Annual Program Review Update

Instructions
The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. **Input should be sought from all campuses.** It should be **submitted or renewed every year by the designated date** in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline’s use,

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.
Annual Program Review Update
*Be sure to include information from all three campuses.

Program/Discipline: Dance
Submitted by (names): Marla Gleave
Contact Information (phone and email): 476-4241  marla-gleave@redwoods.edu
Date: September 17, 2008

1. Program/Discipline Changes
   Has there been any change in the status of your program or area since your last Annual Update? (Have you shifted departments? Have new degrees or certificates been created by your program? Have activities in other programs impacted your area or program? For example, a new nursing program could cause greater demand for life-science courses.)
   Note: curricular changes should be addressed under 12 (Curriculum).
   ☒ No (go to next question)
   ☐ Yes  Describe the changes below:

2. Program/Discipline Trends
   Refer to the data provided (data link is located at http://inside.redwoods.edu/Assessment/ProgRev/TrendData.asp) and describe the trends in enrollment, retention, success rates, and student demographics. If applicable, describe how changes in these areas are impacting your discipline and describe efforts within your area to address these impacts.
   Dance enrollments have regained strength as we have regained associate faculty. FTES in 2006-7 was 9.17 and rebounded to 13.07 as we were able to offer more sections. Success Rates were 70% in 2006-7 and 69% in 2007-8. Retention Rates were 86% in 2006-7 and 78% in 2007-2008.

3. Labor Market Review (for occupational programs)
   Occupational programs must review their labor market data. Links to various reports and information, as well as instructions on how to create program-specific reports, can be found at http://inside.redwoods.edu/Assessment/ProgRev/LaborMarketResources.asp. Institutional Research (IR) is available to help with surveys and reviews. All survey data (whether collected by your program or the institution) should be sent to IR to be kept on record.
   a. Meets a documented labor market demand,
   b. Does not represent duplication of other training programs (in the region), and
   c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

4. Budget Resources
List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply and printing budget</td>
<td>all budget is blended with Physical Education/Athletics division</td>
<td></td>
</tr>
<tr>
<td>Equipment replacement and repair budget</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work-study funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Budget Items</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is the funding for these areas adequate?  □ Yes  ❌ No
If not, describe the impact of unaddressed needs on your discipline or program.

Equipment replacement is not adequate at $0.00.

5. Learning Resource Center Resources

Is the level of resources provided by the Academic Support Center and Library (Learning Resource Center) adequate?  ❌ Yes  □ No
If not, explain.

6. Student Services Resources

Complete the following grid concerning Student Services Areas.

Student Services Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Does the area satisfy the needs of your discipline?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>❌</td>
</tr>
<tr>
<td>Counseling</td>
<td>❌</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>❌</td>
</tr>
<tr>
<td>Career Services</td>
<td>□</td>
</tr>
<tr>
<td>Disabled Student</td>
<td>❌</td>
</tr>
<tr>
<td>Programs and Services (DSPS)</td>
<td>❌</td>
</tr>
</tbody>
</table>
If a lack of support was indicated in the table above, describe your program/discipline need.

7. Faculty Resource Needs
Complete the Faculty Employment Grids below (data link is provided at [http://inside.redwoods.edu/Assessment/ProgRev/FacultyLoadDistribution.asp](http://inside.redwoods.edu/Assessment/ProgRev/FacultyLoadDistribution.asp)). Please list full- and part-time faculty numbers in separate rows:

Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for fall 2007 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from fall 2006</th>
<th>% Change from fall 2005</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>7.50</td>
<td>0%</td>
<td>100%</td>
<td>fall '06 was 6 TLU 100% taught by Associate Faculty</td>
<td>11 TLU's 100% taught by Associate Faculty</td>
<td>Starting spring '06 district was eliminating associate faculty teaching loads. Since Dance is 100% taught by associate faculty, the program was reduced to 3 TLU's during two different...</td>
</tr>
</tbody>
</table>
Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for spring 2008 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from spring 2007</th>
<th>% Change from spring 2006</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>12.00</td>
<td>0%</td>
<td>100%</td>
<td>TLU was 3.00 taught by Associate Faculty</td>
<td>TLU was 3.00 taught by Associate Faculty</td>
<td>see explanation stated above</td>
</tr>
</tbody>
</table>

a. Describe the status of any approved, but unfilled full-time positions.
NA

b. If you are requesting a Full-Time Faculty position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
   - The ratio of full-time to associate faculty
   - Current availability of associate faculty
   - Relation to program review recommendations
   - Effect on diversity of the faculty
   - Effect on academic offerings and ability to serve students and the community
   - Effect on the vitality and future direction of a program and/or the college
   - Effect on student learning

c. If your Associate Faculty needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty.
Dance requires a Masters degree. There is a limited pool of qualified Master of Arts education dance professionals in our area. Growth of dance curriculum is limited due to lack of qualified professionals.

