

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Department Name: Kinesiology (Dance)

Program Mission(s): The program mission is to serve a broad base of diverse learners in a multi-cultural environment which encourages and supports student performance, health, fitness, learning, creativity and success.

Program Review team members:

Name	Department	Position
Bubba Gong	Dance	Dance Director/Instructor

Total number of Full Time Faculty:	Two
Total number of Part Time Faculty:	Three

Existing Classified positions:

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Dance Specialist (Pending State Approval)	Certificate	18

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data: Please See Attached Data

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
Example: A.S Degree			
Example: Certificate of Achievement			

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment			
Productivity (Goal: 546)			
Success			
Full-time FTEF			
Part-time FTEF			

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						
Ex. ART 2						

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. Choreography has more than doubled its enrollment along with positive increased enrollment in Modern, Dance History, Repertory Dance Company, Ballroom, and World dance. The greatest decrease in enrollment has been experienced in Country Western Line Dancing with an 83% in enrollment and 53% in productivity. Ballet classes are still struggling to increase its enrollment. Intermediate technique classes are also experiencing a decline in enrollment. Enrollment has declined in these techniques for a number of contributing

factors which may include: In Ballet, the loss of faculty from downsizing (death of a part-time Faculty Keith Urban and the unexpected need of a Full-time dance faculty to transition from teaching activity/technique classes in Ballet and Ballroom to teaching online classes and taking on other important Division responsibilities and areas of discipline. For Country Western Line Dance, repeatability may be a factor in declining enrollment in conjunction with trends of desiring other popular social dance forms. Other factors affecting enrollment in Dance are loss of physical Dance Studio space in competition with Pilates, Yoga, other Disciplines within the Division for space allocation; inherent difficulty of co-listing levels within certain techniques, e.g. Ballet; changing demographics trends and interests in certain dance forms such as Country Western Line Dancing. Block scheduling has also impacted enrollment. Due to increased financial stress and economic downturn, many students have expressed more preferences to take a one day or one evening only class per week.

Repeatability is also a factor which may contribute to reduced enrollments. The increased enrollment in classes like Choreography which saw a 121% increase in enrollment may be due to more performance opportunities within the College, touring opportunities to other Colleges and Universities in collaboration, and increased emphasis on learning experiences which bridge theory, technique and practical performance models with individual creativity and original student dance opportunities.

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends. N/A
 - a. AA, AS, AA-T, AS-T, Certificates of Achievement
 - b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546. Both Modern Dance and Dance History surpassed the college productivity goal with 647 and 677, respectively. Other courses which experienced an increased productivity include Ballroom, World, Choreography and Repertory Dance. Classroom size restrictions and availability of proper equipment (for example, Ballet barres) are major factors in the number of students who may participate safely in any dance technique. Productivity may also be impacted by the time the class is offered. Block scheduling has impacted dance classes. Additionally, some performance based classes are intensive and require one-to-one or small group collaboration, critique, analysis and individualized studio time and space for learning in a safe physical and creative environment.
4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) Country Western Line Dance has been impacted by repeatability. It is also in competition with other more popular dance forms and techniques as trends change and demographics shift. Ballet requires equipment to facilitate the technique. We have had a turn over of instructors who teach the class over the past years. Cross listing within levels is difficult for students and may affect the

enrollment in which beginners are frustrated by advanced dancers and the advance dancers are not challenged by the beginning technique.

- a. Please comment on the data from any online course offerings. Dance History has increased its enrollment and productivity.

5. Curriculum and Student Learning Outcomes (SLOs)

- a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? Yes, our Division reached a 100% success in a timely fashion.
- b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum? I have met numerous times with Cori Nunez as our Division moves to creation of the Dance Specialist Certificate and deals with the repeatability issues. With help from Bernie Day, consultation with other Dance Educators and Directors including our sister college DeAnza, Mission, West Valley, Santa Rosa, Golden West, City College of San Francisco and an extensive research of other College and University Dance Certificates and dance majors, I have written new Curriculum Title 5 compliant, addressing repeatability issues, leveling classes and offering new curriculum, additionally, to support our current Dance Program and looking forward to the Dance Certificate : Beginning and Intermediate Technique of Hip Hop, Theory and Beginning and Intermediate Technique of Contemporary Dance, Intermediate Musical Theatre Dance, Intermediate Lyrical Jazz Dance, a new 11 and 12 series course for our resident dance company of the College: Foothill Repertory Dance Company, Student Choreography for Performance, and Dance Production. In the past, we have collaborated with the Drama Division in offering courses as part of the Theatre Conservatory Program. Pending approval of the Dance Certificate, we could bridge with Drama in applicable courses such as make up and costume design, lighting and theatrical production. Additionally, the Dance Specialist Certificate may be able to share common core curriculum with the updated Kinesiology Degree and other certificates offered in our Division. I hope that along with Dance History, which currently is offered online only-- we are able to offer a new class room lecture course Dance Composition to include dance theory and elements of "labanotation" which will serve as an anchor for our Dance Certificate Program and will include an intellectual and academic element coupled with increased opportunities for student based performances and original and repertory choreography.
- c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission. In keeping with Foothill's mission: "the educational process includes both formal and informal experiences to promote social and cultural values, to foster a sense of personal and civic responsibility, to nurture a greater understanding of the global community and develop an appreciation of the aesthetic expression of human kind." The Dance Program is the transmission of culture through the physical connection of mind, body and spirit in a creative playground of athleticism and artistry.

- d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?
Communication, collaboration and discussion with our Dean and Faculty
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
 - a. Please discuss current outcomes or initiatives related to this core mission. Dance classes are CSU/UC transferable and promote life long learning
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
 - b. Please attach minutes from your advisory board meeting(s).
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
 - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
PENDING Approval:

A graduate of the Dance Specialist certificate would be able to:

1. Demonstrate a variety of dance styles at a proficient level
2. Explored the fundamental skills and techniques necessary for dance performance.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat
N/A

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below: See Attachment
2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments? More online discussion forums for Topics in Dance History. Increased outreach to Alumni as resource for support of performance based classes. Division of time between lecture and laboratory time in all of our technique based classes with special emphasis on Intermediate level techniques. Need for more teaching assistants for large classes and demonstrators in performance based classes. More individual time for developing student based choreographies and intensive work in small group collaborations. Outreach with Master teachers, choreographers, lecturers and working professionals in the dance industry. Need for up –to- date sound equipment, microphone, television monitor for viewing dance clips and overall improvement of dance studio environment.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program? Early follow-up. Increased opportunities for review and reflection. Creation of new curriculum with greater emphasis on Theory and Lecture/Laboratory classes.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program? Yes, they reflect the knowledge, technique and dance discipline needed to succeed.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program? The assessment allows instructors to quantify a very subjective and expressive form such as dance.

5. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments? N/A

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? N/A

3. If your program has other outcomes assessments at the program level, comment on the findings. N/A

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Collaboration South Bay Dance Collective	6 mos.	Coordinate, collaborate, organize, choreograph, outreach first collective 5 college Dance concert.	Premiered successful debut concert
2 Silver Anniversary of Foothill Repertory Dance Company founding	1 year	Alumni outreach, community/civic fundraising, collaboration w/ high schools and local colleges	4 fully produced concerts at Smithwick Theatre and all original student showcases
3 Initiation, finalizing and approval of Dance Specialist Certificate	3 years	Research, Exploration, Discussion. Met with other College Directors: West Valley, Mission, DeAnza, CCSF	Pending State Approval

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 Dance Specialist Certificate offering	Long term	Work transfer to dance studios, stage and performance opportunities, work as choreographers,	Research, develop and coordinate with Cori Nunez for state approval.

		teachers, assistants	
2 Creation of New Curriculum	Long term	Keeping current with shifting demographics and up to date trends in dance offerings. Broaden and expand learning and performing opportunities in diverse cultural spectrums.	Continue writing and updating curriculum. Develop theory of technique for intermediate classes in broad range of disciplines. Keep abreast of current trends and industry standards for the professional dancer and pedagogy of dance education.
3 Broaden and expand performance opportunities	Long term	Increases professionalism in field of dance, career preparation with character and strength and continue work force improvement to advance California's economic growth, global competitiveness and world wide understanding of the dance as a bridge of communication, artistic expression and athletic prowess.	Continued performance collaborations with other area colleges and universities. Increased informal and formal student showcases. Outreach with community and civic and charitable organizations for performance opportunities. Increased visibility at local dance and community productions.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Full Time Dance Instructor (multi-discipline Technique and strong performance/theory background)	\$70-100,000/yr.	1, 2, 3, New curriculum offerings in Hip Hop, Lyrical, Contemporary, Dance Production, Choreography and Composition in support of Dance Certificate. Currently we only have one full time instructor in all the technique classes offered.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Concert/Publicity Marketing	\$1000	1 and 3

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Sound System and Microphone/Audio Equipment	\$4000	Intense use of sound equipment and old, out dated audio with no IPOD connection or microphone needs replacement. Acoustically, it is difficult for students to hear instructor without a microphone. The equipment is always breaking down and mal-functioning with no connections for most current technology of IPOD dock or even variable speed control.
Ballet Bars and Mirrors on back wall.	\$2000-\$7000	Wobbly and unstable portable bars are not safe. Existing bars are not all usable because of storage of PE equipment in studio which blocks the use of one bar.
Storage for Costumes and props	\$1000	Closet installation needed to house costumes, props, flags, hats, etc.

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles. We are still in need of updating our audio system to include current technology of IPOD with microphone system so that students can hear their instructors in the acoustically challenged studio. We also need to address the storage issues to house all the costumes and props that have accumulated over the past 27 years. We need to remain diligent in the custodial upkeep of the Harlequin floor system which cost tens of thousands of dollars to install and the general cleaning of the mirrors and dance studio space as a whole. Also, we still need access from the Dance Studio to the Small gym (as a door knob was removed in construction and never made workable again). We have also requested that all PE equipment storage be removed from the Dance Studio to allow more floor space and the use of the barre and mirror on that wall.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? A major concern as we move to our Dance Certificate would be a need for more qualified instructors in the specific disciplines to teach physically demanding activity, laboratory, technique classes, more performance classes and lecture courses in light of losing one full time faculty member due to injury and with only one full-time instructor handling all the performing, production, repertory and technique classes. We need to be diligent and responsive to changing dance trends and shifting demographics with our curriculum offerings as reflected in our enrollments and to supplement the required qualified faculty to support the program offerings.

We are concerned with the repeatability issue for all the dance classes and will look for guidance to the CSU and UC models. Skills to become a ballet dancer or a jazz dancer, come with discipline, dedication, and commitment with intense training and conditioning and form a “repertory” or composition, if you will, that is unique every quarter and whose theory and practice develop through repetition and increased opportunities for performance in a variety of techniques, i.e. the necessity for constant, intensive training. Dance educators everywhere have also raised an equally and separate issue: the recognition that Ballet is as unique a family as Jazz or Modern or Hip hop or Ballroom. Every technique is separate, distinct, individual and with its own vocabulary, style of movement and learning discipline.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program? We have built a popular, well respected, award- winning Dance Program currently in its 27th season. Winning four time Olympiad of the Arts consecutive College First place honors, as founder and artistic Director of Foothill Repertory Dance Company, Bubba Gong has been honored by Drama-Logue, Dean Goodman and Bay Area Theatre Critics’ Circle Awards. He was founding Board member of the Association of Asian Pacific American Artists, presenter for the Isadora Duncan Dance Awards (Bay Area Dance Awards), on the adjudicating Panel for Peninsula Community Foundation and currently an advisory Panelist for Silicon Valley Arts Council. Diverse curriculum, all levels of fitness and appreciation of all body types and techniques across the cultural spectrum have distinguished Foothill Dance. Committed and dedicated alumni have joined the workforce with distinction including film Director Jonathan

