All Fields

Dance Program Review

Cover

Overview
Program Review Year

Title Dance Program Review

Year of Last Comprehensive Review Fall 2017

Year of Last Mini Update, if applicable

Originator Falvey, Elizabeth

Area Dean Colleen Calderon

Division
SocSci, Humnt, Arts, & PE

Department
Dance

Subject

- DANCE - Dance

Is this a review for a degree/certificate or all the courses in the subject?
All Courses

Courses

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Brown, Robert
- Calderon, Colleen

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- **Access**
- **Curriculum and programs**
- **Services**

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:

- **Increase visibility**
- **Develop strategic partnerships**
- **Building campus community**

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:

- **Communication**
- **Employee development**
- **Transparent Infrastructure**

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

Evergreen Valley College has a unique and delightful Dance Department. All of the Activity or "Lab'" courses (1 unit, Area E, Activity Course Requirement), now have various levels within each family. 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 courses. We also offer a 3-unit GE course, Dance Appreciation, which is offered all 4 terms (Fall, Intersession, Spring and Summer) and is full and often waitlisted.

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 that take dance classes for the simple and pure joy of moving. This has proven to be a soft place to land for 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.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

  Goals that have been accomplished since the last Program Review include new curriculum including:

  A Certificate of Achievement in Dance, 9 units

  New Classes, including:

  Social Dance 22C, High-Intermediate

  Hip Hop Dance 15, Beginning

  Hip Hop Dance 16, Intermediate

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

  A Certificate of Achievement in Dance was developed and passed in 2019, which is a 9-unit certificate and includes the following courses:

  Dance Appreciation 02, 3 units

  Modern Dance 50 and 51, 2 units

  Jazz Dance 20 and 21, 2 units

  Social Dance 22 and 22B, units

  Total: 9 units

  Mission: Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper. This Certificate of Achievement in Dance contributes to the mission and success of the college by offering classes and programs which supports the development and growth of all students.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

  N/A

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

  After the Pandemic is completely behind us, I would like to see the Dance Program get back to where it was and beyond. A goal would be to have all dance classes offered in both the Fall and Spring semesters, without canceling. The lab or "Activity" classes should be in-person since dance is truly a form of communication. A second goal would be to have live performances in the Fall and Spring terms again. Lastly, a goal would be to offer new dance classes to our students, such as Hip Hop dance.

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'15-F'21 average		72.00%		

Courses with no Degree or Certification

Program Success Rate 85

Program Set Standard **: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.**

Program Set Standard 72%

Recommendation: **90% of the 6 year average success rate could be your program standard (average x 0.9).**

Program Success Goal **: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.**

Program Success Goal 86%

- **Is your program success rate higher or lower than the campus?**

  The success rate is higher than the campus by 13%.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

The dance department helps students to succeed both inside and outside of the classroom through the use of various tools. Now that online learning is the norm, we can help facilitate learning with the use of our Canvas Shell, even for in-person classes. For example, even though my lab or "activity" courses are in-person, I still use Canvas to post videos of our dances so students can practice and learn from home. In essence, students are getting a double dose of learning.

- **Is the current program success rate higher than the program set standard?**

  Yes

- **How close is the program to meeting the program success goal?**

  As of now, the Program is higher than the success rate at EVC. With all of the recent challenges and cancelizations for in-person dance classes, we hope to rebuild the program with slight changes and additions. A goal is to offer more on-line courses throughout the year, which is what the students are asking for at EVC.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

