the need for a viability review of this program?

a. Quantitative (check all that apply; supporting evidence must be attached)

- Enrollment decline over the past five years.
- Courses are offered too infrequently for students to complete the program within a reasonable time frame.
- Projected industry demand for the program has decreased.
- Low success and/or retention rates of students over past five years.
- Low term-to-term persistence (significantly below the college average or disciplinary norms) for those students in courses in the program over a sustained period of time.
- The program is not cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions.
- A decline in program completion rates over the past five years.
- Low success rates of students on industry, state, and national licensing exams.
- Low student satisfaction as demonstrated through surveys with statistically significant results.
- Challenges with transfer rates or curricular articulation.
- Insufficient physical resources (including facilities, equipment and supplies).
- Changes in labor market demand and/or technology. (Analysis of demand for the program through the use of labor market information may result in curriculum modifications such as adding options for higher demand specialties).
- Lack of available qualified program personnel.
- Accrediting agency recommendations.
- Failure to meet licensure requirements, state mandates, certification standards or accreditation requirements.
- Other (Explain):** Program is experiencing significant section cancellations due to low enrollment, and student educational plans reflect a lack of student demand. If not addressed, these trends will inevitably impact the single full-time faculty member's required teaching load.

b. Qualitative (check all that apply and attach evidence)

- Program no longer relates to college mission.
- Program does not relate to Chaffey Goals.
- Program does not contribute to the breadth and balance of the college, school, departmental curriculum.
- The pedagogical methods, analyses, and techniques currently used by the discipline are not appropriate and/or need updating.
- Program quality and relevance is not being maintained (evidence may include PSR, student evaluations, transfer institutions, and/or the community feedback; must attach evidence).
- The program does not meet the standards of outside accrediting agencies, licensing boards, and/or governing bodies (must attach evidence).
- Other (Explain):** The decline in enrollment over the last five years coupled with the shift to synchronous online learning likely compromised the learning environment (e.g. limited space to practice and perform during a scheduled online class meeting). Consequently, the program struggles to maintain enrollment and relevancy among the current student population. Overall program design, articulation, and its delivery may be a factor requiring further analysis.

c. Based on the qualitative and quantitative evidence indicated above, explain your reasons for proposing this Educational Program Viability Review.

Over the last five years, Dance has experienced a decline in enrollment and FTES generation causing concern about program viability and maintaining FTEF for the one full-time faculty member in the discipline. Over the last two years, Dance has experienced a significant number of section cancellations due to low enrollment, likely a symptom of the pandemic and the challenges of offering synchronous online dance technique classes. While course cancellations occurred primarily in Fall 2020 (52% of total offerings) and Spring 2022 (65% of total offerings), the overall decline in enrollment over the last five years and transfer rates is cause for further evaluation.

Institutional Research provided data on Chaffey's Dance degree earners and students who identified Dance as their major from summer 1985 to fall 2021. During this thirty-six-year timeframe, 1,306 students have declared Dance as their program of study at some point in their academic career at Chaffey, and only 20 students have earned a Dance degree. 11 of the 20 students (55%) subsequently transferred to a 4-year institution.

While student educational plans indicate demand for Dance 1 and Dance 12 – both meet the CSUGE, Chaffey GE, and IGETC requirements – the remaining degree applicable courses do not reflect the same student demand. While Chaffey's Dance AA degree is designed as a two-year degree that prepares students for transfer, and the majority of Dance curriculum is transferrable to a CSU/UC, the discipline continues to experience challenges with transfer rates and possibly articulation. An AAT does not exist for Dance, which makes transfer all that more challenging.

Given the decline in enrollment and transfer data, student educational plans, and course cancellation trends, the Dance program needs a more holistic evaluation of the challenges it is facing and determination of actionable next steps. For these reasons, Dance will benefit from the Educational Program Viability Review process.

2. How and when have you discussed your concerns with the relevant stakeholders?

Met with the discipline faculty member and Educational Services Coordinator to discuss the data and the Educational Program Viability Review proposal on May 13, 2022.

3. What was the outcome of this dialogue/discussion?

Discipline faculty member made the following observations:

- Students are transferring before earning Chaffey's Dance AA degree, which may be accounted for in the Dance Transfer Data SU85-FA21 evidence that was provided. It is possible that these students are among the 1,306 students that declared Dance as their program of study at some point in their academic career at Chaffey and may have transferred with a program of study in addition to Dance.
- Decline in enrollment has been a symptom of changes that occurred over time including the removal of dance courses from all GE patterns, and later the implementation of Title 5 repeatability regulations. Consequently, repeatability was removed from the dance curriculum, and the discipline faculty member streamlined the technique classes through the college's curriculum process.
- Communication between counseling, discipline faculty, and area coordinator needs to be strengthened. As of Fall 2019, incoming students were misinformed by student services (e.g. the GPS Center staff) claiming there wasn't a dance program. In addition, counselors were only looking at the local GE pattern, suggesting that we only offered Dance 1, and that students couldn't take another dance course until Dance 1 was completed. Dance 1 is not a prerequisite for any of the dance courses, so this is incorrect and misleading.

4. Attach evidence of this dialogue/discussion, if available.

**Dance Degree Earners (local program code A115) and
Students Who Identified Dance As Their Major (program code A115)
Summer 1985 to Fall 2021**

- 20 students have earned a Dance degree
- 11 students (55%) subsequently transferred to a 4-year institution.
- 1,306 students have declared Dance as their program of study at some point in their academic career at Chaffey. These students may have transferred with a program of study in addition to Dance or a program of study that replaced Dance.

Institutional Research (IR) merged the 20 degree earners and 1,306 identified Dance majors against a database received from the National Student Clearinghouse (NSC). The file submitted to the National Student Clearinghouse in early April identified any student who earned a grade on record in at least one course (represents all courses that a student enrolled in, including Dance courses) at Chaffey College from summer 1985 thru fall 2021. IR controlled for the last day of the last term that a student earned a grade on record and requested that the NSC search for any enrollments at postsecondary educational institutions that occurred after last day enrolled at Chaffey. The NSC then returned a file, identifying any enrollment records generated by students at 2-year and 4-year, public and private, and in-state and out-of-state institutions nationwide. Over 98% of all postsecondary educational institutions nationwide submit files to the NSC. The few institutions that do not submit are typically small, for-profit institutions (e.g., in California, Pacific College of Health and Science; Stanbridge University; etc.). As a result, the return file provides an extremely comprehensive perspective on any post-Chaffey postsecondary enrollment behavior.

Restricting analyses to enrollments at 4-year institutions following last enrollment date at Chaffey:

- Among the 20 Dance degree earners, 11 students (55%) subsequently transferred to a 4-year institution. Transfer destinations are listed below.
- Among the 11 Dance degree earners who did transfer to a 4-yr institution, only four have transferred within the past five years.

