

Coconino Community College Program Review

Program: Dance AAS (RETIRING), DANCE AFA (NEW) _____
Date Completed: 6/19/11 _____
Committee Members: Barbara Klimowski _____
Reviewed By: Barbara Klimowski _____

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Introduction

The purpose of Program Review is to evaluate the quality, productivity, and role of each program in the fulfillment of the College's mission and strategic goals. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College's strategic planning process with that of individual programs. Information developed during the review process shall be used in budgetary and planning decisions

IMPORTANT: Please feel free to include additional information other than what is requested in this document to support the program's effectiveness.

The Process

- 1) Instructional programs will normally be reviewed at **three- to five year intervals**, but this schedule may be altered based program indicators and assessment results.
- 2) Members of the Instructional Program Review (IPR) committee conduct the review based on the guidelines in this manual. These include department members and may include others outside the department.
- 3) The department chair of the program under review meets with the director of institutional research to obtain data necessary to complete this report.
- 4) IPR members of the program under review conduct an analysis of the program based on the guidelines in this manual. The program analysis is a critical review of all aspects of the

program. It is based on the program's responsibility for its own planning, goal setting and performance within the context of College's strategic plan.

- 5) The department chair will review the report with the dean responsible for the program. The dean may request additional information from the program.
- 6) The instructional program develops solutions to the recommendations and provides a report back to the dean during the next academic year. The dean will follow through with the department chair to ensure recommendations are fulfilled.
- 7) Recommendations not resolved in the first academic year following the review will roll-over to the following year. Recommendations must be resolved by the second year following the review.
- 8) The department chair provides regular updates the dean on program review progress and follow-ups as scheduled.

Program Review Report Guidelines

The program review report describes how the program has evolved and is presently constituted and indicates its aspirations for both short-term and long-term development. It should place the program within the context of the College's strategic planning priorities and recent developments within the program discipline. It should address major issues confronting the program and suggest how they might be resolved. The preparation of this document must necessarily be based upon open discussions that include all faculty members, and professional staff as appropriate, in the program.

The **effectiveness** of the review process will depend on the implementation of the recommendations contained in the report with the goal of using findings or recommendations for continuous improvement. Recommendations and follow-up implementation will be tied directly to the goals that have been defined for the program based on the College's strategic planning goals.

Instructional Program Review Cycle:



The review process can be summarized into four parts:

- 1) Program preparation of the review report
- 2) Presentation of report
- 3) Development of solutions and recommendations
- 4) Follow-up of recommendations (as needed).

SECTION I –OVERVIEW: This section is to be completed by all programs. Please respond to the questions in the box following the questions. If the response or documentation is included as an attachment, label as an attachment and indicate its location in the box.

- 1) Provide a narrative response to the following questions: If not applicable, please indicate.
 - a) A brief description of the program and its function within the College.
 - b) If applicable, include the program's mission statement.
 - c) Description of the program's role in meeting College curricular needs, such as general education requirements, multicultural courses, and prerequisites or requirement for other programs.

The Associate of Fine Arts degree in Dance and Performing Arts or Dance Fitness is designed for transfer. The program gives students a strong foundation in dance and performing arts or dance fitness technique and general knowledge in the fields of dance, music, and theatre arts. The degree prepares students to continue their performing arts education in dance, music, and/or theatre arts. If the Dance Fitness Option is chosen, the degree prepares students to continue their education in fields emphasizing fitness. Students completing this degree can transfer up to 60-62 credits to 4-year institutions

- 2) Staffing of the program. Description of the program's present faculty and staff by classification, job function, workload (FT/PT)

One interim full-time dance faculty (15 load hours/academic year), currently serves as department chair of Fine Arts.

Three part-time dance faculty (teach 3-9 credits/semester), ballet, modern dance, jazz dance, dance history, choreography, Encore dance company, dance degree capstone (DAN 290)

Two part-time dance/fitness faculty (teach 1-9 credits/semester), modern dance, Turkish-Egyptian, cardio-fitness, tai-chi, and yoga

Seven part-time fitness faculty (teach 2-9 credits/semester), yoga, Pilates

- 3) Decision making: How are decisions made within the program; how is business carried out or conducted within the program?