  Yes

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 102 - 78.380%**

  Program Average Total Enrolled
  1.000

  Program Success Rate
  85.000

- **Asian: 9380 - 79.320%**

  Program Average Total Enrolled
  45.000

  Program Success Rate
  88.000

- **Black or African American: 464 - 61.430%**

  Program Average Total Enrolled
  3.000

  Program Success Rate
  79.000

- **Hawaiin/Pacific Islander: 95 - 65.790%**

  Program Average Total Enrolled
  1.000

  Program Success Rate

80.000

- **Latinx: 9005 - 64.730%**

  Program Average Total Enrolled
  30.000

  Program Success Rate
  81.000

- **Two or More Races: 614 - 70.030%**

  Program Average Total Enrolled
  3.000

  Program Success Rate
  90.000

- **Unknown: 1655 - 72.640%**

  Program Average Total Enrolled
  8.000

  Program Success Rate
  82.000

- **White: 1256 - 73.480%**

  Program Average Total Enrolled
  5.000

  Program Success Rate
  85.000

Success Rates: Measures by Gender

- **Female: 12340 - 73.970%**

  Program Average Total Enrolled
  73.000

  Program Success Rate
  86.000

- **Male: 10154 - 69.610%**

  Program Average Total Enrolled
  20.000

  Program Success Rate
  87.000

- **No Value Entered: 77 - 72.590%**

  Program Average Total Enrolled
  0.000

  Program Success Rate
  0.000

Success Rates: Measures by Age

- **17 & Below: 736 - 86.260%**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  94.000

- **18-24: 15285 - 69.350%**

  Program Average Total Enrolled
  58.000

  Program Success Rate
  87.000

- **25-39: 4470 - 75.390%**

  Program Average Total Enrolled
  13.000

  Program Success Rate
  84.000

- **40 & Over: 2065 - 78.860%**

  Program Average Total Enrolled
  20.000

  Program Success Rate
  78.000

- **Unknown: 16 - 71.080%**

  Program Average Total Enrolled
  0.000

  Program Success Rate
  0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

  An equity gap includes technological needs for our older population as well as socioeconomic needs. These needs are currently being addressed by providing the resources needed to be successful in a course.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Success rates are similar overall (80-90%) which is high overall. The lowest range, which isn"t that drastic as compared, is 78% for the Program Success rate of students 40 years or older.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

  We have recently started offering fully on-line courses since the Pandemic (General Education, Dance Appreciation) so this information needs to be atained.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx (http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type

- **Certficate less than 12 units**

  Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)
  0

  Discussion
  The Certificate of Achievement takes a minimum of 1-2 years to complete and was established in 2019. The Pandemic hit in 2020, with many of the courses being canceled and/or not offered, including some of the classes needed for the certificate. We are offering all needed courses this upcoming Spring 2023 in the hopes of getting the Certificate of Achievement back up and running for students to participate and complete.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4639 - 50.900%**

  Program Average Headcount
  53.000

  Program Percentage of Total
  59.000

- **Day & Evening: 2929 - 32.100%**

Program Average Headcount
33.000

Program Percentage of Total
37.000

- **Evening: 1022 - 11.200%**

  Program Average Headcount
  4.000

  Program Percentage of Total
  4.000

- **Unknown: 530 - 5.800%**

  Program Average Headcount
  0.000

  Program Percentage of Total
  0.000

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.800%**

  Program Average Headcount
  33.000

  Program Percentage of Total
  38.000

- **Half Time or less than half time: 6084 - 66.700%**

  Program Average Headcount
  50.000

  Program Percentage of Total
  58.000

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

  Since the last program review in 2016, it has stayed more or less the same, with mostly day time classes. However, now that we are offering online courses every term (Dance Appreciation), we can not qualify that as day vs. evening. Full-time versus part-time students are also similar.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

  Program Enrollments are slightly higher for daytime students and slightly lower for evening students.

- **c. Based on the data, would you recommend any changes?**

At this point, my recommendation is to offer all dance classes again and get the program up and running the way it was pre-pandemic. We need numbers and enrollment to fill dance classes. From there, we can start to build and offer new classes, such as Hip Hop Dance, as well as create more classes for the future (i.e. Latin Dance).

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 5008 - 54.950%**

  Program Headcount
  68.000

  Program Percentage of Total
  79.000

- **Male: 4075 - 44.640%**

  Program Headcount
  19.000

  Program Percentage of Total
  21.000

- **No Value Entered: 37 - 0.410%**

  Program Headcount
  0.000

  Program Percentage of Total
  0.000

Student Demographic: Age

- **17 & Below: 486 - 5.310%**

  Program Headcount
  2.000

  Program Percentage of Total
  1.000

- **18-24: 5493 - 60.210%**

  Program Headcount
  54.000

  Program Percentage of Total
  59.000

- **25-39: 2168 - 23.800%**

  Program Headcount
  13.000

  Program Percentage of Total
  16.000

- **40 & Over: 966 - 10.600%**

  Program Headcount
  19.000

  Program Percentage of Total
  24.000

- **Unknown: 8 - 0.090%**

  Program Headcount
  0.000

  Program Percentage of Total
  0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 40 - 0.430%**