TRANSFER INSTITUTION	NUMBER OF TRANSFERS	TRANSFER DATES
CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA	4	08/19/2021 01/02/2018 09/26/2013 09/19/1996
CALIFORNIA STATE UNIVERSITY – FULLERTON	2	08/20/2016 08/24/2013
CALIFORNIA STATE UNIVERSITY – SAN BERNARDINO	1	09/25/2014
COLUMBIA COLLEGE CHICAGO	1	05/27/2014
UNIVERSITY OF CALIFORNIA – BERKELEY	1	01/13/2004

UNIVERSITY OF LA VERNE	1	02/03/2020
UNIVERSITY OF NEVADA LAS VEGAS	1	08/23/2021

- The 1,306 students who identified Dance as a major as their program of study at some point in their academic career at Chaffey are unverified. These students may have transferred with a program of study in addition to Dance or a program of study that replaced Dance. While IR cannot identify their program of study upon entry to a 4-year institution, IR can examine any awards earned at a four-year institution.
- Among the 1,306 students who identified Dance as a major as their program of study at some point in their academic career at Chaffey, 175 students (13.4%) subsequently transferred to a 4-year institution. Top transfer destinations were (only listed if three or more students transferred to the institution):

TRANSFER INSTITUTION	NUMBER OF TRANSFERS
CALIFORNIA STATE UNIVERSITY – SAN BERNARDINO	26
CALIFORNIA STATE UNIVERSITY – FULLERTON	14
CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA	11
CALIFORNIA STATE UNIVERSITY – LOS ANGELES	6
AZUSA PACIFIC UNIVERSITY	5
UNIVERSITY OF LA VERNE	5
CALIFORNIA STATE UNIVERISTY – LONG BEACH	4
UNIVERISTY OF CALIFORNIA – IRVINE	4
UNIVERISTY OF CALIFORNIA – LOS ANGELES	4
UNIVERSITY OF PHOENIX	4
DEVRY UNIVERSITY	3
NATIONAL UNIVERISTY	3
SAN DIEGO STATE UNIVERSITY	3
UNIVERSITY OF CALIFORNIA – RIVERSIDE	3
UNIVERSITY OF HAWAII AT MANOA	3

Examining the 175 students who identified as a Dance major as their program of study at some point in their academic career at Chaffey and have transferred within the past five years:

- 13 have transferred so far in 2021-22 (as of April 8th)
- 23 transferred in 2020-21
- 25 transferred in 2019-20
- 17 transferred in 2018-19
- 9 transferred in 2017-18

Among the 11 Dance students who earned a Dance AA degree and transferred, six subsequently earned a bachelor's degree and one earned a master's degree. The Master's degree was in Dance Movement Therapy and Counseling. Two of the Bachelor's degrees were earned in Kinesiology, while the remaining four were earned in (one each): Theatre; Communications; Biology; and Sociology.

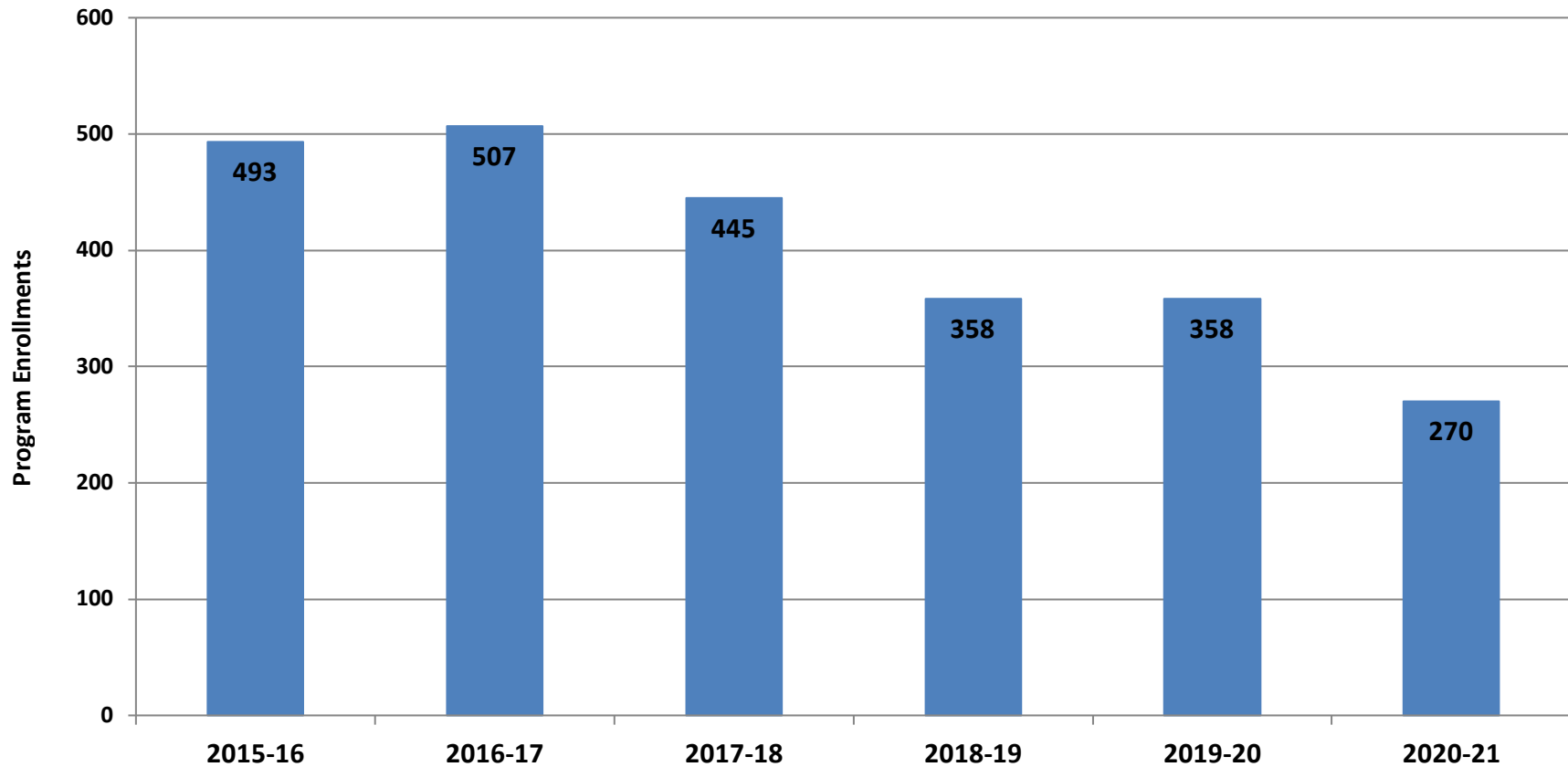
Among the 175 students who identified Dance as a major as their program of study at some point in their academic career at Chaffey and transferred (does not include the 20 students who earned a AA Degree in Dance and transferred but does represent students who identified as Dance majors at any point during their enrollment at Chaffey and transferred), 86 students earned 113 bachelor's or advanced degrees (Masters or Doctorate). However, only eight Bachelor's or higher degrees were in Dance; four in Kinesiology; and 1 in Theatre with a Dance Emphasis. Restricting analyses to Dance, Kinesiology, and Theatre with a Dance Emphasis:

- One BFA in Dance was earned in FA21
- One BFA in Dance was earned in 2020-21
- One BFA in Dance, one BS in Kinesiology and one Masters in Kinesiology were earned in 2019-20
- One BS in Kinesiology, Sports Studies was earned in 2018-19
- One BFA and one in BA in Dance were earned in 2017-18

The remaining five Bachelor's or higher degrees awarded in Dance/Kinesiology/Theatre were earned in spring 2011 or earlier.

