

Dance Department, Evergreen Valley College
Last Review: N/A
Current Year: 2016
Prepared by: Elizabeth Falvey
Area Dean: Mark Gonzales

SUMMARY OF DEPARTMENT and PROGRAM

Provide a brief summary of your program. Assume the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable.

Dance has the power to communicate and evoke responses. It provides a means for self-expression and enables the participants and viewers to feel and experience the joy of moving.

The Dance Department at Evergreen College is thriving. It may be one of the smaller departments on campus, with only 3 part-time faculty, but classes are filled, and often wait-listed to join. As you cross campus and enter the latest and greatest Visual Performing Arts building, you will hear music, laughter and joy humming throughout the building and studio. Students register for dance classes not only to grow and learn the artistry of dance, but also to foster wellness, creativity, expression and communication into movement.

Since moving into the new Visual Performing Arts building in 2009, the number of classes offered has more than doubled. In 2012, we were excited to offer our first GE lecture class, Dance Appreciation (3 units, Area C, Arts Requirement). Since then, Dance Appreciation has been offered every semester, including intersession and summer. Our program now offers classes year-round, which gives us more exposure as a department.

All of the Activity or "Lab" courses (1 unit, Area E, Activity Course Requirement), now have various levels within each family. Due to the recent Repeatability Laws that were put in place in 2012/13 throughout the California Junior College system, allowing students to only take a class one time, we created several levels within each family course. By offering multiple levels within each class, students are able to grow and progress in artistry and technique. Each family course has multiple levels including Fundamentals, Beginning, Intermediate and High-Intermediate. Our Activity Courses include Jazz Dance, Modern Dance and Social Dance, with up to 4 levels in each course.

Our students come from a variety of backgrounds, with varying goals. The first population consists of 4-year transfer students, some majoring or minoring in dance or the performing arts. These students take dance courses for many reasons including degree or transfer requirements as well as personal wellness and development. In class, they are able to develop their personal dance technique since there are audition requirements to get into a 4-year dance program. We also have many “Gateway” students, which include students with limited English language skills, many of who are the first in their families to attend college. Third, we have Lifelong Learners in many of our dance classes, who take several, if not all, dance classes offered. These are students that take classes for personal enrichment and improved wellness practices. Many times, these are our older students, who bring wisdom and experience to the classroom setting. Lastly, we have a number of DSP students (both with physical and mental challenges,) that take dance classes for the simple and pure joy of moving. This has proven to be a soft place to land for these students that may have additional struggles outside of class.

The purpose of our Program is to bring students from various backgrounds and cultures together in the spirit of dance, movement and overall health. Dance is an art, as well as a form of exercise, so we encourage overall wellness in our classes. We strive to educate the student in the field of dance in both theory and practical studio work. While together, we create a new form of communication within a group that is different from one another. We begin to understand each other through movement (nonverbally), whether we speak the same language or not, and work together to create stories or abstract dances through self and group expression. Dance and movement through the body and soul becomes our new, united language. Whether in a lecture setting or activity class, students learn to discover dance through group work, presentations and performances. Students are educated in the field of dance above and beyond a textbook. Students are encouraged to learn about and present their own cultural or folk dance forms, and share these forms with others.

As part of the curriculum, students must perform or present every semester. Some of the more known and popular genres of dance, such as modern, contemporary, jazz, musical theatre and social dance are presented. Additionally, students provide performances or presentations in various cultural dance forms as well, such as Vietnamese Hat Dance, Pilipino Tinikling (Bamboo) Dance, Native American Fire Dance, Mexican Folkloric Dance, Tahitian Hula Dance, Latin Bachata, Cumbia, and Traditional African Bilen Dance, to name of few. The population of registered dance students is primarily Asian and Latino so this helps to bring us together to share and unite in the spirit of dance. Since we are such a varied group of individuals with different backgrounds, it is important and valuable to learn about these other, nonwestern dance forms. It helps us to better understand diverse cultural backgrounds through dance, our new common language.

How does your program define effectiveness, and what measures have you chosen to gauge it?

Effectiveness is measured a number of ways. First and foremost it is gauged by student skills demonstration. Most classes are activity/lab based so students must present and demonstrate all learned skills through performance and testing. Assessment of these skills and SLO's are done many ways including rubrics, performance, presentation, and exam skills. All midterm and final performances are scheduled in the VPA theatre where the class, as well as outside invited guests, can observe all that has been taught and learned throughout the semester.

SLO matrixes are applied and assessed every semester and changes are documented and made when necessary. Please refer to the below link for further explanation. Go to Arts, and scroll to Dance classes.

[http://www.evc.edu/discover-evc/student-learning-outcomes-\(slos\)/student-learning-outcomes-\(slo\)-assessment/course](http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment/course)

Our GE course, Dance Appreciation, is measured many ways including written work (essays), testing, exams, presentations and group work analysis. Student Evaluation forms are given every semester in our Dance Appreciation (GE/theory) Class. This is the only class that is offered every semester, including intersession and summer. This has proved to be a useful tool to improve the class as well as meet student needs. The idea is to grow with the students rather than remain stuck in teaching methodology or style. Retention and Enrollment continues to be strong for this course. Consequently, Dance Appreciation has proven to be a gateway class for students. Students become interested in dance and end up enrolling in other dance classes.

Please summarize the results of any measures you have applied. What do these results mean for your program?

SLO's are measured, analyzed and modified every semester for improved alignment and student learning. The assessment tools and measures we use have been successful (skills demonstration, performances, presentations, tests, essays, exams, etc.). From 2013 to 2015, Datatel results show us that overall student retention is above 90% and overall student success is approximately 84%. What this means for our program is that students are engaged, productive and learning. This solidifies EVC's strategic initiative in that the program is student centered, ensuring student success. The data also shows us that although intimate, our department is making a mark and difference towards the Colleges' success.

A future goal is to raise our student success to above 85%. This can be achieved by increased early alerts to students that are having trouble as well as working with the DSP office and the learning or tutoring services.

Where would you like your program to be three years from now?