  Program Headcount
  1.000

  Program Percentage of Total
  1.000

- **Asian: 3689 - 40.480%**

  Program Headcount
  43.000

  Program Percentage of Total
  49.000

- **Black or African American: 208 - 2.290%**

  Program Headcount
  3.000

  Program Percentage of Total
  3.000

- **Hawaiian/Pacific Islander: 36 - 0.400%**

  Program Headcount
  1.000

  Program Percentage of Total
  1.000

- **Latinx: 3636 - 39.850%**

  Program Headcount
  27.000

  Program Percentage of Total
  31.000

- **Two or More Races: 248 - 2.730%**

  Program Headcount

2.000

Program Percentage of Total
2.000

- **Unknown: 690 - 7.520%**

    Program Headcount
    7.000

    Program Percentage of Total
    8.000

- **White: 573 - 6.300%**

    Program Headcount
    4.000

    Program Percentage of Total
    5.000

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

    The program has declined since 2020 mainly because of the Pandemic. Many students dropped out in the Spring 2020 semester when we went into Zoom for Dance Classes. As we continued on-line from 2020-21, enrollment decreased for lab/activity/dance classes. However, enrollment was not affected in Dance Appreciation, which is a GE lecture class. This class was on-line and proved to be successful in terms of enrollment.

     Based on student feedback, students did not want to take lab/activity/dance classes on-line and preferred in-person classes. However, many students were concerned or scared about the possible transmission of Covid so enrollment suffered. In the Spring of 2022, we finally went back to person after 2 years. However, some classes got canceled due to low enrollment, while others were offered and continued with lower enrollment than in the past. Jazz Dance 19, 20, 21 and 21B was canceled in both semesters of 2022. Modern Dance 49, 50, 51 and 51B was not offered in the Fall of 2022.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

    The biggest gap between Dance and the campus is gender. Dance classes consist of primarily females (79%) and only 21% males. However, this is a typical enrollment pattern if you look at other Colleges and/or studios. The rest of the data is similar in terms of age and race in the Dance program and across campus.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

    2 classes have been created and are going through Curriculum to try and address the gender gap in enrollment (Dance 15, Beginning Hip Hop and Dance 16, Intermediate Hip Hop).

Institutional Effectiveness (6.5 year average, see Summary Tab)

EVC Capacity: 61.70% EVC Productivity: 14.43

Program Capacity
38.31

Program Productivity
14.94

Is your capacity rate higher or lower then the campus?
lower

Is your productivity goal higher or lower than the campus?
higher

If the program capacity and/or productivity is lower than the campus, please provide rationale:
Our capacity went down from 2020 onward due to the Pandemic. Dance (physical movement) is not an optimal subject to teach on-line as students create, choreograph and get energy from one another, especially in classes like "Social Dance."

Curriculum

Related Assessments

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

  A program review was completed in 2016, which was 6 years ago. The next program review will be completed in 2028. All dance courses have been updated and SLO's have been assessed for each course that has been offered.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).**

  Dance Appreciation 02 (General Education, Lecture) Offered every term, 4x a year

  Modern Dance Dance 49, 50, 51 and 51B (Activity/Lab), offered Fall/Spring term

  Jazz Dance 19, 20, 21 and 21B (Activity/Lab), offered Fall/Spring term

  Social Dance 22, 22B and 22C (Activity/Lab), offered Fall/Spring term

  All of the above courses are relevant to the discipline as they are all the main classical genres and components of dance. Courses that have not been offered in years have been deleted and newer relevant courses have been established, such as Hip Hop Dance.

  Jazz Dance was offered in Spring/Fall 2022, but was canceled due to low enrolment.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

  Fall Term:

  Dance 02, Dance Appreciation

  Dance 50, Modern Dance, Beginning

  Spring:

  Dance 51, Modern Dance, Intermediate

  Dance 22, Social Dance

  Fall:

  Dance 22B Social Dance, Intermediate

  Dance 20, Jazz Dance, Beginning

  Spring:

  Dance 21, Jazz Dance, Intermediate

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

  Pre-pandemic, strategies included live dance performances on stage which included an audience. There were at least 3 opportunities to perform in person and invite family and friends throughout each semester (Midterm, Final and informal concert with the other Arts on campus). As we start to offer more classes again beginning Spring 2023, we hope to get back to this practice which helped student success and learning through practical means and performance opportunities.