Department	Award Title	Degree (D) or Certificate (C)	NUMBER OF AWARDS CONFERRED						MEAN AND MEDIAN UNIT ACCUMULATION OF AWARD EARNERS											
			2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
									Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
DANCE	Dance	D	1	2	2	1	0	2	84.5	84.5	113.5	113.5	80.8	80.8	106.8	106.8	-	-	96.4	96.4

Dance ~ Annual Program Enrollments
2015-16 thru 2020-21 Academic Years (Primary Terms Only)

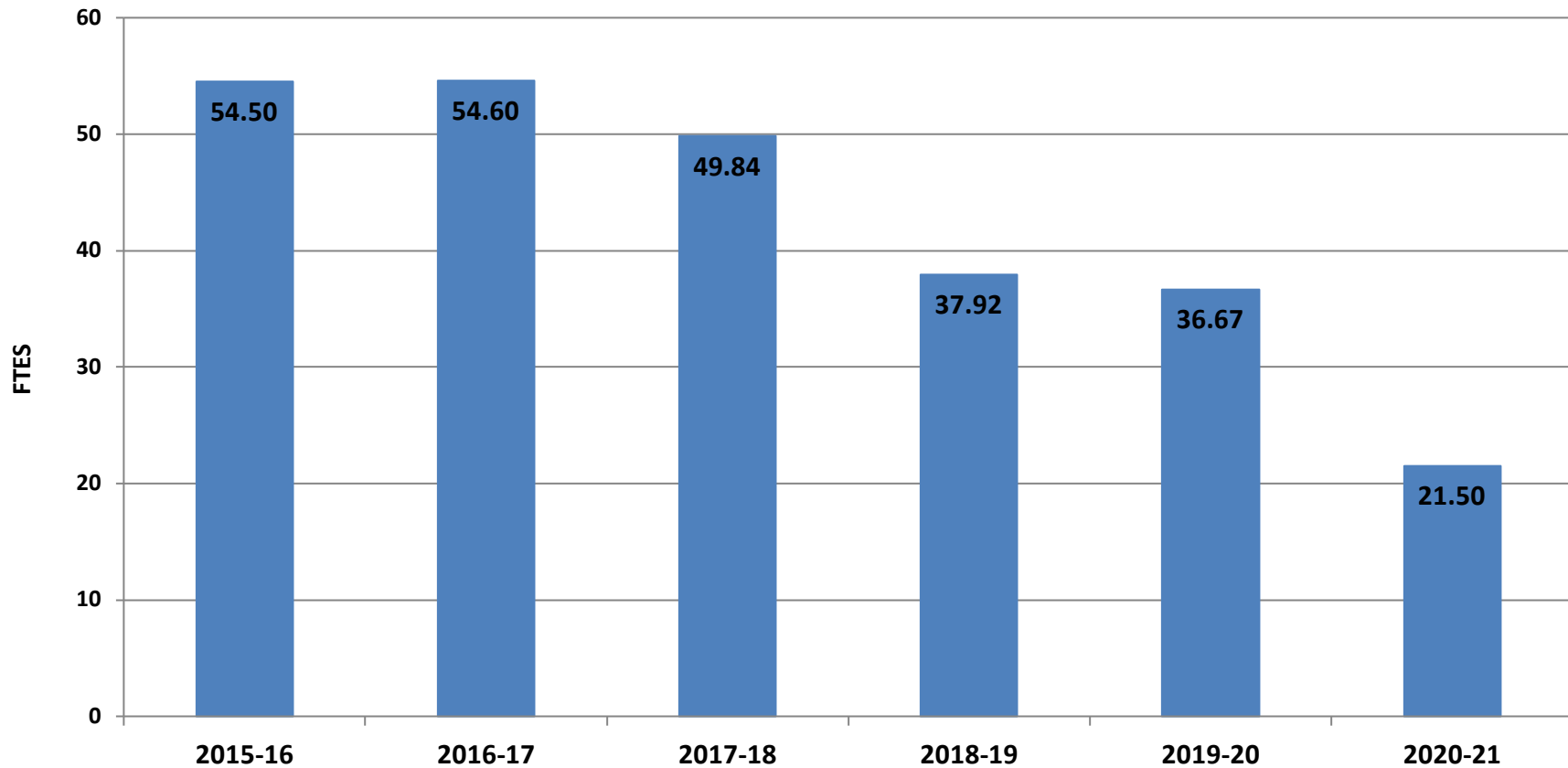


Total Number of Program Enrollments (Primary Terms Only), 2015-16 thru 2020-21 Academic Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	1 Yr Change	2 Yr Change	5 Yr Change
Total Enrollments	493	507	445	358	358	270	-24.6	-24.6	-45.2

Dance ~ Annual FTES Generation

2015-16 thru 2020-21 Academic Years (Primary Terms Only)



Total FTES (Primary Terms Only), 2015-16 thru 2020-21 Academic Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	1 Yr Change	2 Yr Change	5 Yr Change
Total FTES	54.50	54.60	49.84	37.92	36.67	21.50	-41.4	-43.3	-60.6

Student Educational Plans

Course Name Top Code: 1008.00 Dance	Transferable?	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024
DANCE-1 Dance Survey	Transferable to both UC and CSU CSUGE, C1 Arts Chaffey GE, C1 Arts IGETC, Area 3, Arts	99	67	3	51	17	0
DANCE-10A Jazz Dance IA	Transferable to both UC and CSU	1	0	0	1	0	0
DANCE-10B Jazz Dance IB	Transferable to both UC and CSU	1	0	0	1	1	0
DANCE-12 Introduction to Dance	Transferable to both UC and CSU CSUGE, C1 Arts Chaffey GE, C1 Arts IGETC, Area 3, Arts	16	10	0	6	4	0
DANCE-2 Theatrical Dance	Transferable to both UC and CSU	9	4	0	4	1	0
DANCE-20A Modern Dance IA	Transferable to both UC and CSU	0	3	0	1	0	0
DANCE-20B Modern Dance IB	Transferable to both UC and CSU	1	0	0	1	1	0
DANCE-25 Dance Conditioning	Transferable to CSU only	3	5	0	2	1	0
DANCE-30A Tap Dance IA	Transferable to both UC and CSU	1	4	0	3	1	0
DANCE-30B Tap Dance IB	Transferable to both UC and CSU	1	0	0	0	0	0
DANCE-400 Hip Hop	Not transferable	0	1	0	0	0	0
DANCE-40A Modern Dance IIA	Transferable to both UC and CSU	7	2	0	0	2	0
DANCE-42 Dance Production I (audition)	Transferable to both UC and CSU	2	0	0	0	1	0
DANCE-420 Social Dance	Not transferable	3	1	0	0	0	0

DANCE-44 Dance Production II (audition)	Transferable to both UC and CSU	0	1	0	0	0	0
DANCE-450 Student Choreography for Performance (audition)	Not transferable	2	0	0	1	0	0
DANCE-452 Student Choreography for Performance II (audition)	Not transferable	1	0	0	0	0	0
DANCE-50A Jazz Dance IIA	Transferable to both UC and CSU	5	3	0	1	1	0
DANCE-50B Jazz Dance IIB	Transferable to both UC and CSU	0	0	0	0	1	0
DANCE-60A Tap Dance IIA	Transferable to both UC and CSU	1	0	0	0	0	0
DANCE-7A Ballet IA	Transferable to both UC and CSU	1	1	0	0	0	0
DANCE-7B Ballet IB	Transferable to both UC and CSU	2	1	0	1	0	0
DANCE-8A Ballet IIA	Transferable to both UC and CSU	6	3	0	0	1	0

November 14, 2022

Educational Program Viability Review (EPVR) Committee Meeting

Present: Leta Ming, John Machado, Neil Watkins, Angela Burk-Herrick, Julie Law, Misty Burruel, Laura Hope, and Ruth Ann Valencia.

Summary: The EPVR Committee met to discuss the EPVR process, the EPVR proposal, and next steps for the committee. Professor of Art History, Leta Ming, was selected to serve as the co-chair. Committee members discussed the impact of Title 5 repeatability regulations that were implemented in 2012, mitigation efforts to address enrollment challenges such as cross-listing leveled sections of Dance courses each term, the department's effort to modify and create new curriculum while the theatre was undergoing its renovation, and California Community College's shift from life-long learning to transfer and career preparation, which is affirmed by Legislature, CalGETC, and the Academic Senate for California Community Colleges (ASCCC).