We would like to see a full-time faculty hired so that the dance department can be further developed. In order for the department to grow to the next level, we need staffing. By hiring a full-time faculty, we could continue to write and develop more dance curriculum, offer more classes and have formal performances in the theatre. With that, we would also like to see staffing brought into the VPA theatre. This can be done through hiring a technical professional to run the theatre (part-time or full-time), so that all Arts departments (dance, music, theatre, etc.) can be utilized and showcased.

PART A: Overview of Program

Identify your program/department's Commitments to Action (CTA's) as they relate to the college strategic initiatives.

Initiative 1: Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are Increase Visibility, Develop Strategic Partnerships, and Build Campus Community.

Initiative 2: Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are Student Access, Completion of Educational Goals, Employee Development, and Transparent Infrastructure.

Initiative 3: Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are Access, Curriculum/Programs, and Services.

Student Centered: The dance department has continued to increase visibility and build campus community by inviting family, friends and students to all midterm and final performances every semester. These informal performances take place in the Visual Performing Arts Theatre, where the community gathers to support the inspirational pieces the students have created. Students from different cultural backgrounds come together through the visual art of dance, which helps to build and foster the campus community at EVC. Increased visibility and campus community will continue to grow and develop through future performances, including PDD 2015.

Community Engagement: Continued professional development continues through various workshops, classes and training. Staff engage in PDD workshops, serve on committees, and continued education for ongoing learning. Staff meetings are handled within an open infrastructure having clearly defined agendas and open communication throughout the department and division.

Engagement with the surrounding community occurs through partnerships with other local South Bay Colleges such as SJCC, West Valley, Foothill and Mission. Together, we formed a dance coalition called SVCCDC (*South Valley Community College Dance Collective*), bringing together our strongest dance works at the various local Community Colleges. Students from every College perform yearly on stage in a formal setting, with all technical aspects included in the production. The outside community throughout the Bay Area is involved and all are able to view choreographed works from EVC. The next formal performance is scheduled for February, 2016.

Organizational Transformation: All dance curriculum has been updated and is current. Our Program Review is also an important focus for this year and is being completed for the first time. Having everything up to date and current helps the department to stay organized and focused on what we are really here for, the students.

The dance department attracts a diverse group of students having varied ethnic and cultural backgrounds, ages and disabilities. We are able to include everyone in our program and create a positive atmosphere that creates an open and creative forum towards learning. We serve ALL students and each comes away with something different and unique to them. The service we provide to the college is the promotion of the arts through dance, health, creative expression and individuality.

Please explain how your program's CTA are aligned with the goals of the college? How does your program help the College fulfill its Mission and Strategic Initiatives?

EVC Mission: Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and be civically responsible global students. The Dance Departments curriculum is designed to prepare students to be academic achievers, while also contributing to the overall wellness and health of the students. Students come together from varying backgrounds to dance, create and explore together. These ongoing interactions, whether performing or presenting, help to expand their understanding and acceptance of each other's cultural differences and similarities.

Please state at least three recent accomplishments for your program, which show how it contributes to the College's success.

In the Fall 2014 semester, the Dance Department at EVC was featured on the California Community College website through its rotating web banner. The exposure of not only our campus, but also the dance department specifically, was a moment of pride and success. The fact that we are one of the smallest departments on campus, with no full-time support, was a huge honor for our intimate, yet fierce, department to be highlighted.

<http://californiacommunitycolleges.cccco.edu>

For the past 2 years, 2013 and 2014, Evergreen Valley College has united with other local Community Colleges on stage to highlight our dance program at EVC. Our students' choreographed and performed final dances from class and set them with lighting, costumes and music. We created posters and programs for the event as well as biographies for all the EVC students. Performances were held at SJCC Theatre in 2013 and West Valley College Theatre in 2014. The performance at West Valley was completely sold out! This was a major accomplishment for not only our students but also our department. The dancers were amazing and we were able to formally share with the community all that is happening in dance at EVC. This is scheduled to take place again in the Spring of 2016.

Currently, I am working with the Vice Presidents' staff to have a student performance at the beginning of Professional Development Day, this upcoming Fall 2015. This is the first time this has ever been done. The idea is to start the year and PDD in a new and exciting way. This is not only a privilege to the student-chosen work, but also brings art and community to the college. We contribute not only to the students' success by acknowledging their hard work throughout the semester, but also by bringing some exposure and insight to the dance department at EVC.

State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

Department Goals: Currently there are no PLO's in place for Dance at EVC. Moving forward, we would like to officially publish these departmental goals to be our PLO's

1. Critically compare various dance genres on the basis of movement, historic context, and as an expression of self and culture.

Alignment with ILO Information Competency. This goal contributes to the mission of the college by preparing the students from diverse backgrounds to come together and learn about dance, self, and culture. The student will utilize information from a variety of sources to make an informed decision and take action through a variety of forms including written analysis, tests, presentation and performance.

2. Apply proper posture, alignment, foundation, vocabulary and performance quality to a variety of dance techniques.

Alignment with ILO Inquires and Research. This goal contributes to the mission of the college through academic growth and continued learning. The

student will critically evaluate information to interpret ideas and solve problems. These ideas must be processed individually, within each student's unique and personal body, then processed, expressed and performed within a class or on stage.

3. Demonstrate effective communication, behavior and teamwork necessary for artistic collaboration and group work within a population of varied backgrounds.

Alignment with ILO Communication. This goal contributes to the mission of the college by empowering students to be civically responsible and global citizens. The student will demonstrate effective communication, appropriate to the audience and purpose. Students will work together in every dance class in small groups to perform and present various dance topics and styles. Creative collaboration is highlighted and teamwork is built.

4. Create and perform original dance choreography using the principles of composition in class or for a live public performance.