Chu of Step Up II fame, Oleg Bakliav in Cirque du Soleil, Omi Fernandez in Miss Saigon and other outstanding alumni dancers who have careers on the Broadway musical Stage, film, television and commercials. Other students have successfully transferred to 4 year Universities and college Dance Programs including UCLA, UCI, Arizona State, San Francisco State, and Chapel Hill to name a few. Foothill Dance has worked joyfully with civic and community and local charities for TOYS FOR TOTS, Self Help for the Elderly, the Chinese Chamber of Commerce of San Francisco, Homeless Veteran Connection, SPCA, Make-a-Wish Foundation, and Ronald McDonald House. At Foothill College, we have brought outstanding professional dance artists and companies to share their expertise through lecture, demonstration and performance exchange including: Alvin Ailey Dance Theatre, Dallas Black Dancers, Steps Aheads Tap, Gregory Hines and National Tap Dance Convention, Pilobolus, San Jose Cleveland Ballet, Michael Smuin Ballet, and the Bolshoi Ballet. Foothill College has collaborated with other Universities and colleges in broad exchange opportunities and shared theatrical collaborations including Stanford University, Cuesta College, Santa Clara University and most recently, in the DEBUT CONCERT of South Bay Dance Collective consisting of West Valley, Mission, Evergreen, San Jose City College, and Foothill College. We were honored to open the 41st Annual Northern California Emmy Awards with choreography by Bubba Gong and featuring the Foothill Repertory Dance Ensemble which was streamed live around the world to more than 12 countries and all 50 states on June 9, 2012 .

For more than a quarter century, the Dance Program at Foothill has helped students build confidence, discipline and the determination to see their dreams become a reality. The program fosters a belief in the power of the mind, body and spirit in a community that dances in one world, one beat. Reaching a broad demographic of age, level of fitness, culture and spectrum of dance technique, the dance program has broadened and expanded the boundaries beyond the classroom. Offering students performing possibilities and opportunities that have stretched their imagination, physical and intellectual boundaries and creative imaginations rooted in the discipline of techniques from Ballet to Ballroom, Bollywood to Broadway, Modern to World Dance.

Celebrating our 27th season of dance, we continue to offer a broad range of diverse techniques to an evolving student demographic. We now have a state of the art dance studio space with double Harlequin floor system which took many years of planning and investment for the future. Our students receive practical and theoretical training in technique and performance with opportunities to dance in a variety of venues in collaboration with colleges, civic and community organizations. The proposed Dance Specialist Certificate is comprised of both practical and theoretical applications in diverse techniques. The curriculum developed would allow students to learn the skills to pursue careers in performance and dance education and support the student to make a successful transition to the labor market. Students will develop a competency in jazz, modern, ballet, contemporary, hip hop, lyrical jazz, musical theatre, ballroom and/or world dance among others enabling them to pursue careers in education, health and fitness, professional arenas or to further pursue their academic dance pursuits.

Diversity in dance and excellence in inclusion remain the hallmarks of our Program for the past 27 years of my tenure here. At Foothill College, DANCE is an athletic and artistic expression of

the human experience. Our Dance Program is the transmission of culture through the physical connection of mind, body and spirit in a creative laboratory of learning, fun, and passion.

Section 6: Feedback and Follow Up
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This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: As a group DANC classes have the highest productivity in the Division and regularly draw student enrollment. Individualized attention is provided so that students of all abilities and body types are able to confidently perform. The new certificate program will anchor the activity classes currently offered and add strength to our commitment to link artistic movement with the more traditionally associated athletics under the umbrellas of Kinesiology.

6.2 Areas of concern, if any: The new certificate should be created with curriculum that enhances our current offerings and continues to allow the non-certificate seeking “activity” student to enjoy all levels of dance technique instruction. Scheduling and productivity require intermediate technique classes to meet the needs of both certificate seeking “theory” students and our traditional non-certificate “activity” student. As with any new program, will need to be flexible as we see what sort of interest and enrollment is generated within our student population.