The committee discussed next steps and areas of inquiry including: enrollment trends; transfer data; regional, statewide and county labor market research (COE); comparative analysis of degree/certificate/course offerings in our region; student need (concert vs. commercial dance); and Dual Enrollment.

The following resources were shared during the meeting:

- [NDEO](#)
- [National Dance Teachers Association of America \(NDTA\) | National Dance Teachers Association of America \(NDTA\)](#)
- [2022 Otis College Report on the Creative Economy | Otis College](#)
- [Degrees & Certificates - Dance Program \(mtsac.edu\)](#)

The following questions were drafted that will guide the committee's overall research (subsidiary questions are included in the inquiry guide):

1. Is this a terminal degree that leads to a job?
2. If the function of the degree leads to a job, does the current degree design match job skills needed? Explain.
3. Does this degree lead to transfer?
4. If the function of the degree is to transfer, does the current degree design facilitate transfer? Explain.
5. What is the demand in our K-12 partnering schools and regional Community Colleges?
6. What is the cost benefit analysis?

Dance EPVR Inquiry Guide

Questions	Subsidiary Questions	Data Sources
1. Is this a terminal degree that leads to a job?	<ul style="list-style-type: none"> • What skills are needed for those jobs? • Job outlook? Job descriptions? • Is there an employment market that provides students a regional thriving/livable wage? Who are the top 10 dance employers in the region? 	
2. If the function of the degree leads to a job, does the current degree design match job skills needed? Explain.	<ul style="list-style-type: none"> • Concert vs. commercial dance? • What is the role of commercial dance in the Entertainment industry? • Has dance been designed as a lifelong learning program, transfer, or both? Master Plan is important because when dance was initiated, there was a lot more emphasis on lifelong learning. 	
3. Does this degree lead to transfer?	<ul style="list-style-type: none"> • Do the top 10 dance employers in the region require a transfer degree? 	
4. If the function of the degree is to transfer, does the current degree design facilitate transfer? Explain.	<ul style="list-style-type: none"> • Are we preparing students for transfer (compare to our other districts)? • Why are students transferring before earning the degree? • What is the connection to Theatre programs? • What is the connection to KNA programs? • Where are our top transfer institutions? (IR) 	
5. What is the demand in our K-12 partnering schools and regional Community Colleges?	<ul style="list-style-type: none"> • How many dance courses exist in our K-12 district? What is the enrollment? • Are there short falls in the district? • Which regional community college dance programs are struggling and/or succeeding? Why? 	

6. What is the cost benefit analysis?	<ul style="list-style-type: none">• How many students a year are benefiting from this program?<ul style="list-style-type: none">○ What is the enrollment?○ What is the FTES/FTEF ratio?○ How many students are taking Dance-1 and Dance-12 to fulfill a GE requirement vs. majors?• What are the annual costs to support “x” number of students?	
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SUMMARY NOTES



EPVR Committee Meeting # 2 – Dance Program

Thursday, February 16, 2023

2:00p – 3:30p

CAA 301

Present: Angela Burk-Herrick, Jason Chevalier(co-chair), Nicole Farrand, Laura Hope, Julie Law, Leta Ming(co-chair), and Neil Watkins

- The EPVR Committee met to discuss enrollment trends, transfer data, comparative analysis of degree/certificate/course offerings in our region and their findings from the Dance EPVR Inquiry Guide.
- After reviewing the data from the [Dance Program Viability Reports](#) and the [Dance Budgets 2017 - 2022](#) the committee found that:
 - The Dance Program has been operating at a deficit even prior to the pandemic.
 - Program enrollment reports show a steady decline beginning prior to the pandemic.
 - There has been an average of 2 degree earners per year from 2016/17 - 2021/22.
 - During the 2021/22 academic year there were 231 enrollments in Dance (there are currently 7 active Dance majors).
- Currently, Chaffey offers an AA in Dance, but no ADT (currently there is no ADT offered in Dance statewide). The lack of career pathways in the IE for Dance majors in addition to the lack of an ADT may be an explanation for the diminishing amount of dance students and majors.
- The Committee found that the curriculum, because of its orientation towards traditional/classical dance vs. commercial dance, is outdated and would need to be reformed to support student need. Currently, the Department does not have a FT Faculty to lead the rewriting of the curriculum to support Program Revitalization. Concerns were expressed that even with the reformed curriculum there are still a lack of employability outcomes in our region.
- There was acknowledgment that having Dance allows students to engage with the campus community, as well as provide a cost-effective way for students to participate in an activity that develops their whole person. But the committee was reminded that “lifelong learning” is no longer part of the charge for the Community College System.
- Jim Fillpot’s data shows that over the last 10 years there have been 40 declared Dance Majors. Currently, there are only 7 active students that have declared Dance as their major. The Committee determined that most students enrolled in Dance were enrolled for GE requirements or for enrichment or community engagement. With California Community College’s shift from life-long learning to transfer and career preparation it is difficult to justify continuing to offer Dance classes with no student demand for a Dance - AA.

- The Committee discussed the value of continuing to offer Dance 1 & 12 as curriculum without a program. The Committee established that Dance is unique and not an equal exchange for other areas in the arts, however offering standalone GE Dance Classes would be a disservice to our students by detracting from other areas in the VPA that do offer degrees and have FT Faculty to support the programs. Concerns were raised that if Dance 1 & 12 were offered as standalone classes, without a FT Faculty overseeing the courses, that there would be no one to manage SLOs or curriculum updates. The Committee agreed that it would be best to refocus resources on other departments in VPA with higher student demand, viable degrees, full-time faculty, and support.

- The Committee reviewed the Dance EPVR Inquiry Guide and made the following determinations:
 1. Is this a terminal degree that leads to a job? - **No, at least not in our region**
 2. If the function of the degree leads to a job, does the current degree design match job skills needed? - **No**
 3. Does this degree lead to transfer? - **No**
 4. If the function of the degree is to transfer, does the current degree design facilitate transfer? - **No**
 5. What is the demand in our K-12 partnering schools and regional Community Colleges? - **No data to review, but the committee discussed that RCC and Mt. SAC have larger programs.**
 6. What is the cost benefit analysis? - **The program continues to operate at a deficit, [Dance Program Viability Reports](#)**

- The data has shown that in addition to low employability and transfer outcomes there is low student demand for the Dance Program. With no current FT Faculty, this is an opportunity to channel resources to other programs that have a higher student demand.

- The Committee discussed the possibility of recommending Program Suspension in lieu of Discontinuance. It was determined that since it has been established that the program needs to be reevaluated and reformed, it would be best to start fresh and build a program for what is in demand at the time instead of adjusting outdated curriculum to serve future needs. If there is a future demand for Dance, it can be brought back through Program Initiation.

