

INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: March 30, 2016

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

Program Efficacy 2015 – 2016

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Theater Arts

Name of Division

Arts and Humanities

Name of Person Preparing this Report

Extension

Melinda Oliver/Kay Weiss

Names of Department Members Consulted

Matie Scully, Margaret Worsley, Maura Townsend

Names of Reviewers (names will be sent to you after the committee meets on February 19)

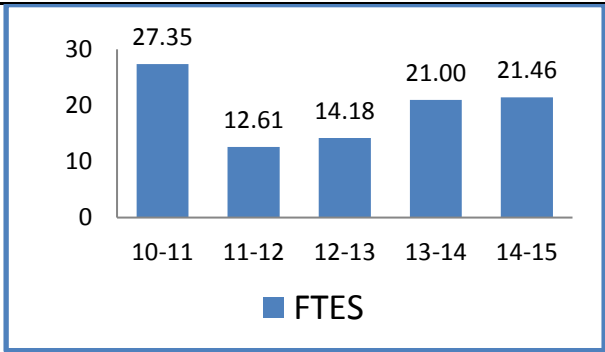
Melinda Moneymaker, Michael Mayne, Andee Alsip

Work Flow	Date Submitted
Initial meeting with department	3/28/16
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by midnight on March 30, 2016

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1		
Faculty	0		2
Classified Staff	0		
Total	1		2

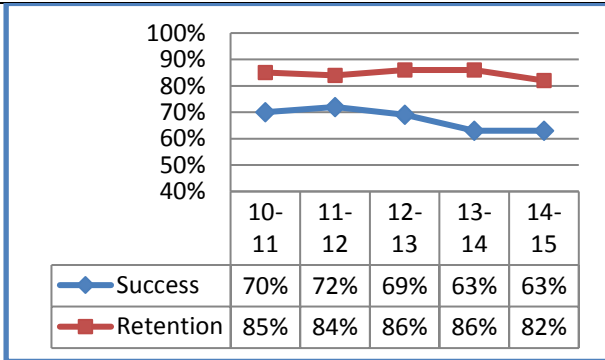


Description: Dance is one of the most rewarding of all human endeavors and the dance faculty and students in the department share a deep love for their art and a common desire to achieve excellence in it. The curriculum provides basic preparation for further study in dance at the community or university level. It is the goal of the dance department to help students to develop their dance potential to the highest possible level.

Assessment: The dance program has experienced a modest increase in FTES this year. Our duplicated enrollment increased by 10% while our productivity dropped significantly from a previous high of 551 as we continue to struggle to find a “home” for our dance program. The low success rate stayed at 63 and along with the lower productivity rate the search for a permanent home is clearly reflected in the numbers! Since being dislocated from the Auditorium we have been in a temporary home, in the gym, for a number of years. A dance studio, or some form of permanence, is obviously required to maximize both the dance and theater programs.

	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	128	61	72	105	115
FTEF	1.16	1.00	1.16	1.14	1.63
WSCH per FTEF	707	378	367	551	395

Department Goals: We still hope to add ballet to our offerings utilizing and exceptional instructor already teaching for us in other classes. We are still struggling to offer additional sections in other areas of dance. Our performances are very well attended and class sizes (depending upon the faculty) are growing because of the increased size of the facility provided. We reiterate from last year’s statement, “The floor of the gym is NOT adequate for any dance requiring leaps of any kind!”



Challenges & Opportunities: The largest challenge facing the department is the resulting loss of dedicated space in the Auditorium’s renovation. The program, as stated in years past, requires a permanent dance studio, of appropriate space and with an appropriate, SAFE floor!

	10-11	11-12	12-13	13-14	14-15
Sections	10	5	8	8	19
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

The department has experienced a significant drop in success rates since the loss of their facility. Students are NOT in an educationally appropriate environment in their temporary home in the gym, with classes offered only when the PE department is not using it (early morning). The dance program is most desirous of expanding offerings and improving access to alternative days and times.

The dance program collaborated with the theater department this year with the very successful production of “Into the Woods”.

Action Plan: The dance program will continue to grow with the expansion of sections and an appropriate facility is identified. Additional disciplines are necessary (ballet, tap, ballroom etc.)

Dance is negotiating with PE to share a permanent “home” in the new facility. Though continuing to meet resistance, they hope to find a solution that benefits both programs.