6.3 Recommendations for improvement: Not so much recommendation for improvement as a reminder that this new dance certificate can go in many directions from its current point of inception. Some variations of the certificate curriculum might require more instruction than is supported by the community college environment and student needs/focus. Space and scheduling limitations will (unfortunately) have to play into what we offer as the reality of the Division that our two most popular activity programs (Pilates/Yoga and Dance) are best conducted in the same space.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dance (DANC) - DANC 10 - TOPICS IN DANCE HISTORY - SLO 1 - Application of Knowledge - Describe the influences of a historical period in dance and its impact on the culture during that particular era. (Created By Department - Dance (DANC)) Course-Level SLO Status: Active	Assessment Method: 3 - 5 page essay on the influences of a historical period in dance and its impact on the culture during that particular era. Assessment Method Type: Research Paper Target: 80% of students will receive a grade of 3 or higher on the 5-point rubric.	06/30/2012 - 81% of students received a grade of 3 or higher on the 5-point rubric. Result: Target Met Reporting Year: 2011-2012 Resource Request: More online counseling available to students. GE/IL-SLO Reflection: Mastering these basic skills are crucial to developing Creative, Critical, and Analytical Thinking Skills.	10/11/2011 - Incorporate more online discussion forums.
Department - Dance (DANC) - DANC 10 - TOPICS IN DANCE HISTORY - SLO 2 - Application of knowledge - Describe the social and political impact of a particular dance professional during the historical period in which they worked. (Created By Department - Dance (DANC)) Course-Level SLO Status: Active	Assessment Method: 3-5 page essay describing the social and political impact of a particular dance professional during the historical period in which they worked. Assessment Method Type: Case Study/Analysis Target: 80% of the students will receive a grade of 3 or higher on the 5-point rubric.	06/30/2012 - 81% of students received a grade of 3 or higher on the 5-point rubric. Result: Target Met Reporting Year: 2011-2012 Resource Request: More online counseling available to students. GE/IL-SLO Reflection: Mastering these basic skills are crucial to developing Communication and Critical Thinking Skills.	10/11/2011 - Incorporate more online discussion forums.
Department - Dance (DANC) - DANC 11A - FOOTHILL REPERTORY DANCE COMPANY I - SLO 2 - Application of	Assessment Method: Students participate in live concert or performance and may contribute in all levels	06/26/2012 - Students distinguish better understanding of craft and aesthetic qualities of dance.	06/26/2012 - Increase community and alumni outreach for new resources.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>knowledge - Students will have practical experience in the production aspects of dance. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>of production from costuming and make-up to lighting. Students are able to demonstrate an understanding of the craft and aesthetic qualities of dance in performance.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music.</p>	<p>Follow-Up: 06/26/2012 - Successful two hour concert at Smithwick Theatre with increased favorite repertory choreography to reflect diverse techniques from Ballet, Jazz, Tap, Modern, and World Dance.</p>
		<p>06/26/2012 - Students distinguish better understanding of craft and aesthetic qualities of dance in diverse choreography.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music.</p>	<p>06/26/2012 - Encourage originality, invention and creativity within budget constrains and remain optimistic and enthusiastic. Increase Alumni and Community outreach as new sources.</p>
		<p>06/26/2012 - Students successfully performed in a two hour live concert at Smithwick Theatre demonstrating diverse techniques in Jazz, Tap, Modern, World and Social Dance.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Quality improved sound system would help the students hear the music and Mirrors on the back wall would impact visual clarity.</p>	<p>06/26/2012 - Maintain the level and quality of excellence in Repertory choreography and encourage new faculty and student works.</p> <p>06/26/2012 - Maintain the quality and excellence of the Repertory Choreography works that have reflected the award winning Repertory Dance Company.</p>
		<p>10/05/2011 - All the Students participated in concerts held at Smithwick Theatre.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: More costumes and shoes provided to</p>	<p>10/05/2011 - Outreach to alumni for increased audience participation and developing mentoring outside the classroom environment.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students may improve over all quality of show.	
<p>Department - Dance (DANC) - DANC 11A - Foothill Repertory Dance Company I - SLO 1-PERFORM - Perform the dance technique and skills necessary for public performance. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 11B - CHOREOGRAPHY FOR PERFORMANCE Foothill Repertory I - SLO 1-PERFORM - Perform the choreography with proper dance techniques and skills required while exhibiting proper body placement, coordination and flexibility (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit the appropriate dance technique and knowledge of the choreography.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will successfully exhibit the fundamental knowledge of the choreography.</p>		
<p>Department - Dance (DANC) - DANC 11B - CHOREOGRAPHY FOR PERFORMANCE Foothill Repertory I - SLO 2-APPLICATION OF KNOWLEDGE - Identify the choreography technique with correct terminology and analyze the musical phrasing. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit knowledge of the choreography and the appropriate dance techniques and skills required to perform.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will successfully exhibit the knowledge of the choreography and the techniques and terminology for performance.</p>		
<p>Department - Dance (DANC) - DANC 11C - DANCE PRODUCTION Foothill Repertory Company I - SLO 1-</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit fundamental techniques and skills</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>PERFORM - Perform the required techniques and skills necessary for public performance. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>necessary for public performance.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 80% of the students will successfully exhibit the required dance techniques and terminology and knowledge necessary for public performance.</p>		
<p>Department - Dance (DANC) - DANC 11C - DANCE PRODUCTION FOOTHILL REPERTORY COMPANY I - SLO 2- APPLICATION OF KNOWLEDGE - Identify the choreography and combinations with correct terminology and analyze musical phrasing. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit knowledge of choreography for performance and required fundamentals of dance production.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 80% of the students will successfully exhibit knowledge of fundamentals of dance production and terminology for choreography.</p>		
<p>Department - Dance (DANC) - DANC 12A - FOOTHILL REPERTORY DANCE COMPANY II - SLO 1-PERFORM - Perform the continuing dance techniques and skills necessary for public performance. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit knowledge of choreography for performance.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 80% of students will successfully exhibit knowledge of choreography for performance.</p>		
<p>Department - Dance (DANC) - DANC 12A - FOOTHILL REPERTORY DANCE COMPANY II - SLO 2- APPLICATION OF KNOWLEDGE - Students will have practical experience in the production aspects of dance. (Created By Department - Dance (DANC))</p>	<p>Assessment Method: Upon completion of course, students will exhibit knowledge of choreography for performance.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 80% of the students will successfully exhibit</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year	knowledge of dance technique required of the choreography and terminology.		
Course-Level SLO Status: Active			