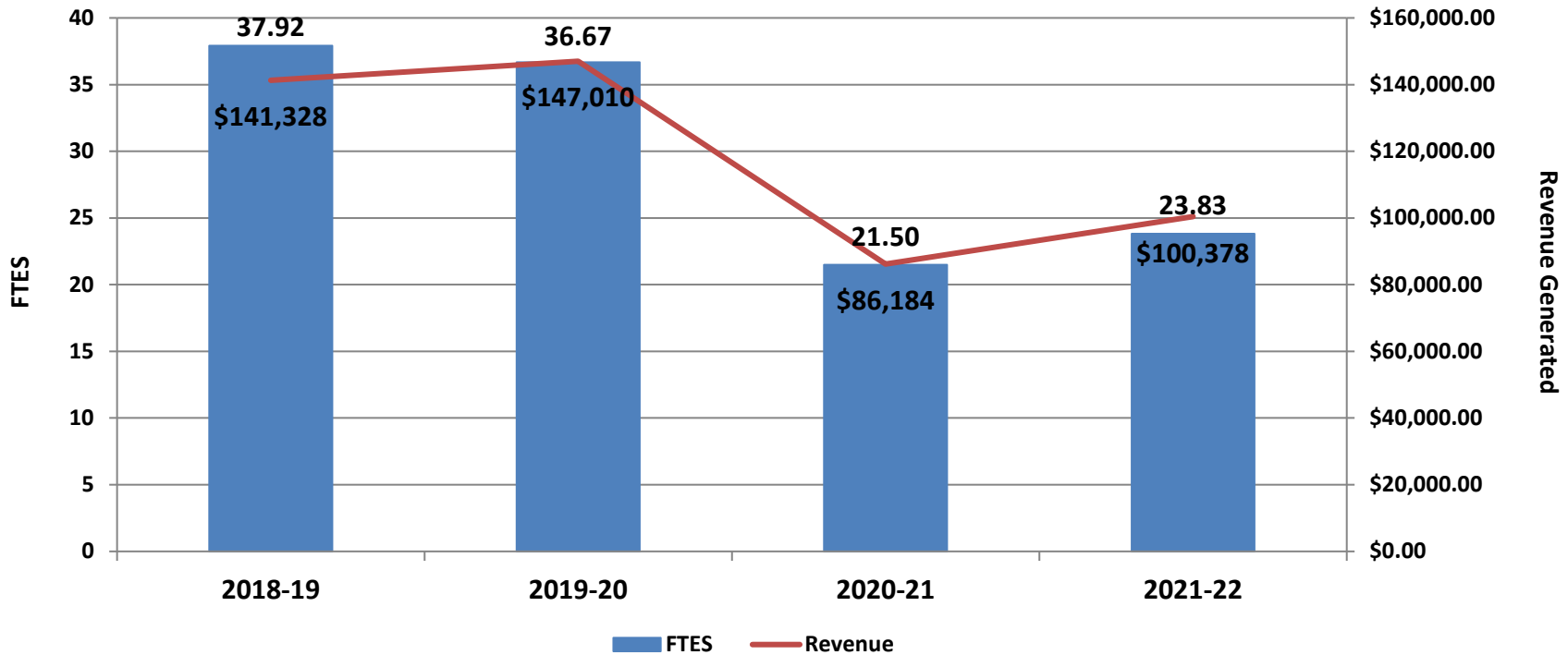
- Due to declining enrollment, cost benefit issues, and an outdated curriculum a motion was made and then seconded for Program Discontinuance.

- The College is committed to assisting the 7 current majors and plans to meet with them to determine how to best meet their needs.

- **The EPVR Committee unanimously voted to recommend Program Discontinuance for the Dance Program.**



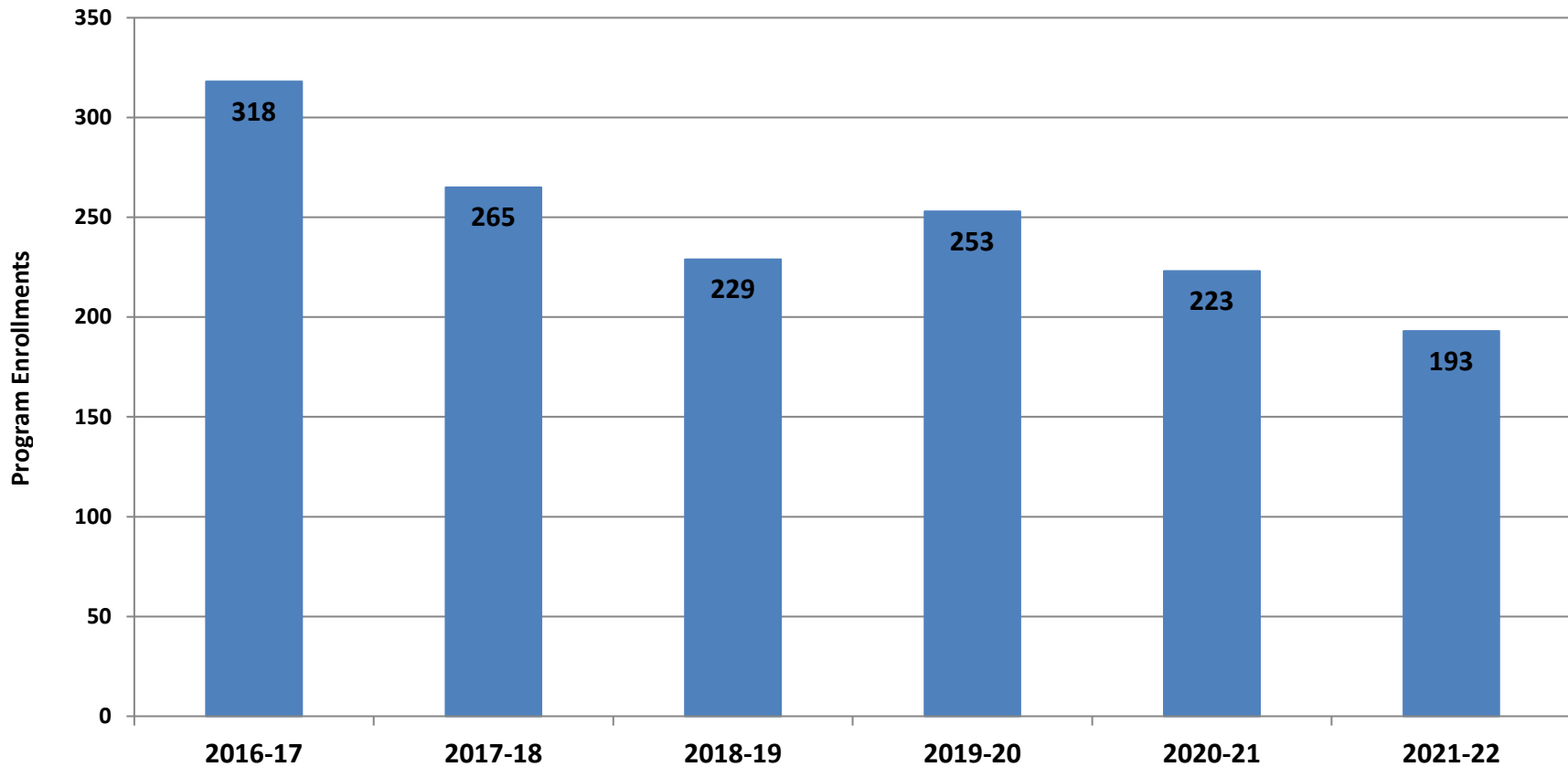
**Dance ~ Annual FTES and Revenue Generation
2018-19 thru 2021-22 Academic Years (Primary Terms Only)**



**Credit FTES, Credit FTES Funding Rate, and Total Revenue Generated
(Primary Terms Only), 2018-19 thru 2021-22 Academic Years**

	2018-19	2019-20	2020-21	2021-22
Credit FTES	37.92	36.67	21.50	23.83
Credit FTES Funding Rate	\$3,727.00	\$4,009.00	\$4,009.00	\$4,212.26
Total Revenue	\$141,327.84	\$147,010.03	\$86,183.50	\$100,378.16