- a) Brief analysis of program initiatives since last program review
- b) Description of grants, partnerships, or other entities (internal or external to the college) supporting or administered by the academic program under review.

Dance program was updated and approved by the CCC Board of Governors (May 2011). Dance program changed from AAS to AFA. The following points summarize reasons for the new Dance AFA program initiatives:

- Current economic climate requires a more "practical" degree
- AGECE = more substantial program academically. Transfers to variety of bachelors programs
- Continue offering sound dance technique classes (including level 1)
- A more varied, individualized curriculum
- Transferable
- Employable skills
- Current with career trends (health maintenance, fitness, all-around performing arts skills)
- As arts are cut from public schools, strong academically based Dance Program could become key in CCC's new "High School – CCC" emphasis

- New program is a better investment for consumer
- There are no “up front” costs to CCC in adopting new AFA Dance Program
- All classes (required and elective) have solid history of adequate attendance

Grant request submitted to Flagstaff Cultural Partners (Spring 2011). \$4000 requested for performing arts outreach to Flagstaff and surrounding areas.

Decisions within the dance degree program are made using information and ideas contributed by dance faculty and students and considered with regards to CCC mission statement and strategic plan. The Department Chair of Fine Arts, in association with the Dean of Arts and Sciences, work within these guidelines to carry out the business of the dance degree program.

4) Summary of student assessment results since last program review and programmatic changes as a result of the assessment results.

A majority of students in the AAS program in dance were struggling with the level of technique requirement for classes which would fulfill degree requirements. The degree was not preparing the majority of students to be marketable in the changing, post-recession workplace. The following were consistently a concern:

- AAS was a terminal degree/lighter on academics
- AAS originally written for experienced dancers with career goals of performing and teaching
- Encore Dance Company was reserved for students with advanced dance experience
- AAS was not marketable in the post-recession workplace

The new AFA degree was created as a result of AAS degree's inability to meet the needs of our current student body. The following are major programmatic changes which resulted from this assessment:

- New degree, including the transferrable AGECE component, will attract students who will transfer to a 4-year institution and continue in various fields of study
- Performance and choreographic opportunities have expanded to all dance majors with the inclusion of level 1 technique classes in the core curriculum
- The addition of the Dance Fitness track provides marketable skills in the highly employable professions associated with health maintenance and physical fitness

5) A statement of the program's accomplishments in support of the College's current strategic plan.

Promoting CCC as a Cultural Hub:

The Dance program currently presents two major performances each academic year, bringing community audiences to the Lone Tree Campus. Fall (average 300 in attendance), Spring, cooperative performance with music and theatre (average 300 in attendance)

Promoting Traveling Exhibits and Performances throughout the District:

Dance program participants perform at local and district public/charter schools. CCC Students work together with high school students to produce performances, often collaborating with music and theatre students.

6) A description of the current facilities needed to conduct the program, including space and equipment.

Lone Tree Campus has one dance studio with sprung marley floor. Lone Tree Campus also has a large classroom in separate building where the desks are on casters and pushed aside to open the area for movement. This space may be used for performances, as well as the CCC Commons. Fourth Street Campus has one dance/fitness studio. Page Campus has no dance studio. The current dance instructor teaches in her home studio.

All campuses have stereos with CD and IPOD connectors.

SECTION II - TEACHING AND LEARNING

1) Program area: DANCE

2) Attach approved curriculum documents(s) for degrees/ certificates. How are program requirements and information communicated?