The department continues to collaborate with theatre and music in support of its philosophy, featuring Dance as a performance art form.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Dance	Campus-wide
Asian	2.5%	4.9%
African-American	29.2%	13.4%
Hispanic	55.0%	61.8%
Native American	0.8%	0.3%
Pacific Islander	0.0%	0.4%
White	5.6%	15.4%
Unknown	6.9%	0.6%
Female	86.2%	55.1%
Male	13.8%	44.7%
Disability	5.3%	5.6%
Age Min:	17	15
Age Max:	60	83
Age Mean:	24	27

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The dance program has a much higher percentage of women than men (86.2% vs 13.8%) This reflects the historical gender breakdown of participation in dance programs, though increased efforts to encourage male dancers is necessary. Television shows such as *Dancing with the Stars* have helped to shine a light on male dancers, and it is hoped that increased attention will encourage men to participate. African Americans make up the largest demographic within the dance program. This may be attributed to cultural preferences regarding the disciplines within dance which we have been able to offer, given reduced studio availability, faculty and resources. When the program moves into its new home (in the new PE facility) additional sections will be made available, expanding the opportunity for students interested in other dance forms to participate.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The dance program has suffered extremely difficult cuts over the past several years, first because of budget, then because the dance studio was “cost-engineered” out of the auditorium. This has resulted in a reduction of sections. Numbers reported in the EMP are somewhat misleading as beginning, intermediate, and advanced sections are stacked. At its peak, dance had a full-time faculty member, teaching a full load and several part-time faculty. Currently, two part-time faculty teach one discipline (4 stacked sections for 1 class load) with an occasional additional section allocated to Dance History and another occasional additional section allocated to train students performing in musical theatre productions. An additional challenge is that the dance program uses the gymnasium – only when PE does not need it. Therefore, the only time available for dance classes is from 8:00-10:30 am for studio classes. This does not meet the needs of the diversity of students currently attending SBVC. With the opening of the new PE facility, the department will share a studio with PE and have access two full days per week. This will enable the department to offer morning, afternoon and evening courses once again. It will also enable the department to expand its offerings to include courses such as ballet, tap, and production, which will further speak to the needs and interests of our population. We will begin this expansion during FA 16 by offering Ballet for the first time in almost 10 years.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded”)

The dance department has shown a modest increase in FTES since the most dramatic budget cuts of 2011-12. At that time, the dance program was limited to one course per semester. At this time, two sections (each stacked with 4 levels of students) are being offered each semester, with an occasional additional section of Dance History and/or performance in support of the Musical Theatre program. Duplicated headcount is again approaching the levels of 10-11.

While success dropped somewhat between 12-13 and 13-14 from 69% - 63%, it is noted that this also is tied to the time the studio was lost. The environment being provided to the dancers, currently, is a gymnasium, without an appropriate dance floor, acoustics for the music, appropriate equipment, etc. These challenges are being addressed in the new facility.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Research indicates that students who are connected to others at an institution are more likely to be successful (Tinto, 2006 and others). Dance provides opportunity for students to connect with others in creative endeavors. In *Student Success in College: Creating Conditions that Matter* by George D. Kuh, Jillian Kinzie and John H. Schuh, the authors argue that one aspect of highly successful institutions is “respect for diverse talents.” Allowing students to participate in activity in which they have passion and talent supports their success in other academic areas, as well.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See [Strategic Goal 2.11](#)

Course Summary Report

Year: 2015 - 2016 | Period: Last 3 Years

Division: Arts & Humanities | Dept: DANCE | Course: DANCE-105A

Tools +

Course SLOs

Note: Course SLO Summary Evaluation Form is available.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Demonstrate an understanding of musical composition, as it applies to dance, including but not limited to concepts of dynamics, phrasing, accents, syncopation, beat, rhythm and counting.	12	9	75.00%
2	Demonstrate combinations taught in class with stylistic variety, rhythmic and spatial interest and integrity of performance.	12	11	91.67%
3	Perform jazz dance technique appropriate to the beginning level, including but not limited to battements, hitch kicks, turns, floor work, locomotor movement, and aerial work.	12	9	75.00%
4	Demonstrate the ability to use jazz dance terminology effectively and correctly.	12	9	75.00%

1 Assessment Methods & Criteria

1 Reflection(s)

- I still feel that learning gaps occur when 4 class levels are stacked in one class. This leads to a higher drop rate. More experienced dancers tend to drop the course when training is not rigorous enough for intermediate or above skill levels. Upper level students seek classes off campus instead of taking the combined level classes being offered every semester. Consequently, next semester I will try teaching each technique as a level progressing sequence instead of a single movement at each level. With this approach students will experience more sequencing of movements instead of repetition of a single movement. Hopefully, this approach will enable the class to be more engaging at multiple levels.
(DANCE-105A-01 for 2015SP)