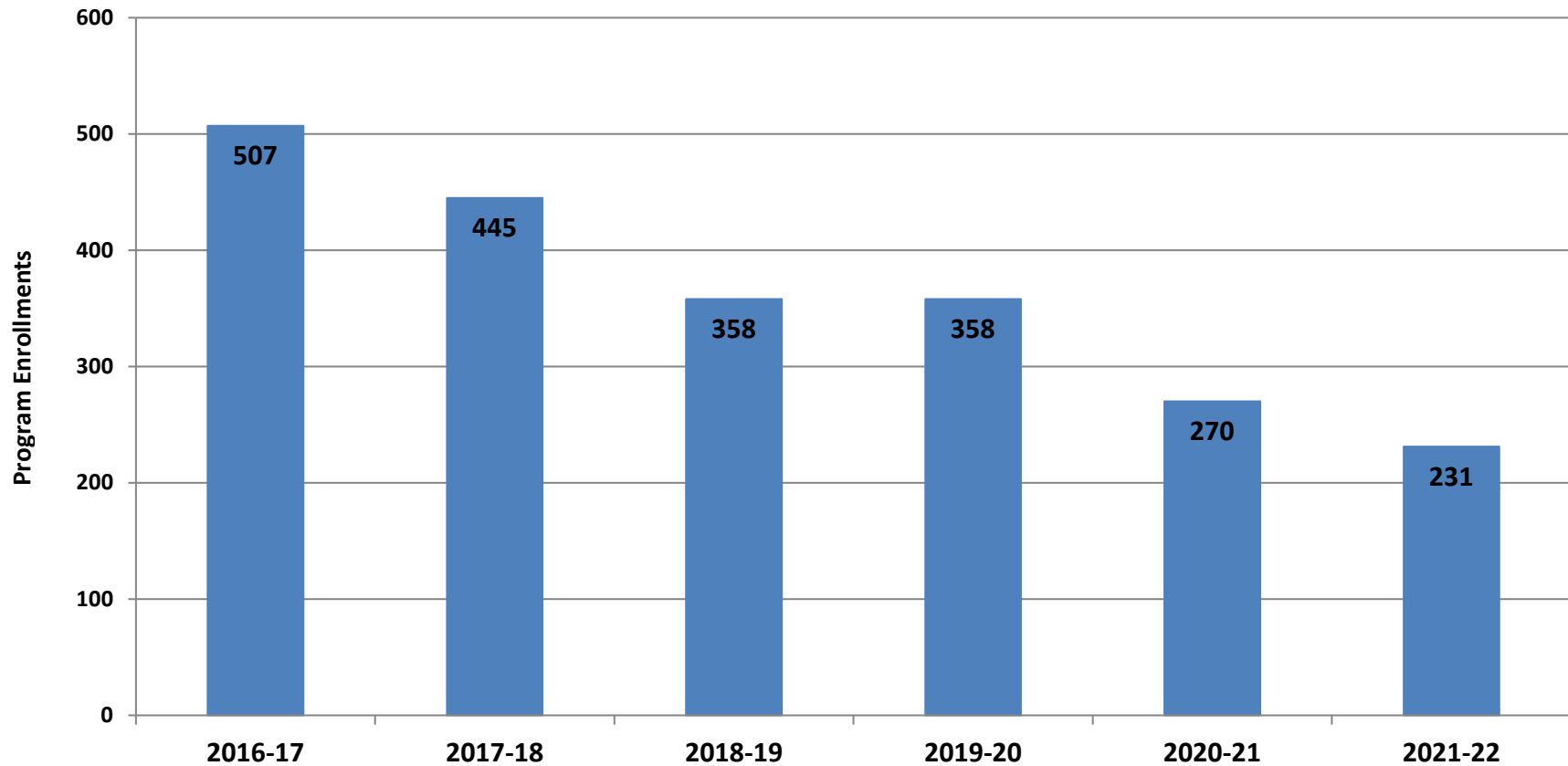
**Dance ~ Annual Unduplicated Student Headcount
2016-17 thru 2021-22 Academic Years (Primary Terms Only)**



Annual Unduplicated Student Headcount (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Headcount	318	265	229	253	223	193	-13.5	-23.7	-39.3

Dance ~ Annual Program Enrollments
2016-17 thru 2021-22 Academic Years (Primary Terms Only)

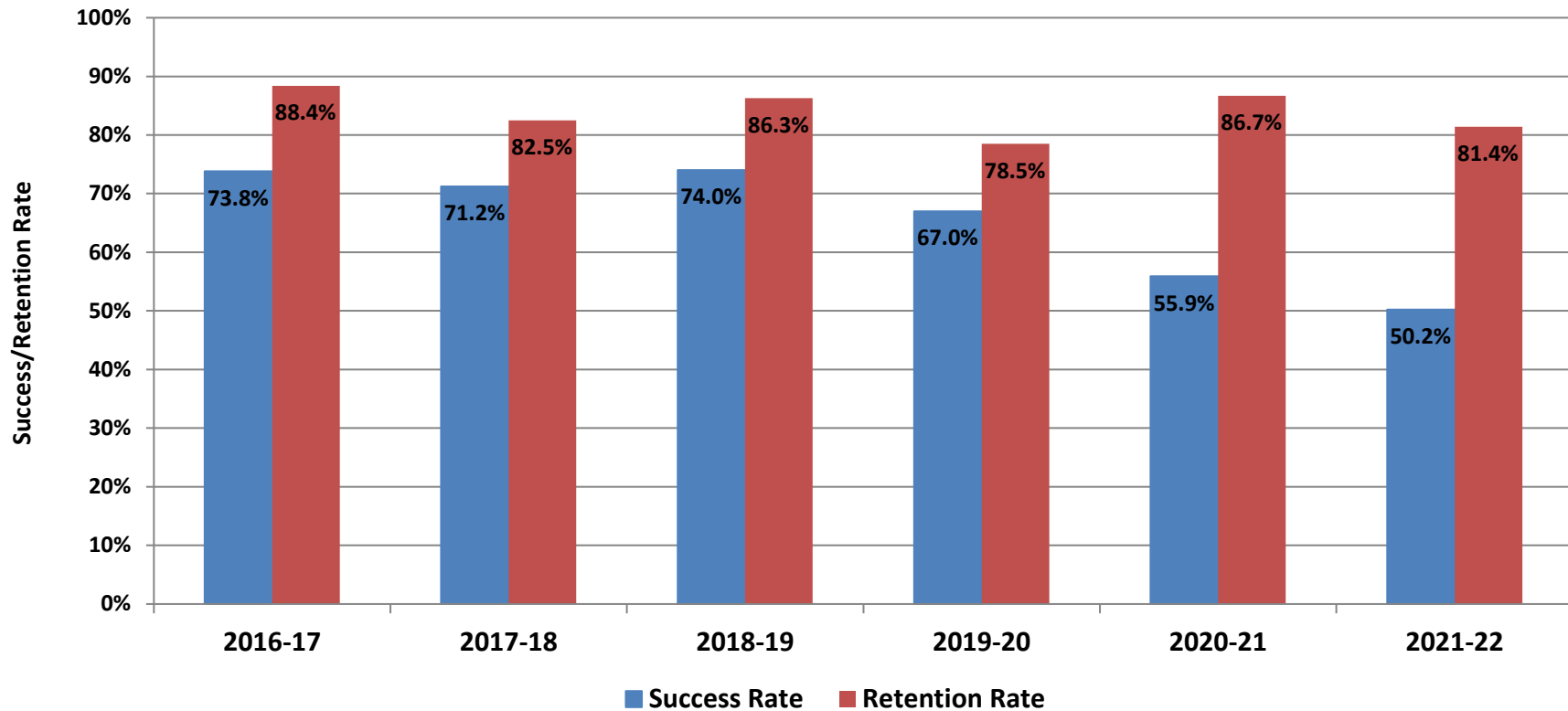


Total Number of Program Enrollments (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Total Enrollments	507	445	358	358	270	231	-14.4	-35.5	-54.4