Department - Dance (DANC) - DANC 12B - CHOREOGRAPHY FOR PERFORMANCE FOOTHILL REPERTORY II - SLO 1-PERFORM - Perform the required technique of intermediate choreography for performance while exhibiting proper body placement, coordination, flexibility and stage presence. (Created By Department - Dance (DANC)) Assessment Cycles: End of Academic Year	Assessment Method: Upon completion of the course, students will exhibit the required technique and knowledge of choreography for performance. Assessment Method Type: Presentation/Performance Target: 80% of the students will successfully exhibit the required technique and mastery of choreography for performance and terminology.		
Course-Level SLO Status: Active			
Department - Dance (DANC) - DANC 12B - CHOREOGRAPHY FOR PERFORMANCE FOOTHILL REPERTORY II - SLO 2-APPLICATION OF KNOWLEDGE - Students will have practical experience in the production aspects of dance for performance. (Created By Department - Dance (DANC)) Assessment Cycles: End of Academic Year	Assessment Method: Upon completion of the course, students will exhibit intermediate knowledge of choreography for performance. Assessment Method Type: Presentation/Performance Target: 80% of the students will successfully exhibit the intermediate knowledge of choreography for performance and terminology.		
Course-Level SLO Status: Active			
Department - Dance (DANC) - DANC 12C - DANCE PRODUCTION FOOTHILL REPERTORY COMPANY II - SLO 1-PERFORM - Perform the intermediate dance choreography and techniques necessary for public performance while exhibiting proper body placement, coordination and stage presence. (Created By Department - Dance (DANC))	Assessment Method: Upon completion of course, students will exhibit the intermediate knowledge of dance production. Assessment Method Type: Presentation/Performance Target: 80% of the students will successfully exhibit intermediate knowledge of choreography for performance and terminology of dance		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year	production technique.		
Course-Level SLO Status: Active			
Department - Dance (DANC) - DANC 12C - DANCE PRODUCTION FOOTHILL REPERTORY COMPANY II - SLO 2- APPLICATION OF KNOWLEDGE - Students will have practical experience in the production aspects of dance. (Created By Department - Dance (DANC))	Assessment Method: Upon completion of course, students will exhibit intermediate knowledge of dance production technique. Assessment Method Type: Presentation/Performance Target: 80% of students will successfully exhibit intermediate knowledge of dance production technique and terminology.		
Assessment Cycles: End of Academic Year			
Course-Level SLO Status: Active			
Department - Dance (DANC) - DANC 13A - INTRODUCTION TO CONTEMPORARY DANCE - SLO 1-PERFORM - Perform the introductory and beginning exercises of the technique of contemporary dance while exhibiting correct body placement, flexibility and coordination. (Created By Department - Dance (DANC))	Assessment Method: Upon completion of the course, students will exhibit the beginning knowledge of contemporary dance technique. Assessment Method Type: Observation/Critique Target: 80% of the students will successfully exhibit knowledge of beginning contemporary dance technique.		
Assessment Cycles: End of Academic Year			
Course-Level SLO Status: Active			
Department - Dance (DANC) - DANC 13A - INTRODUCTION TO CONTEMPORARY DANCE - SLO 2- APPLICATION OF KNOWLEDGE - Identify beginning contemporary dance steps and combinations with correct terminology and analyze musical phrasing. (Created By Department - Dance (DANC))	Assessment Method: Upon completion of the course, students will exhibit beginning knowledge of contemporary dance technique. Assessment Method Type: Observation/Critique Target: 80% of students will successfully exhibit knowledge of beginning contemporary technique and terminology.		
Assessment Cycles: End of Academic Year			
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
<p>Department - Dance (DANC) - DANC 13B - INTERMEDIATE CONTEMPORARY DANCE - SLO 1-PERFORM - Perform the intermediate exercises of contemporary dance technique while exhibiting proper body placement, coordination and flexibility. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit intermediate knowledge of contemporary dance technique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will successfully exhibit intermediate knowledge of contemporary dance technique and terminology.</p>		
<p>Department - Dance (DANC) - DANC 13B - INTERMEDIATE CONTEMPORARY DANCE - SLO 2- APPLICATION OF KNOWLEDGE - Identify intermediate steps and combinations of intermediate contemporary dance technique with correct terminology and analyze musical phrasing. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit intermediate knowledge of contemporary technique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of students will successfully exhibit intermediate knowledge of contemporary dance technique.</p>		
<p>Department - Dance (DANC) - DANC 14 - DANCE CONDITIONING - SLO 1-PERFORM - Perform dance movement sequences and conditioning exercises while demonstrating correct body placement and positions and exhibiting flexibility, coordination and core strength. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Perform the fundamental exercises of dance conditioning while exhibiting flexibility, coordination and core strength.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will successfully exhibit fundamental knowledge of dance conditioning technique and terminology.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Dance (DANC) - DANC 14 - DANCE CONDITIONING - SLO 2- APPLICATION OF KNOWLEDGE - Identify fundamental steps and combinations with correct dance terminology and analyze musical phrasing. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit fundamental technique of dance conditioning while exhibiting flexibility, cardio-vascular endurance, and core strength.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will successfully exhibit fundamental knowledge of dance conditioning and dance terminology.</p>		
<p>Department - Dance (DANC) - DANC 15 - MUSICAL THEATRE DANCE - SLO 1-PERFORM - Perform the exercises of musical theatre dance technique while exhibiting flexibility, coordination and developing stage presence. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, student will exhibit knowledge of musical theatre dance technique and develop a character in a musical.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will successfully exhibit technique of knowledge of musical theatre dance and terminology.</p>		
<p>Department - Dance (DANC) - DANC 15 - MUSICAL THEATRE DANCE - SLO 2- APPLICATION OF KNOWLEDGE - Identify steps and combinations of musical theatre dance technique with correct terminology and analyze musical score. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit the knowledge of musical theatre dance technique and develop a character in a musical.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will successfully exhibit knowledge of musical theatre technique and terminology.</p>		
<p>Department - Dance (DANC) - DANC 16 - LYRICAL JAZZ DANCE - SLO 1-PERFORM - Perform the exercises and technique of</p>	<p>Assessment Method: Upon completion of the course, students will exhibit knowledge of lyrical jazz dance</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
lyrical jazz dance while exhibiting proper body placement, coordination and flexibility. (Created By Department - Dance (DANC)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	technique. Assessment Method Type: Observation/Critique Target: 80% of the students will successfully exhibit knowledge of lyrical jazz technique and terminology.		
Department - Dance (DANC) - DANC 16 - LYRICAL JAZZ DANCE - SLO 2- APPLICATION OF KNOWLEDGE - Identify the steps and combinations of lyrical jazz technique with correct terminology and analyze musical phrasing. (Created By Department - Dance (DANC)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Upon completion of the course, students will exhibit knowledge of lyrical jazz dance technique. Assessment Method Type: Observation/Critique Target: 80% of the students will successfully exhibit lyrical jazz dance technique knowledge and terminology.		
Department - Dance (DANC) - DANC 17 - DANCE COMPOSITION - SLO 1- DEMONSTRATE - Demonstration of the principles of space, time, and energy in choreographing a composition. (Created By Department - Dance (DANC)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Upon completion of the course, students will exhibit the knowledge of dance composition in the creation of an original work. Assessment Method Type: Observation/Critique Target: 80% of the students will successfully exhibit the knowledge of dance composition and terminology in the development of a choreography.		