8. Staff Resources
Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.
Staff Employed in the Program

<table>
<thead>
<tr>
<th>Assignment (e.g., Math, English)</th>
<th>Full-time (classified) staff (give number)</th>
<th>Part-time staff (give number)</th>
<th>Gains over Prior Year</th>
<th>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE Division</td>
<td>0</td>
<td>2</td>
<td>.5 equipment room</td>
<td>-.5 administrative assistant</td>
</tr>
</tbody>
</table>

Do you need more full-time or part-time classified staff? ☒ yes ☐ no
If yes, explain why.
Loss of .50 time base for Administrative Assistant affects all areas of division. Dance is just one program within the division. PE, Health Education, and Athletics are also served by the .50 administrative assistant. Athletic requirements on budget, travel, eligibility, and fundraising constitutes a large portion of that .50 time base. This leaves little left to do work for the other division areas.

9. Facilities, and Classroom Technology
Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? ☐ Yes ☒ No
If No was checked, complete and attach Facility Form (facilities.form) for each instructional space that does not meet the needs of this discipline/program:

10. Equipment
Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline? ☐ Yes ☒ No
If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Price</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Mirrors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8’x4’ horizontal w/wheels</td>
<td>$635 plus</td>
<td>55</td>
<td>To meet student outcomes of demonstrating proper body position for various poses the students need to be able to view their posture and body movement.</td>
</tr>
<tr>
<td></td>
<td>ship/tax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8’x4’ vertical w/wheels</td>
<td>$595 plus</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ship/tax</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ballet barres

14' freestanding w/barres on both sides $431 plus ship/tax

To meet student outcomes related to balance poses, students need to be able to perform skills with a bar in order to master body mechanics.

**Equipment Repair**

Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? *This does not include classroom specific equipment repair described in the facilities section.*

- [ ] Yes
- [ ] No

If Yes was checked, provide the following information to justify a budget allotment request:

<table>
<thead>
<tr>
<th>Equipment requiring repair</th>
<th>Repair Cost / Annual maintenance cost</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**11. Learning Outcomes Assessment Update.**

List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

<table>
<thead>
<tr>
<th>Program Outcomes (Not all disciplines have program-level)</th>
<th>Means of Assessment and</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

12. Curriculum Update

Identify curricular revisions and innovations undertaken
a. in the last year.
   none
b. planned for the coming year.
   three dance courses

Complete the grid below. The course outline status report can be located at: http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Course Outline Last Updated</th>
<th>Year Next Update Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE30</td>
<td>1989</td>
<td>overdue</td>
</tr>
<tr>
<td>PE 31</td>
<td>1989</td>
<td>overdue</td>
</tr>
<tr>
<td>PE 32</td>
<td>1990</td>
<td>overdue</td>
</tr>
</tbody>
</table>

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why. All courses taught by Associate Faculty. Discussions with HSU Dance was started so as to create CR courses that may articulate to HSU. Updating of courses will occur in Spring '09.

13. Communication
Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication.

List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.
none

15. Goals and Plans
If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.
☐ QIP Attached
If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR’s Strategic Plan. (CR’s strategic plan is located on the web at http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp).
Facilities, and Classroom Technology Form
Program/Disciplines: Physical Education
Year: 2008
Submitted by: Marla Gleave

List classroom or instructional space name/number: Fieldhouse: specific to dance classes. See PE program review for additional issues of Fieldhouse related to activity/athletic programs.

Check if any of the following are not adequate:

- Ventilation / room temp
- ADA access
- Number of seats / work stations
- Technology (computers, projectors, internet)
- Other (briefly describe):

  1. Creating a separate area for the dance classes can be accomplished by purchasing a curtain. There is already an existing wire to hang the curtain. This may also aid in reducing the echo that is created when you speak in the fieldhouse.

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

1. Curtain cost: companies require a phone call for cost analysis. Maintenance would be needed to help with calculating exact square footage.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections: 3  Students: 75