Course Summary Report

Year: 2015 - 2016 | Period: Last 3 Years

Division: Arts & Humanities | Dept: DANCE | Course: DANCE-105B

Tools +

Course SLOs

Note: Course SLO Summary Evaluation Form is available.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Demonstrate an understanding of musical composition, as it applies to dance, including but not limited to concepts of dynamics, phrasing, accents, syncopation, beat, rhythm and counting.	2	1	50.00%
2	Demonstrate combinations taught in class with stylistic variety, rhythmic and spatial interest and integrity of performance.	2	2	100.00%
3	Perform jazz dance technique appropriate to the beginning level, including but not limited to battements, hitch kicks, turns, floor work, locomotor movement, and aerial work.	2	2	100.00%
4	Demonstrate the ability to use jazz dance terminology effectively and correctly.	2	2	100.00%

1 Assessment Methods & Criteria

1 Reflection(s)

- I still feel that learning gaps occur when 4 class levels are stacked in one class. This leads to a higher drop rate. More experienced dancers tend to drop the course when training is not rigorous enough for intermediate or above skill levels. Upper level students seek classes off campus instead of taking the combined level classes being offered every semester. Consequently, next semester I will try teaching each technique as a level progressing sequence instead of a single movement at each level. With this approach students will experience more sequencing of movements instead of repetition of a single movement. Hopefully, this approach will enable the class to be more engaging at multiple levels.
(DANCE-105B-01 for 2015SP)

This program has no full-time faculty to support work associated with SLO data collection and evaluation, but Dance 105A, 105B, 106A and 106B have been consistently assessed, and three year summary reports were submitted and included in the division executive summary in 2015 (see 2014-2015 SLO executive summary). The report indicates that 70-75% of students achieve the established SLOs. The instructor believes that splitting the classes would afford intermediate and advanced students greater opportunities to expand their experiences. It is recognized that this is not feasible with current enrollments and facilities. The instructor has modified instructional methodologies, teaching similar skills with advancing expectations to mitigate this challenge. Additionally, the instructor indicates that the lack of an appropriate studio has forced some instructional modifications, which have not benefited students. Moving to the new studio will mitigate this challenge.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

See [Strategic Goal 2.11](#)

Not applicable. There is no degree or certificate currently available in Dance

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement or purpose of the program?

The purpose of the program is to provide quality dance instruction as performance art, supporting students' creative talents and abilities.

How does this purpose relate to the college mission?

This program supports the San Bernardino Valley College Mission through its recognition and support of students' diverse talents. Additionally, SBVC Core Competencies include Creative Expression and Self Awareness and Social Interaction and Cultural Diversity. The dance program helps students to develop these competencies in a variety of ways, including exploration, evaluation and performance of artistic works, demonstration of creative thought through original expression and exploration of both students own and other cultures through dance performance.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Productivity has fallen dramatically since being forced out of the dance studio in the Auditorium during its renovation and subsequent re-opening without a studio space, from a high of 707 to a current low of 395. The most dramatic drop occurred in 2011-2012. During that year, due to budget cuts, the majority of the courses in dance were eliminated, with only specialized classes supporting theatre being offered. Currently, with classes only offered at 8:00 am, the students do not have the flexibility in scheduling that is necessary for a vibrant program. It is hoped that with the opening of the PE facility, and a shared space, more availability of studio time will enhance enrollments, improving productivity. Additional challenges are related to the ability of students to take multiple semesters of dance as electives given restrictions on financial aid. Additional recruitment will need to occur, however, without full-time faculty leadership, this is difficult.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Curriculum is current at this time. The program will continue to update curriculum per content review cycles and add new courses when interest is developed. Examples of courses being considered for growth include ballroom dance and choreography.