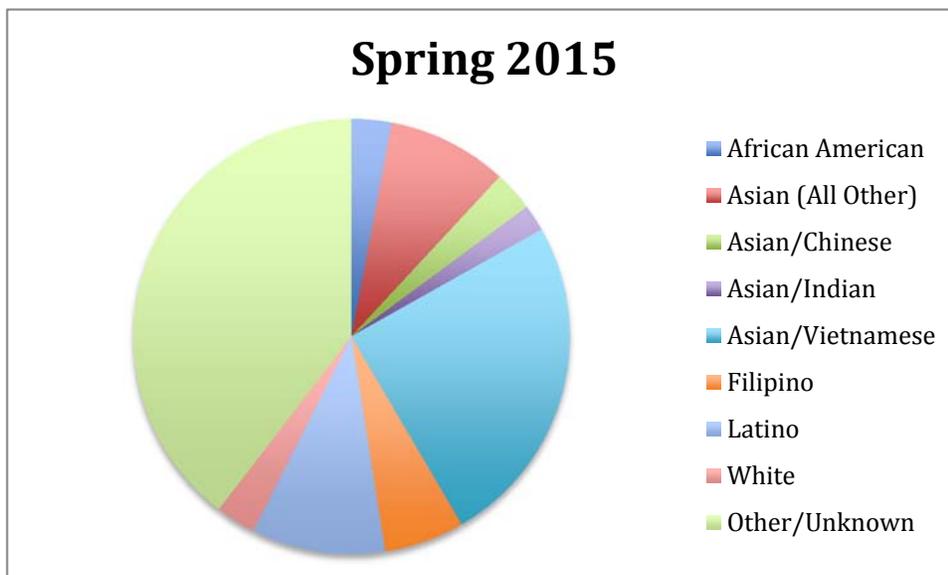
Alignment with ILO Personal Development. This goal contributes to the mission of the college by empowering all students from individual and unique cultural backgrounds. The student will demonstrate growth and self-management to promote life-long learning and personal well being. There is a creative element to all dance classes in that students create personal and unique dance movement. All students get the opportunity to perform individually as solo artists, if they so desire.

5. Demonstrate proper dance vocabulary and theatre etiquette as a student, performer or audience member.

Alignment with ILO Social Responsibility. This goal contributes to the mission of the college by creating responsible global citizens. The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in all group decision-making. Whether a dancer, choreographer, presenter or audience member, all students will learn and develop skills inside and outside of the studio and theatre, utilizing artistic respect and etiquette towards one another.

Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes.

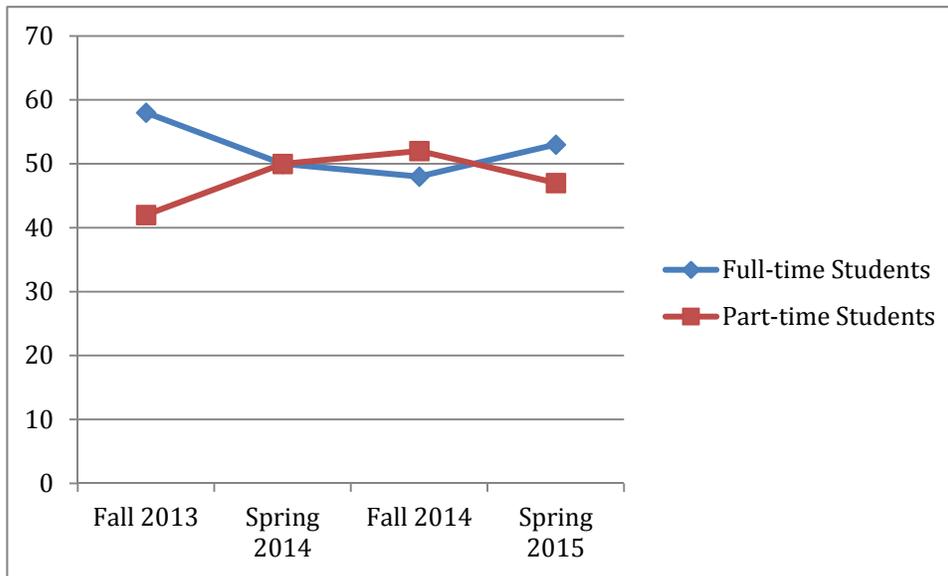
The dance student body at EVC is primarily Asian as well as Latino. The breakdown of the latest semester is below and has been the ongoing pattern over the last several semesters. One thing to consider is there is a high percentage of “Other/Unknown” in our datatel system, but certainly the demographic trend remains primarily Asian and Latino. This is one of the reasons we continue to study and present our Asian and Latin styles of dance in current classes.



Consistently, the percentage of women to men is a 70/30 ratio. The most popular classes that men join are Dance Appreciation and Social Dance. On average, 48% of the dance students are between the ages of 18-22.

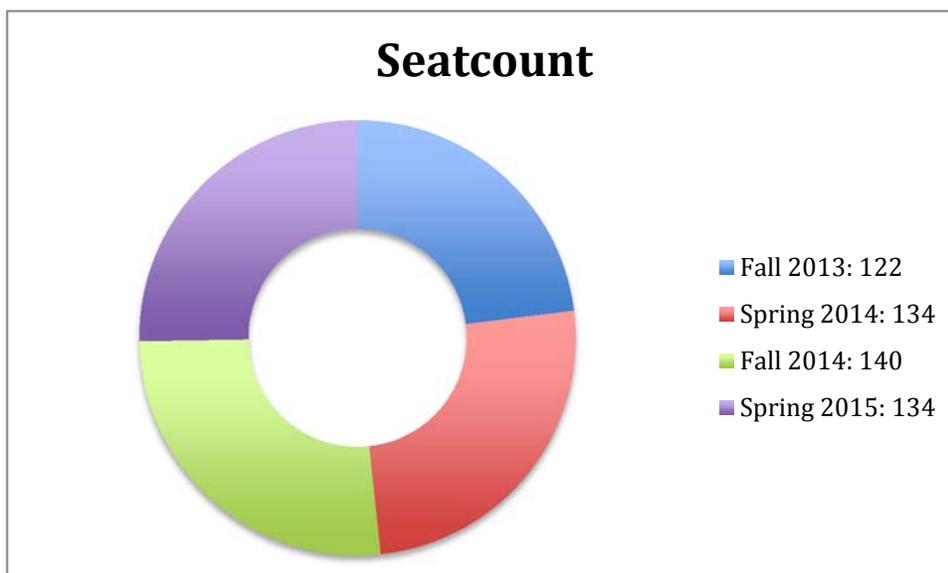
Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

A pattern we have noticed over the last couple years is decreased full-time verses part-time enrollment. However, we are starting to see a climb back towards full-time status. Spring 2015, enrollment of students was 53% fulltime, versus 47% part-time. This may be due to the thriving job market we observed therefore students were working more and going to school less. However, we are starting to see a shift back to full-time status. We hope this “full-time” pattern continues to climb.