Department - Dance (DANC) - DANC 17 - DANCE COMPOSITION - SLO 2- APPLICATION OF KNOWLEDGE - Students will gain an understanding of the composition and aesthetic qualities of dance orally, practically, and in writing. (Created By Department - Dance (DANC)) Assessment Cycles: End of Academic Year	Assessment Method: Upon completion of the course, students will exhibit knowledge of the fundamentals of dance composition and terminology. Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will successfully exhibit knowledge of fundamentals of dance		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>composition and terminology.</p>		
<p>Department - Dance (DANC) - DANC 18A - INTRODUCTION TO HIP HOP - SLO 1-PERFORM - Perform the beginning exercises of hip hop dance technique while exhibiting proper body placement, flexibility and coordination. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit beginning knowledge of hip hop dance technique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will successfully exhibit knowledge of beginning hip hop technique and terminology.</p>		
<p>Department - Dance (DANC) - DANC 18A - INTRODUCTION TO HIP HOP - SLO 2-APPLICATION OF KNOWLEDGE - Identify beginning steps and combinations of hip hop dance with correct terminology and analyze musical phrasing. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of course, students will exhibit beginning knowledge of hip hop dance technique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of students will successfully exhibit beginning knowledge of hip hop dance technique.</p>		
<p>Department - Dance (DANC) - DANC 18B - INTERMEDIATE HIP HOP DANCE - SLO 1-PERFORM - Perform the intermediate exercises of hip hop dance technique while exhibiting the correct body placement, coordination and flexibility. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course, students will exhibit intermediate knowledge of hip hop dance technique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of students will successfully exhibit intermediate knowledge of hip hop dance technique and terminology.</p>		
<p>Department - Dance (DANC) - DANC 18B - INTERMEDIATE HIP HOP DANCE - SLO 2-</p>	<p>Assessment Method: Upon completion of course, students will</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>APPLICATION OF KNOWLEDGE - Identify intermediate hip hop dance technique steps and combinations with correct terminology and analyze musical phrasing. (Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>exhibit intermediate knowledge of hip hop dance technique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will successfully exhibit intermediate knowledge of hip hop dance technique and terminology.</p>		
<p>Department - Dance (DANC) - DANC 1A - BEGINNING BALLET - SLO 1 - Performance - Perform the fundamental exercises of elementary Ballet Technique, demonstrating correct body placement and positions while exhibiting flexibility, coordination and core strength. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of the course students will exhibit basic knowledge of ballet technique and terminology.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of students will successfully exhibit basic knowledge of balet technique and terminology.</p>	<p>06/30/2012 - 100% of students were successful.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Life long learning.</p>	
<p>Department - Dance (DANC) - DANC 1A - BEGINNING BALLET - SLO 2 - Application of knowledge - Identify ballet steps and combinations with correct terminology and analyze musical accompaniment and phrasing. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of this course, students will be able to identify ballet steps and combinations, and analyze musical accompaniment and phrasing.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 80% of students will successfully complete the course.</p>	<p>06/30/2012 - 100% of students were successful.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Life long learning.</p>	
<p>Department - Dance (DANC) - DANC 1B - INTERMEDIATE BALLET - SLO 1 - Performance - Perform the intermediate and advanced exercises of Ballet Technique, demonstrating correct body placement and positions while exhibiting flexibility, coordination and core strength. (Created By Department - Dance (DANC))</p>	<p>Assessment Method: Upon completion of the course, students will exhibit intermediate and advanced knowledge of ballet technique and terminology.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of students will successfully exhibit</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>intermediate and advanced knowledge of ballet technique and terminology.</p>		
<p>Department - Dance (DANC) - DANC 1B - INTERMEDIATE BALLET - SLO 2 - Application of knowledge - Identify intermediate and advanced ballet steps and combinations with correct terminology and analyze musical accompaniment and phrasing. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon completion of this course, students will be able to identify intermediate and advanced ballet steps and combinations, and analyze musical accompaniment and phrasing.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 80% of students will successfully identify intermediate and advanced ballet steps and combinations, and analyze musical accompaniment and phrasing.</p>		
<p>Department - Dance (DANC) - DANC 1C - ADVANCED BALLET - Performance - A successful student will be able to perform the exercises of advanced ballet technique including barre warm-up and center floor combinations. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 1C - ADVANCED BALLET - Application of Knowledge - A successful student will be able to define the traditional vocabulary of steps in the advanced ballet class syllabus. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 2A - BEGINNING MODERN DANCE - SLO 1- Create - Create modern dance sequences and express individuality through dance, demonstrating correct body placement and</p>	<p>Assessment Method: Upon completion of the course, students will have a knowledge of the basic terminology and techniques of Modern Dance. Students attended Repertory Dance Concert and</p>	<p>06/26/2012 - All students attended the Repertory concert and participated actively in written critique and oral discussion of live performance with particular emphasis on Modern Choreography.</p> <p>Result:</p>	<p>06/26/2012 - Students gained overall comprehension of basic Modern vocabulary and technique. Increase amount of lecture time to include more emphasis on origins of</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>positions while exhibiting flexibility, coordination and core strength (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>participated in written and oral discussion of Modern Dance Technique and Choreography.</p> <p>Assessment Method Type: Discussion/Participation</p>	<p>Target Met Reporting Year: 2011-2012 Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music.</p> <hr/> <p>10/05/2011 - 90% of students passed in Spring 2011. Result: Target Met Reporting Year: 2010-2011 Resource Request: More hard copy handouts distributed in class may improve pass rate.</p>	<p>Modern Dance Technique and understanding of theory.</p> <p>Follow-Up: 06/26/2012 - Students gained an overview of the historical, cultural and technical dimensions of Modern Dance.</p>
<p>Department - Dance (DANC) - DANC 2A - BEGINNING MODERN DANCE - SLO 2 - Application of Knowledge - Identify modern dance steps and movement phrases with correct terminology and analyze rhythmic patterns. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 2B - INTERMEDIATE MODERN DANCE - SLO 1 -PERFORM - Perform the intermediate exercises of Modern dance demonstrating proper body alignment while exhibiting core strength, flexibility, and coordination.</p> <p>(Created By Department - Dance (DANC))</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Assessment Method: Observation of technique of Intermediate dance at the end of the class with critique and analysis</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of the students will be able to perform the intermediate technique of Modern Dance</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Dance (DANC) - DANC 2B - INTERMEDIATE MODERN DANCE - SLO 2 - APPLICATION OF KNOWLEDGE - Identify intermediate steps and technique with correct terminology and analyze musical phrasing. (Created By Department - Dance (DANC)) Course-Level SLO Status: Active	Assessment Method: Upon completion of the course, students will exhibit intermediate knowledge of Modern dance technique. Assessment Method Type: Observation/Critique Target: 80% of students will successfully exhibit knowledge of intermediate modern dance technique.		