Dance ~ Annual Success and Retention Rates 2016-17 thru 2021-22 Academic Years (Primary Terms Only)

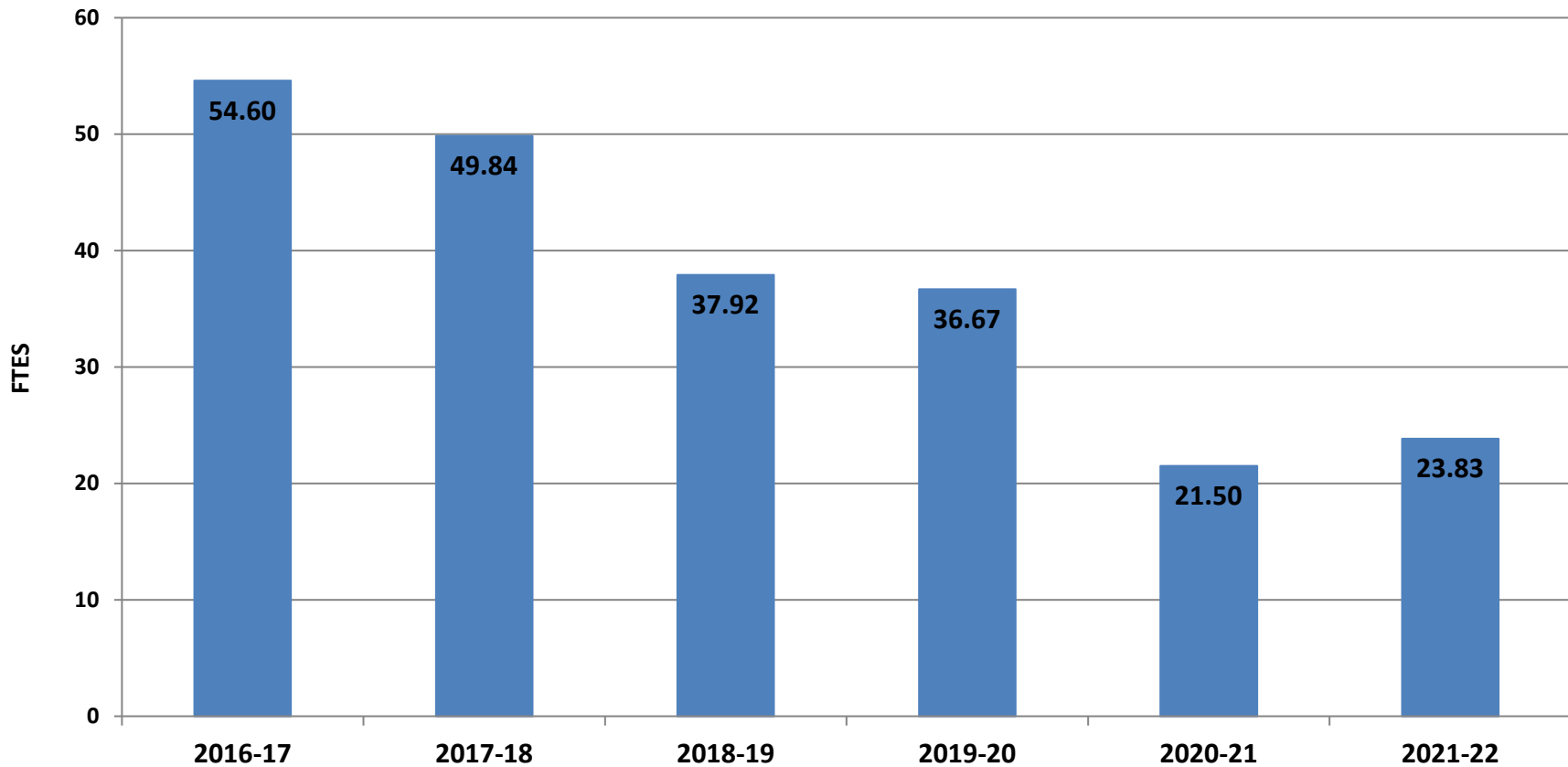


Success and Retention Rates (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Success Rate	73.8	71.2	74.0	67.0	55.9	50.2	-5.7	-16.8	-23.6
Retention Rate	88.4	82.5	86.3	78.5	86.7	81.4	-5.3	2.9	-7.0

Dance ~ Annual FTES Generation

2016-17 thru 2021-22 Academic Years (Primary Terms Only)



Total FTES (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Total FTES	54.60	49.84	37.92	36.67	21.50	23.83	10.8	-35.0	-56.4



Dance

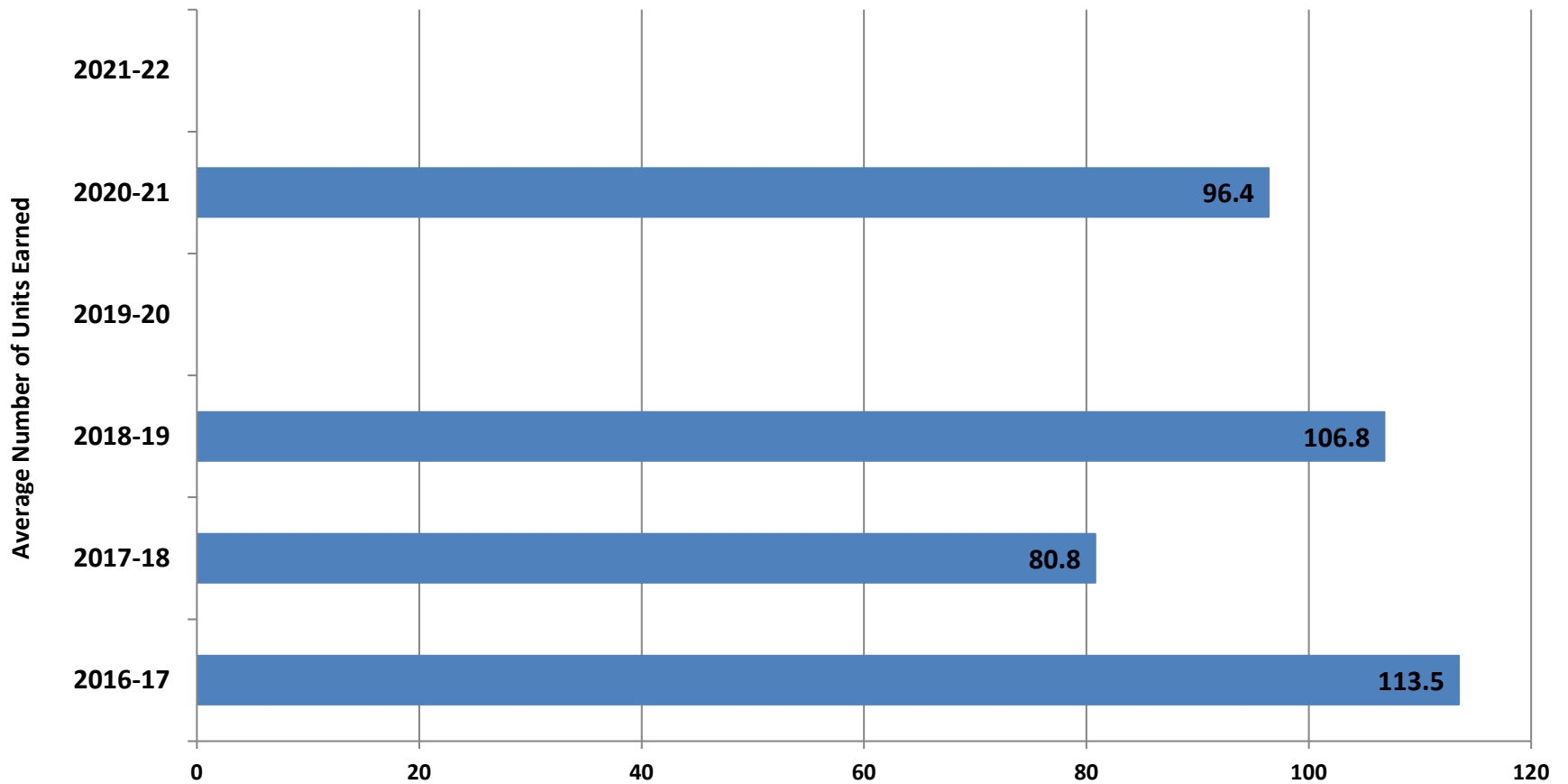
**Degrees and Certificates Awarded by Program Code
2016-17 thru 2021-22 Academic Years**