Another pattern we see is decreased enrollment in evening classes. We are currently offering classes on a different evening in the Fall 2015 semester to see if enrollment increases. If we continue to see a drop, we may need to increase daytime course offerings instead, to accommodate our current students. Again, this can also be attributed to students working in the evenings, while going to school during the day, whether part-time or full-time status. Regardless, we are willing to make any changes to accommodate our student body.

As you can see below, our seat count has remained steady. We serve over 300 students per year, including intersession and summer.



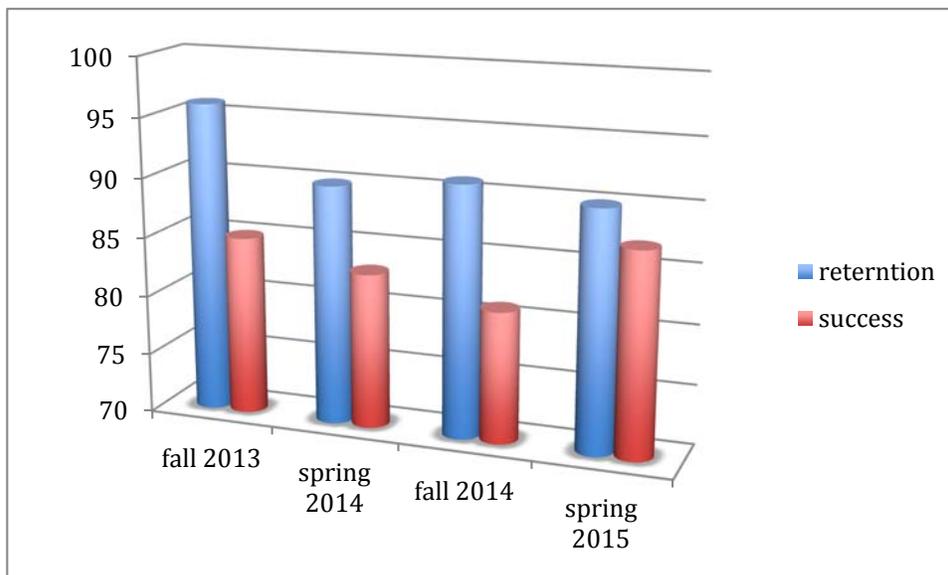
Identify department/program productivity (WSCH/FTEF)

WSCH/FTEF represents the ration between the faculty’s hours of instruction per week, or faculty load, and the weekly hours of enrolled students in his/her sections. It is the total weekly students contact hours (WSCH) divided by the faculty member’s load. Productivity average is at 546. We didn’t take Spring 2015 into consideration in that datatel facts were inconsistent due to the fact that two sections of dance were team-taught by two adjunct instructors.

The Total Number of students served in the last 6 semesters (Fall/Spring) is 830. The Full-time equivalent average over 6 semesters (FTES) is 2.57.

Identify student success rate and patterns within the department/program paying particular attention to our colleges target groups.

Student retention remains high, well into the 90% and above range. Students are proving to be engaged in dance classes with a very low drop rate. Student success remains high as well, into the 80% and above range. However, we would like to see our success rate increase even more. We have this intent slated as one of our upcoming goals in the Fall 2015, though early alerts and continued communication with each student. The good news is success rates are on the rise (see figure below), at a current 87% rate for the latest Spring 2015 semester.



If the program utilizes advisory boards and/or professional organizations, describe their roles.

N/A

Part B: Curriculum

Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s):

Dance Appreciation, Dance 02
Jazz Dance Fundamentals, Dance 19
Jazz Dance Beginning, Dance 20
Jazz Dance Intermediate, Dance 21
Jazz Dance High-Intermediate, Dance 21B
Social Dance Beginning, Dance 22
Social Dance Intermediate, Dance 22B
Modern Dance, Fundamentals Dance 49
Modern Dance, Beginning Dance 50
Modern Dance, Intermediate Dance 51
Modern Dance, High-Intermediate Dance 51B

The Dance program offers classes that meet degree requirements, 4-year university transfer, and lifelong learning classes for the community. All classes strive to develop personal health and wellness, along with community development. Students from varying cultural and ethnic backgrounds join our classes, as well as varying age groups. We also have ESL and DSP students in many of our classes. The array of courses offered meet the varying needs of our community, along with providing a creative outlet and stress reduction through movement, dance and art. Students are encouraged to learn and appreciate his/her own unique body as it relates to movement and dance, without limitation or fear.

State how the program has remained current in the discipline(s).

All classes have been updated through Curriculum and are current. Classes are revised and updated whenever necessary. Coursework, including syllabi, are continually modified and developed every semester to meet the current needs of the students. Every semester, new dances are created (choreographed) and taught to the students with music that is both classic and current. Because dance is continually changing and evolving, we are constantly learning about both traditional forms of dance, as well as new developing styles. Current styles are discussed every semester through projects and presentations, which are part of the coursework in many of the classes offered.

All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a

plan for completing the process, including timelines and dates for each course.

All dance classes that are offered every semester have been revised and gone through curriculum and are current.

Identify and describe innovative strategies or pedagogy your department/program offered to maximize student learning and success. How did they impact student learning and success?

Open-Ended Instruction: Tests and quizzes are structured so that multiple answers are possible. There is no one “right” answer. In our only lecture course, Dance Appreciation, all tests include written work so students can express themselves individually. This has impacted learning and success by allowing all students (including ESP/DSP), to express themselves on paper. When needed, tests are given at the DSP office to promote individual learning and growth for each students’ needs.

Discovery Learning: Lessons are constructed so students can discover themselves and build knowledge on their own understanding of dance concepts and forms. This has impacted learning and success by allowing students to create and discovery movement and dance within their own unique body, whether they have physical limitations or not. This has also proved to be helpful since there are a wide variety of skills in each class. Students are able to grow at their own pace.

Differentiated Instruction: Activities and lessons address a wide range of learning styles, abilities and different intelligences to teach cognitive, affective and physical domains. This has impacted learning and success by allowing all students (including ESL/DSP), to express themselves through movement and dance to the best of their ability, never comparing one student to another.