Arts & Humanities				
Dance				
	Course	Status	Last Content Review	Next Review Date
	DANCE101A Beginning Modern Dance	Active	04/28/2014	04/28/2020
	DANCE101B Beginning/Intermediate Modern Dance	Active	04/28/2014	04/28/2020
	DANCE102A Intermediate Modern Dance	Active	04/28/2014	04/28/2020
	DANCE102B Intermediate/Advanced Modern Dance	Active	04/28/2014	04/28/2020
	DANCE103A Beginning Ballet	Active	04/28/2014	04/28/2020
	DANCE103B Beginning/Intermediate Ballet	Active	04/28/2014	04/28/2020
	DANCE105A Beginning Jazz Dance	Active	03/31/2014	03/31/2020
	DANCE105B Beginning/Intermediate Jazz Dance	Active	03/31/2014	03/31/2020
	DANCE106A Intermediate Jazz Dance	Active	03/31/2014	03/31/2020
	DANCE106B Intermediate/Advanced Jazz Dance	Active	03/31/2014	03/31/2020
	DANCE107x2 Beginning Tap Dance	Active	11/28/2011	11/28/2017
	DANCE114X4 Dance Rehearsal and Performance	Active	11/28/2011	11/28/2017
	DANCE200 Dance History and Appreciation	Active	03/31/2014	03/31/2020
	DANCE206X4 Dance Production	Active	04/16/2012	04/16/2018
	DANCE106C Intermediate Jazz Dance	Pending	11/28/2011	11/28/2017
	DANCE106D Intermediate Jazz Dance	Pending	11/28/2011	11/28/2017
	DANCE107A Beginning Tap Dance	Pending	11/28/2011	11/28/2017
	DANCE107B Beginning Tap Dance	Pending	11/28/2011	11/28/2017
	DANCE206A Dance Production	Pending	04/16/2012	04/16/2018
	DANCE206B Dance Production	Pending	04/16/2012	04/16/2018
	DANCE206C Dance Production	Pending	04/16/2012	04/16/2018
	DANCE206D Dance Production	Pending	04/16/2012	04/16/2018
	DANCE101X2 Beginning Modern Dance	Historical		
	DANCE101X2 Beginning Modern Dance	Historical		
	DANCE102X4 Intermediate Modern Dance	Historical		
	DANCE102X4 Intermediate Modern Dance	Historical		
	DANCE103X2 Beginning Ballet	Historical		
	DANCE103X2 Ballet	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All dance courses currently articulate and transfer to both CSU and UC.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All catalog information is current, though we have only been able to offer the Dance 101, 102, 015 and 106 sequences and Dance 200 in recent years due to our space reduction. With the opening of the new PE building, the program plans to add 103,107, 114 and 206 in rotational cycles to complete the program offerings.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Dance performance has recently become more popular nationally. Students of dance find employment in a variety areas, including performance, choreography, stage management, and education. The re-emergence of ballroom dance has increased enrollments at many professional studios. The department may capitalize on this renewed interest with a dedicated, safe space. Each semester, the dance program students perform in a dance showcase, which has high attendance. This showcase also serves to market the program to new dance students.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The current dance faculty are professionals with many accomplishments. Both have their own professional companies. Project 21 Dance (directed by one of our dance faculty) recently performed during Black History Month in our Auditorium, providing students and the community with an opportunity to see a variety of dance styles done professionally, and in collaboration with other performing artists. This type of activity which showcases dance as performance is critical to our outreach efforts. Without the dedication and talents of two adjunct faculty, the program could not be as successful as it has been.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The department recognizes that challenges of space and lack of full-time faculty have led to programmatic difficulties. In order for a dance department to thrive, it must feature multiple disciplines (ballet, tap, jazz, modern, etc.) as well as opportunities for dance choreography and production. History and appreciation of dance provides the “academic” option for students to meet a humanities requirement. To provide the breadth of courses desired, and the scheduling options necessary, a permanent, safe and appropriate educational setting are needed, in addition to performance space. These needs are addressed in the plans of the program, working collaboratively with the PE department. It is a long-term goal to have sufficient growth to justify hiring of a full-time dance instructor.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The program holds performances in the auditorium each semester. With assistance from our theatre technicians, the dancers have opportunities to explore technical theatre aspects of lighting and sound production.

The program is currently partnering with the PE department to share a space designed to meet the needs of a modern dance studio. It is recognized that the current arrangement will limit growth for both programs and a permanent dance studio will be required, which will serve the needs of both the dance and theatre programs.

The dance program holds two performances per year, enriching the campus through cultural activity. Additionally, recommendations are made to the Arts, Lectures and Diversity committee to bring quality dance groups to SBVC.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Address, in detail and with specific examples, any deficiencies that were discussed by the 2012 evaluation team.

The program received a conditional rating in 2011. In 2012 the Program Review committee moved the program to continuation rating, stating that all "does not meet" ratings were fully addressed and met current institutional standards.