Prog Code	Award Title	Award Status	Award Type	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A115	Dance	Active	AA	2	2	1	0	2	0
	ALL AWARDS (Degrees and Certificates)			2	2	1	0	2	0

Chaffey College



Dance ~ Average Units Earned by Dance Degree Earners (A115) 2016-17 thru 2021-22 Academic Years



Dance Program Viability Budgets 2017-2022

Fiscal Year: 2017

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1008-51110-100	Dance : Academic Contract Inst	\$93,410.00	\$93,410.00	100	\$0.00
10-0000-1008-51210-100	Dance : Academic Contract N/I	\$2,000.00	\$2,000.00	100	\$0.00
10-0000-1008-51310-100	Dance : Academic P/T Adjunct	\$53,967.00	\$53,967.00	100	\$0.00
10-0000-1008-51310-300	Dance : Academic P/T Adjunct (Fontana)	\$3,417.00	\$3,417.00	100	\$0.00
10-0000-1008-52312-100	Dance : Short Term Worker N/I	\$895.00	\$894.13	99.9	\$0.87
10-0000-1008-54235-100	Dance : Videos and DVD's	\$0.00	\$0.00	0	\$0.00
10-0000-1008-54300-100	Dance : Instr Supplies	\$2,036.00	\$1,725.44	84.75	\$310.56
	Faculty Costs		\$152,794.00		
	Other Personnel Costs		\$894.13		
	Discretionary Costs		\$1,725.44		
	2017 Total Costs		\$155,413.57		

Fiscal Year: 2018

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1008-51110-100	Dance : Academic Contract Inst	\$100,712.00	\$100,712.00	100	\$0.00
10-0000-1008-51210-100	Dance : Academic Contract N/I	\$2,000.00	\$2,000.00	100	\$0.00
10-0000-1008-51310-100	Dance : Academic P/T Adjunct	\$58,179.00	\$58,178.50	100	\$0.50
10-0000-1008-51410-100	Dance : Academic P/T N/I	\$369.00	\$369.50	100.14	-\$0.50
10-0000-1008-52312-100	Dance : Short Term Worker N/I	\$233.00	\$232.50	99.79	\$0.50
10-0000-1008-54235-100	Dance : Videos and DVD's	\$90.00	\$0.00	0	\$90.00
10-0000-1008-54300-100	Dance : Instr Supplies	\$1,900.00	\$1,899.67	99.98	\$0.33
10-0000-1008-56410-100	Dance : New Equip	\$2,060.00	\$2,056.15	99.81	\$3.85
	Faculty Costs		\$161,260.00		
	Other Personnel Costs		\$232.50		
	Discretionary Costs		\$3,955.82		
	2018 Total Costs		\$165,448.32		

Fiscal Year: 2019

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1008-51110-100	Dance : Academic Contract Inst	\$100,100.00	\$100,100.00	100	\$0.00
10-0000-1008-51210-100	Dance : Academic Contract N/I	\$3,000.00	\$3,000.00	100	\$0.00
10-0000-1008-51310-100	Dance : Academic P/T Adjunct	\$41,633.00	\$41,632.88	100	\$0.12
10-0000-1008-51350-100	Dance : Academic Inst Subs	\$450.00	\$450.00	100	\$0.00
10-0000-1008-51410-100	Dance : Academic P/T N/I	\$0.00	\$0.00	0	\$0.00
10-0000-1008-52312-100	Dance : Short Term Worker N/I	\$363.00	\$362.25	99.79	\$0.75
10-0000-1008-54235-100	Dance : Videos and DVD's	\$0.00	\$0.00	0	\$0.00
10-0000-1008-54300-100	Dance : Instr Supplies	\$1,900.00	\$1,593.51	83.87	\$306.49
	Faculty Costs		\$145,182.88		
	Other Personnel Costs		\$362.25		
	Discretionary Costs		\$1,593.51		
	2019 Total Costs		\$147,138.64		

Fiscal Year: 2020

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1008-51110-100	Dance : Academic Contract Inst	\$104,100.00	\$104,100.00	100	\$0.00
10-0000-1008-51210-100	Dance : Academic Contract N/I	\$3,000.00	\$3,000.00	100	\$0.00
10-0000-1008-51310-100	Dance : Academic P/T Adjunct	\$45,219.00	\$43,118.76	95.36	\$2,100.24
10-0000-1008-51410-100	Dance : Academic P/T N/I	\$0.00	\$0.00	0	\$0.00
10-0000-1008-54235-100	Dance : Videos and DVD's	\$450.00	\$0.00	0	\$450.00
10-0000-1008-54300-100	Dance : Instr Supplies	\$1,650.00	\$647.24	39.23	\$1,002.76
	Faculty Costs		\$150,218.76		
	Other Personnel Costs		\$0.00		
	Discretionary Costs		\$647.24		
	2020 Total Costs		\$150,866.00		

Fiscal Year: 2021

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1008-51110-100	Dance : Academic Contract Inst	\$105,800.00	\$105,800.00	100	\$0.00
10-0000-1008-51210-100	Dance : Academic Contract N/I	\$3,000.00	\$3,000.00	100	\$0.00
10-0000-1008-51310-100	Dance : Academic P/T Adjunct	\$16,255.00	\$16,255.00	100	\$0.00
10-0000-1008-54235-100	Dance : Videos and DVD's	\$0.00	\$0.00	0	\$0.00
10-0000-1008-54300-100	Dance : Instr Supplies	\$1,820.00	\$1,818.51	99.92	\$1.49
	Faculty Costs		\$125,055.00		
	Other Personnel Costs		\$0.00		
	Discretionary Costs		\$1,818.51		
	2021 Total Costs		\$126,873.51		

Fiscal Year: 2022

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1008-51110-100	Dance : Academic Contract Inst	\$109,946.00	\$109,945.80	100	\$0.20
10-0000-1008-51210-100	Dance : Academic Contract N/I	\$3,000.00	\$3,000.00	100	\$0.00
10-0000-1008-51310-100	Dance : Academic P/T Adjunct	\$12,893.00	\$12,893.23	100	-\$0.23
10-0000-1008-54235-100	Dance : Videos and DVD's	\$450.00	\$0.00	0	\$450.00
10-0000-1008-54300-100	Dance : Instr Supplies	\$1,650.00	\$0.00	0	\$1,650.00
	Faculty Costs		\$125,839.03		
	Other Personnel Costs		\$0.00		
	Discretionary Costs		\$0.00		
	2022 Total Costs		\$125,839.03		