Co-operative Learning: Group-work learning strategies are a priority. This has impacted learning and success by allowing students from different backgrounds and abilities to come together to create and perform a dance in front of other classmates, or present on a dance form in the lecture classes. This helps to build the community we have created within each class. All dance classes include group work as this is a priority in our program.

Student learning and success is impacted positively, with retention being above 90% on average. Student success rate is above 80%.

Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

The Dance Program will develop a Certificate of Specialization, which will include up to 11.5 units of dance curriculum. This will take place in Fall 2015.

Additional program considerations include adding more levels to Social Dance, due to the recent changes in repeatability and the continued interest of the class. This class continues to be one of our most popular courses (datatel). Currently we only have a Beginning and Intermediate level. We need to add Fundamentals and High-Intermediate to this class, like we have in Jazz and Modern Dance. This will enable students to have the opportunity to grow through progression and advancement. This will take place in the 2015-16 school year.

To help with student success, we would like to increase our percentage to 85% and above, if possible. Our strategy is to increase early alerts to students that are falling behind. Also, we plan to work more closely with the DSP office to ensure that students are utilizing the resources that are available to them.

Lastly, we will be writing new coursework, such as Latin Dance or Contemporary Dance. This will take place in the Spring of 2016.

Timeline

Fall 2015	Develop Certificate of Specialization in Dance
Fall 2015	Focus on "Early Alert System" for even higher student success rate
Fall 2015	Add another level (High-Intermediate) to Social Dance
Spring 2016	Write and Create a new course/s, based on student interest
Spring 2016	Public Formal Performance with SBCCDC

Describe how your program is articulated with the High School Districts, (CCOC) if applicable, and/or other four year institutions. (Include articulation agreements, common course numbering, etc.)

N/A

If external accreditation or certification is required, please state the certifying agency and status of the program.

Currently, Dance courses are not acknowledged under the California Community College (CCC) courses and have not been recognized under the C-ID programming system. We are hoping this will change in the near future, since both Music and Theatre are among the approved Arts courses in the C-ID programming system.

Part C: Student Learning Outcomes and Assessment

On the course level, list all the courses and their student learning outcomes and provide a link to ACCC course outline record.

Please refer to <http://evc.curricunet.com/Course> for all Dance Class listings as well as all SLO's for each class.

On the program level, define as a course of study leading to a degree or certificate; list the Program Learning Outcomes (PLO), if applicable. Please note, you may be completing this program review as a department or discipline and do not offer any degrees or certificates. In this instance, please disregard this question.

Dance is a smaller discipline within the Theatre Arts Department at EVC. Since there isn't a full-time faculty member in the dance department, I am happily completing the Program Review for Dance, as it's own discipline. Currently, we do not offer a certificate or degree in dance; therefore we have no official PLO's in place. Instead, our focus will be on the departments SLO's and goals.

List or describe all assessment mechanisms you are using to evaluate course and/or program Student Learning Outcomes. Please provide a link to all the course and/or program SLO assessment matrices.

In the dance program, the following are used for assessment: Quizzes, Papers, Essays, Presentations, Performances, Journaling, Exams (both written and skills demonstration), Projects and Rubrics. Below provides more detail for each Family Course and the assessments, changes and/or interventions that have been added as a result of assessment. Some examples are from the latest academic calendar.

Dance Appreciation, 02

Dance Appreciation is a 3 unit, lecture course. SLO's include:

1. Analyze and discuss the evolution of dance in historical, cultural, and artistic contexts.
2. Apply proper use of dance and theater vocabulary to analyze and describe quality of movement.
3. Distinguish between dance genres and discuss their differences and aesthetic qualities

Giving regular in class quizzes assesses many of the SLO's for Dance Appreciation. During assessment in 2015, I realized that students often had many questions after the various quizzes given throughout the semester. However, they had to wait until quizzes were all graded before getting the answers. Often times, this didn't make sense since they wanted immediacy. We began correcting all quizzes in class, immediately after the students took the quiz. This enabled more questions, answers, and communication among the students and I. Students were better able to understand the various topics and talk through them thoroughly. After I made this change I found there was more

student engagement and understanding throughout the class. There was dialogue and sharing among the class and students preferred this new method. The immediacy was an effective change and enabled students to understand topics more clearly. I have made this change and it has proven to be a positive change.

Modern Dance, Concurrent (49, 50, 51, 51B)

Modern dance concurrent classes are offered together, at least 3 levels per class. SLO #4 includes:

Identify various meters and rhythms used in Modern Dance 49, Fundamentals.
Develop musicality and performance quality through exploration of meter, tempo, and phrasing in Modern Dance 50, Beginning.

Develop solid musicality and performance quality through exploration of meter, tempo, and phrasing in Modern Dance 51, Intermediate.

Assessment was done through midterm and final presentations and performances. Students learn a dance combination and then add on (choreograph) and present and perform for both the Midterm and Final. Students can perform individually (solo) or work in small groups (2 or more) and are able to explore movement qualities through use of music, tempo and phrasing to show they have learned the various rhythms, timing, tempo's and musical phrasing of each dance. Students are assessed according to which level of Modern Dance they are enrolled in through a Dance Rubric, which covers musicality, rhythm and timing. The use of this assessment tool has been a successful use of measure as the students are actually tested through demonstration and performance of the various Modern dances with musical accompaniment. Video recordings are also done of the performance so students can learn and grow from their midterm and final pieces. This assessment has proven to be successful and no change is needed.

SLO #3 includes:

Perform Modern dance positions, steps, and sequences at a high-intermediate level in Modern Dance 51B, High-Intermediate.

This course is offered once a year and was assessed last Spring 2015. The SLO assessment involved students performing for the midterm and final. They are to perform a longer modern dance sequence as well as develop their own modern dance choreography within the piece. Students work in small groups and perform in front of the rest of the class at a high-intermediate level. Dances highlight various positions, steps and sequences of modern dance. Students are graded using a Dance Rubric. This assessment has proven to be successful and no change is needed.