Department - Dance (DANC) - DANC 3A - BEGINNING JAZZ DANCE - SLO 1 - Performance - Create jazz dance sequences and express individuality through dance, demonstrating correct body placement and positions while exhibiting flexibility, coordination and core strength. (Created By Department - Dance (DANC)) Course-Level SLO Status: Active	Assessment Method: Upon completion of the course students will exhibit basic knowledge of jazz technique and terminology. Students will attend Repertory Dance concert for written critique and oral discussion of Jazz Choreography. Assessment Method Type: Discussion/Participation Target: Students will attend Repertory Dance concert.	06/26/2012 - Students distinguished aesthetic qualities of Jazz Technique in Choreography. Result: Target Met Reporting Year: 2011-2012 Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music.	10/05/2011 - Increase the amount of lecture time for terminology and explanation of technique for deeper understanding and comprehension of basic technique skills. 10/05/2011 - Increase the amount of lecture time to include definitions and terminology.
		06/26/2012 - Students distinguished better understanding of craft and aesthetics of Jazz Technique in representative Jazz Choreography. Result: Target Met Reporting Year: 2011-2012 Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music.	06/26/2012 - Maintain the level and quality of instruction with limited resources in light of budget cuts. Follow-Up: 06/26/2012 - Emphasis on core fundamentals of Jazz Dance Technique with increased positive outlook, creativity and invention.
Department - Dance (DANC) - DANC 3A -			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
BEGINNING JAZZ DANCE - SLO 2 - Application of knowledge - Identify jazz steps and movement phrases with correct terminology and analyze rhythmic patterns (Created By Department - Dance (DANC))			
Department - Dance (DANC) - DANC 3B - INTERMEDIATE JAZZ DANCE - SLO 1 - Performance - Create intermediate jazz dance sequences and express individuality through dance, demonstrating correct body placement and positions while exhibiting flexibility, coordination and core strength. (Created By Department - Dance (DANC)) Course-Level SLO Status: Active	Assessment Method: Students learn intermediate choreography from various jazz dance styles to add to Repertory for performance. Assessment Method Type: Class/Lab Project Target: Students learn at least one major Jazz Dance Choreography in completion for repertory.	07/10/2012 - 95% of students completed at least one entire Jazz choreography for repertory. Result: Target Met Reporting Year: 2011-2012 Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music. 07/10/2012 - Students completed three styles of Jazz choreography works for repertory from Broadway, hip hop, and lyrical jazz techniques. Result: Target Met Reporting Year: 2011-2012 Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music. 10/05/2011 - All the students worked in groups or individual projects to create original choreography to showcase. Result: Target Met Reporting Year: 2010-2011 Resource Request: Microphone for amplification, multiple sound systems/ipods/cd players for efficiency.	07/10/2012 - Develop increase alumni participation for outreach and support of over all dance program. Follow-Up: 07/10/2012 - Twenty-fifth Anniversary concert provided important renewed interest in our entire Dance Program and for future participation and contribution of resources of talent and donations. 07/10/2012 - Increase alumni involvement may broaden and expand base and serve as bridge of community for increase resources and development of entire dance program. 10/05/2011 - Work in smaller groups to increase interpersonal activity and to develop one-to-one conceptual understanding of choreographic intention.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Dance (DANC) - DANC 3B - INTERMEDIATE JAZZ DANCE - SLO 2 - Application of knowledge - Identify intermediate jazz steps and movement phrases with correct terminology and analyze rhythmic patterns (Created By Department - Dance (DANC))			
Department - Dance (DANC) - DANC 4 - BALLROOM & SOCIAL DANCE - SLO 1 - Performance - Perform the basic steps of a variety of partnership dances demonstrating correct body placement and frame while exhibiting the traditional etiquette and conduct for ballroom and social dance. (Created By Department - Dance (DANC)) Course-Level SLO Status: Active	Assessment Method: Students who successfully complete this class will demonstrate a minimum of 6 steps of at least eight different dance styles. Assessment Method Type: Presentation/Performance Target: 80% of students will achieve proficiency in partnership dancing technique, posture, and etiquette.	06/30/2012 - 85% of students achieved proficiency in partnership dancing technique, posture, and etiquette. Result: Target Met Reporting Year: 2011-2012 Resource Request: new sound equipment, air conditioning, music GE/IL-SLO Reflection: Successful completion of this course will demonstrate life Long learning, and critical thinking skills.	
Department - Dance (DANC) - DANC 4 - BALLROOM & SOCIAL DANCE - SLO 2 - Application of knowledge - Identify ballroom steps and combinations with correct terminology and analyze musical styles and genres appropriate for each dance. (Created By Department - Dance (DANC)) Course-Level SLO Status: Active	Assessment Method: Students who successfully complete this course will pass an exam including multiple choice, matching, T/F, and an essay showing their knowledge of terminology and musical styles and genres appropriate for each type of dance. Assessment Method Type: Exam - Course Test/Quiz Target: 80% of students will pass the exam.	06/30/2012 - 95% of students passed the exam with a C or better. Result: Target Met Reporting Year: 2011-2012 Resource Request: music, new sound system, air conditioning GE/IL-SLO Reflection: Successful completion of this course will demonstrate life Long learning, and critical thinking skills.	
Department - Dance (DANC) - DANC 4A - BEGINNING BALLROOM & SOCIAL			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>DANCE - Application of Knowledge - A successful student will be able to analyze the historical and cultural development of partnership dancing. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 4A - BEGINNING BALLROOM & SOCIAL DANCE - Performance - A successful student will be able to perform the basic beginning patterns of Swing, Cha-Cha, Waltz, Fox Trot, Rhumba, and Tango. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 4B - INTERMEDIATE BALLROOM & SOCIAL DANCE - Performance - A successful student will be able to perform the basic intermediate patterns of Swing, Cha-Cha, Waltz, Fox Trot, Rhumba, and Tango. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 4B - INTERMEDIATE BALLROOM & SOCIAL DANCE - Application of Knowledge - A successful student will be able to Identify basic music genres appropriate for the specific dances. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 4C - ADVANCED BALLROOM & SOCIAL DANCE - Performance - A successful student will be able to perform the basic advanced patterns of Swing, Cha-Cha,</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Waltz, Fox Trot, Rhumba, and Tango. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 4C - ADVANCED BALLROOM & SOCIAL DANCE - Application of Knowledge - A successful student will be able to explain the traditional etiquette and conduct for ballroom and social dance. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 5 - WORLD DANCE - SLO 1 - Create - Students will learn a wide variety of traditional dances from selected cultures to ethnic music from around the world. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be able to dance a variety of traditional dances from a variety of selected cultures to ethnic music as observed by the instructor.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 85% of students will be able to dance a minimum of 3 dances from world cultures as observed by the instructor.</p>	<p>06/30/2012 - 85% of students danced at least 3 dances correctly according to the particular culture.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: upgraded sound system, a/c, multicultural music.</p>	