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

  Currently we have 2 new classes going through curriculum, including Beginning and Intermedaite Hip- Hop Dance.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

  N/A

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

  N/A

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

  The Program Learning Outcomes (PLO's) for the Certificate in Dance include:

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

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

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

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

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

  The above PLO's relate to the GE/ILO's which include:

  - Inquiry and Reasoning: The student will critically evaluate information to interpret ideas and solve problems.
  - Information Competency: The student will utilize information from a variety of sources and make an informed decision and take action.
  - Social Responsibility: The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision making.
  - Personal Development: The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

  Each Dance course SLO was mapped to the Dance department PLO's and Evergreen Valley College ILO's. Courses that have not had SLO assessments include a course that has not been offered (Dance 14) and/or have been offered but canceled due to low enrollment (Dance 21B).

  The PLO's have not been assessed completely due to a Curricunet issue. This will hopefully be resolved soon.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

  All SLO's in the Dance Department are Up-to-date. All courses that have been offered have been assessed. Please see Curricunet for further details on SLO Assessments.

  Any courses that have been offered but canceled due to low enrollment, Pandemic, etc. have not been assessed. We are offering all dance (movement) classes in-person in the Spring of 2023 and hope to get back on track with classes and all assessments.

  Courses that have not had SLO assessments include a course that has not been offered (Dance 14) and/or has been offered but canceled due to low enrollment over the last 2 years (Dance 21B). Please note Dance 21B is the higher level of Jazz Dance.

  The PLO's have not been assessed completely due to a Curricunet issue. This will hopefully be resolved soon.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

  The major improvement has been through the new on-line modality. All classes are up-to-date and include an on-line supplement to teach in various modalities (in-person, on-line, hybrid).

  2 Success stories include offering all Dance classes on-line at some point from 2020 onward as well as all Dance faculty being certified to teach online courses. This has affected student learning on many levels, which includes access to all students, near or far, accessibility, equity and inclusion.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

  Elizabeth Falvey teaches the below classes at EVC and has SRP in the department as an adjunct teacher. There are no full-time positions offered at this point.

  Dance Appreciation 02

  Modern Dance Dance 49, 50, 51 and 51B

  Jazz Dance 19, 20, 21 and 21B

  Social Dance 22, 22B and 22C

Elizabeth holds an MFA in Dance, Performance & Choreography, Mills College, 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

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 and continues to write and update course curriculum for the department. She developed SLO's and has taken all dance classes through the assessment cycle every semester keeping all courses up-to-date. 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.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

  The main professional development needs is through on-line teaching practices, which have been addressed. Classes taken include Edit 22 and Edit 15, which are courses that focus on online teaching practices, including student equity and inclusion. There are other courses that may be taken that eventually lead to an online teaching teaching certificate. This is not a need, but rather something to consider with the ever changing times in education.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

  The Fund 10 budget for Dance is 0. There is no full-time faculty member in Dance. We are currently in the negative by supporting the Summer Session hours, with a negative total of $11,612 (Administrative Services will cover this).

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

  We have no money in Fund 17 for Dance. Needs for funding have not been expressed.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

  No changes have been made in terms of technology and equipment.

  Equipment needs and/or desires include a computer in the dance studio (PA 116). Currently, the room is set up as a smart room. However, the current studio doesn't include a computer. A computer would help class needs by providing a service for students, enabling them to visualize and see various dance forms through video as well as facilitate group presentation work.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next Comprehensive Review. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. **Equipment/Supplies**

   Ongoing Budget Needs

   One-Time Expenditure

   Request linked to SLO/PLO #

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   No

   Improving student success rates
   No

   Achievement of program set standard for student success
   No

Total Cost
Equipment/Supplies
Ongoing Budget Needs:
One-Time Expenditure:
Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

Attach Files

Attached File

IEC Reviewers

IEC Mentor

Robert Brown

IEC Second Reader

Fahmida Fakhruddin