Social Dance, Concurrent (22 and 22B)

Assessments in both beginning (22) and intermediate (22B) Social Dance are Student Dance Presentations. SLO #4 is to analyze the evolution of at least one social dance form and present it in front of the class. Students work together in partners or groups of 3. This assessment is given to bring multi-cultural backgrounds together in the spirit of dance. After assessing this SLO I realized we needed to make a change. Social Dance has become very popular and class size has increased. Moving forward we need to increase group sizes to 3-4 as well as start presentations earlier on in the semester so we don't run out of time. This is an easy change to make and can be done by reworking the semester calendar for the Social Dance.

SLO #5 Identify music, rhythms, simple variations, and origins of the Merengue, Waltz, Rhumba, Cha-Cha, Salsa and Swing Dance was also assessed in 2015 using Midterm and Final performances. Students learn a social dance combination from each genre and then add on (choreograph) and present and perform for both the Midterm and Final. Students work with a partner and are able to explore movement qualities through use of music, tempo rhythms and phrasing. Students are able to choose their own music to work with for these performances. The use of this assessment tool has proved to be a successful use of measure as the students are actually tested through demonstration and performance.

Jazz Dance, Concurrent (19, 20, 21, and 21B)

Jazz dance concurrent classes are offered together, at least 3 levels per class.

SLO #4 includes:

Identify various rhythms and phrasing used in Jazz Dance 19, Fundamentals.

Develop musicality and performance quality through exploration of meter, tempo, and phrasing in Jazz Dance 20, Beginning.

Develop solid musicality and performance quality through exploration of meter, tempo, and phrasing in Jazz Dance 21, Intermediate.

Assessment was done through midterm and final presentations and performances. Students learn a dance combination and then add on (choreograph) and present and perform for both the Midterm and Final. Students can perform individually (solo) or work in small groups (2 or more) and are able to explore movement qualities through use of music, tempo and phrasing to show they have learned the various rhythms, timing, tempo's and musical phrasing of each dance. Students are assessed according to which level of Jazz Dance they are enrolled in through a Dance Rubric, which covers musicality, rhythm and timing. The use of this assessment tool has been a successful use of measure as the students are actually tested through demonstration and performance of

the various Jazz dances with musical accompaniment. Video recordings are also done of the performance so students can learn and grow from their midterm and final pieces. This assessment has proven to be successful and no change is needed.

SLO #3 includes:

Perform jazz dance positions, steps, and sequences at a high-intermediate level in Jazz Dance 21B, High-Intermediate.

This course is offered once a year and was assessed last Spring 2015. The SLO assessment involved students performing for the midterm and final. They are to perform a longer jazz dance sequence as well as develop their own jazz dance choreography within the piece. Students work in small groups and perform in front of the rest of the class at a high-intermediate level. Dances highlight various positions, steps and sequences of jazz dance. Students are graded using a Dance Rubric. This assessment has proven to be successful and no change is needed.

SLO results have been both positive and required some minor changes. As you can see from above, changes have been made in both Dance Appreciation 02 and Social Dance Classes 22 and 22B. In summary, changes include grading quizzes immediately so there is more dialogue and Q&A between the students and I. Also, group work and students presentation have to be done earlier in the semester due to the popularity and growth of the Social Dance classes. Groups need to be larger and more time needs to be given in the semester in order for the students to flourish.

Other SLO's continue to be successful and require no change. For example both Modern and Jazz Dance required no intervention or changes last academic year. However, I will continue to analyze each SLO every semester. If changes are eventually needed I will make them.

Please note all SLO assessments are up to date. Any additional changes, modifications or further details for each course can be found on the below link under Assessment Results as well as Analysis/Action Plan and Timeline. If further info is needed, please click on the below link for further examples of assessment over the last few years.

[http://www.evc.edu/discover-evc/student-learning-outcomes-\(slos\)/student-learning-outcomes-\(slo\)-assessment/course](http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment/course)

Since your last Program Review, summarize SLO assessment results at the course and program level (if applicable).

This is the first Program Review for Dance at EVC. Please see above for the summary of SLO assessment results at the course and program level.

What plans for improvement have been implemented to your courses or program as a result of SLO assessment?

Improvement is a continued effort in the dance department. The following changes have been made. Due to increased enrollment of Daytime Social Dance class (Spring 2015 retention and success ended at 37 students for a class that had a “maximum” headcount of 30 to start). All group work and presentations need to now start earlier in the semester and group sizes need to increase to accommodate this popular class.

All Quizzes and Tests are now graded immediately in all Dance Appreciation courses. Student success has risen when they are able to grasp and understand testing at a more immediate rate, rather than waiting for results to be handed to them. Dialogue and discussion occurs immediately and students are able to understand more clearly the information that is being presented to them.

As a result of SLO assessment data, will you be requesting additional resources for your program or courses?

At this time there is no need for additional resources as a result of the SLO assessment data. All necessary changes can be implemented easily and without further assistance. All additional resources that are needed for the Dance Program aren't linked to SLO assessment. Please refer to Part E for additional requests.

PART D: Faculty and Staff

List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.

There are currently 3 part-time faculty teaching dance classes at EVC.

Elizabeth Falvey

MFA in Dance, Performance & Choreography, Mills College, Oakland, cum laude
BS in Business, Marketing, California State University Long Beach, cum laude
BA in Dance, California State University Long Beach, cum laude
Harvard University, *Dance Scholarship Recipient* 1994-1995
YogaFit Certified and CBETS Certified

Elizabeth has been teaching part-time at Evergreen Valley College since 2001. Although part-time, she takes the lead role in the Dance department. Her efforts go above and beyond teaching classes at a maximum part-time load.

Elizabeth served on the ACCC in 2013 and continues to write and update course curriculum for the department. She developed SLO's and has taken all dance classes through the assessment matrix cycle every semester, which is the responsibility of full-time faculty. All assessments are timely and up-to-date. She handles many aspects of the dance studio (VPA 114) in regards to its upkeep (purchasing and re-taping Marley floors), maintenance, cleanliness, décor, bulletin board posts, equipment and materials such as DVD's and books. To meet the financial needs of many of her students, she has spent the last several years acquiring books to accommodate her Dance Appreciation class and producing a mini library of required texts for them to borrow and view at the library. She puts students' needs first and strives to ensure retention and success.