		<p>10/05/2011 - Students worked in small groups or individual solo presentations of original choreography demonstrating techniques and styles from different world cultures.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: Films, costumes, music, art from specific world cultures amplified with guest artists.</p>	<p>10/05/2011 - Students embraced world cultures through development of dance phrases and techniques which came from world, dance, and cultural context. Exploring several more world influences and cultures would add variety and diversity.</p> <hr/>
	<p>Assessment Method: Students will successfully demonstrate their knowledge of traditional dances from a variety of ethnicities by performing/presenting at least two dances</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>before a live audience. Assessment Method Type: Presentation/Performance Target: 80% of students will successfully demonstrate their knowledge by performing at least two ethnic dances for a live audience.</p>		
<p>Department - Dance (DANC) - DANC 5 - WORLD DANCE - SLO 2 - Application of knowledge - Identify steps, styles and movement phrases from different world cultures with correct terminology and analyze rhythmic patterns. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Upon successful completion of this course the student will be able to identify steps, patterns and styles from a variety of world cultures with knowledge of terminology and rhythmic patterns. Assessment Method Type: Observation/Critique Target: 80% of students will be able to identify steps, patterns and styles from a variety of world cultures using correct terminology and understanding rhythmic patterns as observed by the instructor.</p>		
<p>Department - Dance (DANC) - DANC 6 - BEGINNING COUNTRY-WESTERN LINE DANCING - SLO 1- Create - Create Country-Western movement sequences and express individuality through dance, demonstrating correct body placement and positions, while exhibiting flexibility, coordination and core strength. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be able to express themselves through dance using correct body placement, posture and coordination using their core strength and increasing their endurance. Assessment Method Type: Observation/Critique Target: 80% of students will be able to express themselves through dance with correct body placement, posture and coordination using their core strength and increased endurance.</p>	<p>06/30/2012 - 80% of students successfully expressed themselves in country line dance. Result: Target Met Reporting Year: 2011-2012 Resource Request: sound equipment, a/c and music.</p>	
	<p>Assessment Method: Students will be able to express themselves through country line dances with correct body placement, posture and rhythm, while</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>exhibiting flexibility, coordination and core strength.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of students will be able to express themselves through country line dances with correct body placement, posture and rhythm, while exhibiting flexibility, coordination and core strength.</p>		
<p>Department - Dance (DANC) - DANC 6 - BEGINNING COUNTRY-WESTERN LINE DANCING - SLO 2 - Application of knowledge - Identify Country-Western movement phrases with correct terminology and analyze rhythmic patterns. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 7 - CHOREOGRAPHY - SLO 1 - Application of Knowledge - Create movement sequences and express individuality through dance while exhibiting correct body placement and positions, flexibility, coordination and core strength. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will create original choreography or movement phrases to showcase.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student will understand theory of composition for creative expression for public performance.</p>	<p>06/26/2012 - Students showcased original choreography in student concert at Smithwick Theatre.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music.</p>	<p>06/26/2012 - Increase community and alumni outreach as resource.</p> <hr/> <p>06/26/2012 - Increase community and alumni outreach as resource.</p> <hr/> <p>06/26/2012 - Maintain level and quality of excellence in continued emphasis of Repertory choreography while building new faculty and student works in workshop.</p> <hr/> <p>10/05/2011 - Outreach with Master Choreographers in different technique and styles to mentor</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			student works. <hr/>
		06/26/2012 - Students distinguished understanding of craft and aesthetic qualities of dance. Result: Target Met Reporting Year: 2011-2012 Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music.	06/26/2012 - Increase community and alumni outreach as resource. Follow-Up: 06/26/2012 - More original student works presented which reflected students' individual focus in diverse dance techniques and style from bollywood and belly dancing to hip hop. <hr/> 06/26/2012 - Increase community and alumni outreach as resource. <hr/>
		06/26/2012 - Students distinguished understanding of craft and aesthetic qualities of dance through diverse choreography. Result: Target Met Reporting Year: 2011-2012 Resource Request: Improved Sound system with microphone amplification would increase hearing and better understanding of music.	
		06/26/2012 - Students demonstrated an understanding of the craft and aesthetic qualities of dance in presentation of original and repertory choreography. Result: Target Met Reporting Year: 2011-2012 Resource Request: Improved Sound system with microphone amplification would increase hearing and	06/26/2012 - Maintain the level and quality of choreography from Repertoire while building upon new faculty and student works. <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		better understanding of music.	
<p>Department - Dance (DANC) - DANC 7 - CHOREOGRAPHY - SLO 2 - Application of knowledge - Students will have practical experience in the production aspects of dance. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 8 - DANCE PRODUCTION: REHEARSAL & PERFORMANCE - SLO 2 - Application of knowledge - Students will have practical experience in the production aspects of dance. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will successfully stage original works from costuming to lighting.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Students gain increase knowledge and understanding of dance production from casting to performing.</p>	<p>10/05/2011 - Students participated in all aspects of dance production for a live audience.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: Costumes and Shoes provided.</p>	<p>10/05/2011 - Outreach with Master Choreographers and Directors for mentoring and working individually with original student works.</p>
<p>Department - Dance (DANC) - DANC 8 - DANCE PRODUCTION: REHEARSAL & PERFORMANCE - SLO 1 - Demonstrate - Students will have explored fundamental dance technique and skills necessary for public performance. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Dance (DANC) - DANC 9 - MOVEMENT FOR ACTORS - SLO 1 - Application of Knowledge - Develop necessary movement skills to be proficient in an area of theatre. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students work in small groups or individual solos to showcase diverse techniques from Ballet to Musical Theatre.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Students gain basic knowledge of movement skills for an actor.</p>	<p>10/05/2011 - All the students participated in diverse techniques to develop movement preparation for the actor.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p> <p>Resource Request: Increase lecture time for greater theory and</p>	<p>10/05/2011 - Working in smaller groups to increase personal development and understanding of movement and cohesive demonstration of choreographic principles for the actor.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		understanding of dance techniques and principles for Auditions.	
<p>Department - Dance (DANC) - DANC 9 - MOVEMENT FOR ACTORS - SLO 2 - Application of knowledge - Create movement sequences to physicalize a scene into action. (Created By Department - Dance (DANC))</p> <p>Course-Level SLO Status: Active</p>			