Elizabeth teaches many classes, offering a wide variety in terms of expertise. She teaches Dance Appreciation and all levels of Jazz, Modern and Social Dance at EVC. She is also an Instructor at Gavilan College (since 2002) where she teaches many several dance classes, Yoga and Movement classes for the Theatre Arts Department, as well as writes and updates various course curriculum. Elizabeth also choreographs at Gavilan College for various productions, which are presented every semester, her latest being the musical theatre production of "*Evita*" in the Spring 2015. She would love the opportunity to teach more classes and choreograph at EVC but currently she is at a maximum part-time load. Her dream is to become a full-time faculty member of the dance department at EVC.

Other experience includes teaching Yoga at Santa Clara University for 12 years, including the regular student body and the SCU baseball team. She also taught "*Yoga for Athletes*" to the San Jose Earthquakes professional Soccer team, as well as San Jose City College (Ballroom) and De Anza College (Dance Appreciation, Contemporary and Social Dance). Elizabeth also danced and performed professionally with the Janlyn Dance Company and Margaret Wingrove Dance Company. She understands the body kinetically and loves to share her knowledge with both dancers and athletes.

Elizabeth works with her students beyond class time and allows performance opportunities in a formal public setting. For example; in 2013 and 2014 she helped to put on a formal, theatre performance with other local colleges, known as the *South Bay Community College Dance Collective*. This popular and successful production is currently being put together for a public performance again in February 2016. Elizabeth is also working with the PDD committee for 2015, where her student will open with dance performance from the Spring 2015 semester.

With nearly 20 years of teaching experience, her position contributes to the program success because she is well versed while offering variety, creative exploration, patience, kindness and knowledge in the field of dance. Elizabeth

encourages feedback and dialogue among her students, giving end of the year evaluations on herself so she can continually learn and grow as a teacher. Her classes have a high level of retention, with students often enrolling in her activity courses semester after semester. In fact, many of her students have “maxed out” and can no longer take her classes because they have taken every class at every level.

Proposed development includes more growth and development of the dance department. She would love the opportunity to teach more classes, develop more curriculum and choreograph at EVC. These goals are set for the upcoming academic year. For more information, please visit www.lizfalveydanceandyoga.com.

Jory Segal

MS in Physical Education, University of Illinois

BS in Economics and Social Science Education, University of Illinois

Jory began teaching figure skating and ice dancing as a graduate student at the University of Illinois, as well as studying ballroom dance. She has been teaching ballroom for more than 20 years and has been working with students from beginning to advanced levels. Jory also teaches PE classes at EVC.

Jory has written curriculum at West Valley College for both Ballroom and Latin Dance classes. Major developmental activities include posting ballroom dance content on Youtube so students can go online and review choreography at home. Jory also spends time editing music to prepare for Ballroom dance performances. Recently, Jory received her certification and training in Barre Foundation. Currently, Jory serves as a union representative for adjunct faculty at EVC.

Maria Basile

BS in Dance, University of Oregon

Maria Basile is a Balance a certified instructor by the Balance Center (posture/ structural integration), and since 1996 a prominent teacher of Ballroom, Modern, and Latin dance at De Anza College, San Jose City College, and San José State University. She joined Evergreen Valley College in 2014, where she has been teaching Social Dance.

Maria Basile is the 2010 recipient of Arts Council Silicon Valley Artist Fellowship for Performance, received the 2009 Individual Artist Special Recognition award for her choreographic contributions in Santa Clara County and was a 2009 “Isadora Duncan Award” nominee for Best Performance in ‘Birthing the Ascension.’ Maria was recently honored by Bay Area Dance Watch with the 2014 LiveBlessay Award for Best Dancer/Actress. She is a founding member and Co-Artistic Director for sjDANCEco. Basile’s ‘Birthing the Ascension’

(2006) was hailed by Rita Felciano as “one of her finest achievements...exquisitely designed dance... (that) eloquently spoke of permanence within change. It was her opening solo as roaming spirit over the waters that set the tone.” Besides her annual choreography for sjDANCEco, Maria is a soloist in the *OCEAN* dance performance with Spector Dance (Marina, CA). She has choreographed for the Cabrillo Music Festival, Opera San José, Midsummer Mozart Festival, De Anza College and San Jose State University Dance Theatre.

Maria’s accomplishments and training includes the following:
Received Ballroom training at Dance Arts Studios.
Studied International Standard and Latin, American Style Smooth and Rhythm.
Competed Pro Am in the International Grand Ball Championships.
Completed certification courses by the United States Terpsichore Association and the Imperial Ballroom Dance Association.
Teaches at De Anza College since 1996 and San Jose City College since 2012.
Teaches Modern and Ballet at San Jose State University since 1996.

Through Marias’ years of teaching and performing Ballroom Dance, Contemporary Dance and Ballet Dance, she has a deep seeded wealth of knowledge that she brings to her dance students from beginning to advanced levels. Maria enjoys teaching at the fundamental levels to give students a precise clear understanding of dance technique that will carry them through a lifetime of dance, socially or professionally. She continues to develop herself as a dancer by taking ballet, modern dance and yoga classes as well as participate in social dance events 4-5 days a week.

Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation and staff.

Currently, there isn’t a full time faculty for dance so a tenure review and faculty evaluation is not applicable. EVC is currently catching up on all teacher evaluations throughout the college. Adjunct faculty evaluation is a priority in our department and is a goal for the upcoming school year, 2015-16. Evaluations are planned by the Division Dean’s office in accordance with the Faculty Contract.

Describe the departmental orientation process for new full-time and adjunct faculty and staff.

Human Resources and the division Dean invite adjunct faculty hires to an administrative orientation. In addition, new adjunct faculty are invited to all department meetings as well as PDD, where they are introduced and welcomed into the division personally.

PART E: FACILITIES: EQUIPMENT, MATERIALS AND MAINTENANCE

Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain additional facility needs and rationale.

A full-time faculty member is something else the department has been lacking for over 15 years now and is a needed resource to build the program further. When the last full-time faculty left, another was never hired. Currently we have adjunct faculty, but a full-time position would be beneficial to expand and build the program further as an adjunct can only do and teach so much due to union regulations.

Also, with the new VPA theatre, a position should be allocated so that a technical person is running the theatre. We have a beautiful theatre that isn't being utilized to its fullest potential. If we had a position, we could have performances within the dance, music and theatre department. This would not only build the program, but also build a community outside of EVC. This would help the College by practicing Student Centered programs while providing Community Engagement, 2 of our colleges Strategic Initiatives.

All "activity" classes are located in the dance studio, VPA 116, located in the Visual Performing Arts Theatre, back stage. Dance Appreciation, which is a lecture course, is administered in a classroom outfitted with a smart podium and projector. The dance studio, VPA 116, is in need of more support. The room is outfitted as a smart room as well, however, is in need of a desktop computer. When students perform or administer a dance presentation, they have to bring in a personal laptop along with all cables and such to connect. This has proved to be a challenge, as many of our students do not have access to a laptop and are therefore unable to present at the recommended college level (i.e. Power Point, Google docs, Youtube, etc.). Also, this has proven to be a waste of class learning time as we fumble around to connect since many students bring in substandard laptops that are obsolete.

Currently there are only 2 working speakers in the studio. We started with 4 when the facility opened in 2009, but 2 are currently blown out and not working. We need to replace these speakers as well as have a maintenance program for the sounds system. Also, VPA 116 needs to be cleaned on a regular basis, which hasn't been happening.

Other needs for the studio include a budget for Marley tape for the floor. This needs to be replaced and re-taped yearly. This is important for the overall safety of the students. When tape starts to rip up, students begin to trip, fall and hurt themselves.

We also need a sign outside the studio, which reads "No Street Shoes." Currently there is just a hand written paper sign that has been there since

opening day. I have previously requested a sign without success. This is important because it keeps the studio clean and germ free, since we are often times laying or performing on the floor. It also keeps the expensive Marley floor in good shape and helps to make it last longer. This is a standard accommodation for all dance studios.

Lockers are located in the bathroom, but we are in need of Cubbies just outside the studio. Currently, when a class is in session, all shoes and other random items are on the floor just outside the studio. With a class of 35 people, you can imagine the mess with upwards of 70 shoes, among other things like jackets and hats. This can be a fire hazard, not to mention quite unprofessional. Often we have onlookers, visitors or photographers viewing our class, so some organization would be helpful. Students need a place to quickly put their shoes, and other belongings while class is in session. There is no room, space or closet in the actual studio so I'm requesting cubbies be purchased and set up just outside the door.

Lastly, we need a budget for books and Dance DVD's for the library for students to observe or check out. This is especially important for our lecture course, Dance Appreciation. Seeing a live dance performance and writing an analysis is a current SLO for all of our dance classes. Often times, due to budget or DSP needs, students are unable to see a live dance performance outside of class and we do not have a formal performance on site at EVC. We could offset this problem by offering a solution to those that are in extra need. Establishing a small visual library of famous dance works is something that would benefit the program. I've already started my own mini library there that includes various copies of the required book for Dance Appreciation, "*Learning About Dance: Dance as an Art Form and Entertainment*," by Nora Ambrosio. I've gotten my own collection together and put on reserve in the library for students that can't afford to buy the required text. This has proved to be helpful to many students and would be beneficial to expand this part of the program.

Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.

As stated, our lecture course is administered in a smart room, which enables the class the visual medium of dance through video and sound. Also, students are able to use this technology when administering dance presentations or group-work, which is a required SLO requirement and assessment. Other technology needs have been identified above, Part E, section 1, including the tools and resources needed in the dance studio, VPA 116.

If applicable, describe the support program receives from industry. If the support is not adequate, what is necessary to improve support?

N/A

PART F: FUTURE NEEDS

Current Budget

Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your programs needs.

Adjunct faculty are paid out of the fund 10 account, 10-21-1008-00000-51310. It would be beneficial to have additional funding for a full-time faculty, in addition to adjunct faculty for the dance department.

Identify any external (fund 17) funding the department/program receives, and describe its primary use.

Currently there isn't a budget in place for the dance department specifically, therefore; the unstated budget isn't meeting our current facility needs.

Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.

N/A

Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?

Currently, we do not have any external funding, however, if we had staffing to run the theatre, we could potentially receive external funding by renting the VPA theatre to outside vendors, dance companies and studios, as well as the other arts (music, theatre, etc.) This could be a great source of income for the overall College as well as the Arts Division specifically.

Please describe any unmet needs for your program and how you plan to address them? Are any additional resources needed to accomplish your program's CTA's?

Unmet needs have been addressed above, Part E. (facilities, maintenance, materials, equipment and staffing). I am addressing these unmet needs currently by providing information and insight into the Dance Departments first Program Review.

What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain.

By hiring of a full-time dance department faculty, we can continue to grow and develop the program even further. Also, the hiring and staffing of the VPA theatre will give much needed exposure and use to the desolate theatre. Imagine what the future will bring! Not only can we have a yearly formal performance in dance, but also in theatre and music. Wouldn't that be something for our beautiful VPA Theatre to take on over the next 6 years? Not only would student success be nurtured and developed, but also Community Engagement would be built and formed, one of our current CTA's here at EVC!

PART G: ADDITIONAL INFORMATION

Question and areas of concern moving forward: How can we officially create and publish our department goals to be our PLO's moving forward? Currently there are no PLO's in place. Please refer to Part A for more information in regards to this question.

PART H: ANNUAL ASSESSMENT: PROGRAM FACULTY AND PR COMMITTEE

Please attach copies of any Annual Reviews that you have completed in the last six years, if applicable.

N/A

PART I: RESOURCE ALLOCATION TABLE

ITEM TITLE	RESPONSE
Productivity (WSCH/FTEF)	546
Students Success Rate (Retention)	Approx 85-90%
Number of Class sections offered	24 per year (incl. summer/intersession)
Changes in enrollment	Small change in seat enrollment for dance +/- 1-3% over last 2 years
Programs Current Budget (Fund 10)	Unknown
Current External Funding (Fund 17)	0
Future Needs: Faculty (Est. Additional Cost)	Approx 100,000K annually
Future Needs: Staff (Est. Additional Cost)	Approx 50,000K annually
Future Needs: Facilities (Est. Additional Cost)	Approx 50,000K
Future Needs: Supplies (Est. Additional Cost)	Approx 10K