	Open Houses, etc.	Schedule/ Catalog	Program Brochure/ Guide	Small groups: (advisory, group advising, other)	Other: describe
Prospective Students		X		X	
Employers		X			
Advisors/Counselors		X		X	
Admissions/Recruiters		X			

3) Indicate how/where the program is taught:

 X Lone Tree X 4th Street X Page Williams Grand Canyon Tuba City

 Fredonia ITV Web other

4) Indicate the primary time(s) classes are held for this program:

 X Day X Evening Weekends

5) If applicable, what are the program prerequisites and/or admissions criteria? Are the prerequisite/admission criteria necessary? If so, why? Describe the criteria, how is it evaluated, and when was it last evaluated.

No program prerequisites necessary. Dance AFA accommodates students with no dance experience.

6) Indicate course enrollment data for the past three/five years

Semester	Course		10 th Day Enrollment	45 th Day Enrollment	Successful Completers	Unsuccessful Completers
Fall 2006	DAN	102	57	54	40	11
Fall 2006	DAN	103	16	16	9	6
Fall 2006	DAN	110	15	17	15	0
Fall 2006	DAN	111	38	35	28	5
Fall 2006	DAN	120	21	19	15	3
Fall 2006	DAN	130	0	21	21	0
Fall 2006	DAN	150	11	10	7	3
Fall 2006	DAN	151	10	13	8	4
Fall 2006	DAN	153	13	14	13	1
Fall 2006	DAN	154	6	7	6	0
Fall 2006	DAN	199	91	97	80	13
Fall 2006	DAN	200	5	9	9	0
Fall 2006	DAN	211	16	19	14	3
Fall 2006	DAN	212	13	13	12	1
Fall 2006	DAN	221	8	10	8	2
Fall 2006	DAN	250	18	23	21	1
Fall 2006	DAN	251	21	26	20	2
Spring 2007	DAN	102	62	58	41	17
Spring 2007	DAN	103	13	0	10	1
Spring 2007	DAN	110	27	23	21	2
Spring 2007	DAN	111	40	39	36	3
Spring 2007	DAN	120	10	12	8	4
Spring 2007	DAN	130	14	20	20	0
Spring 2007	DAN	150	15	14	8	6
Spring 2007	DAN	151	9	0	12	3
Spring 2007	DAN	153	5	0	6	2
Spring 2007	DAN	154	1	0	6	1
Spring 2007	DAN	180	5	6	6	0
Spring 2007	DAN	199	103	84	77	8
Spring 2007	DAN	201	6	6	5	1
Spring 2007	DAN	211	12	12	15	0
Spring 2007	DAN	212	12	13	13	0
Spring 2007	DAN	215	7	9	9	0
Spring 2007	DAN	221	8	9	8	1
Spring 2007	DAN	230	4	8	8	0
Spring 2007	DAN	250	15	16	14	2
Spring 2007	DAN	251	20	24	23	1

Spring 2007	DAN	298	1	0	3	0
Fall 2007	DAN	102	51	43	33	11
Fall 2007	DAN	103	17	17	13	3
Fall 2007	DAN	110	21	19	17	2
Fall 2007	DAN	111	41	40	39	1
Fall 2007	DAN	130	5	21	17	4
Fall 2007	DAN	150	13	15	14	1
Fall 2007	DAN	151	11	13	10	1
Fall 2007	DAN	153	8	6	6	0
Fall 2007	DAN	154	8	7	7	0
Fall 2007	DAN	199	66	62	53	9
Fall 2007	DAN	200	10	10	8	2
Fall 2007	DAN	211	13	12	10	2
Fall 2007	DAN	212	10	12	11	1
Fall 2007	DAN	221	12	12	9	3
Fall 2007	DAN	250	20	21	19	1
Fall 2007	DAN	251	17	18	16	2
Fall 2007	DAN	298	0	1	1	0
Spring 2008	DAN	102	61	53	46	7
Spring 2008	DAN	103	19	25	20	4
Spring 2008	DAN	110	22	21	21	0
Spring 2008	DAN	111	52	50	37	13
Spring 2008	DAN	120	15	11	11	0
Spring 2008	DAN	130	18	19	19	0
Spring 2008	DAN	150	15	15	13	2
Spring 2008	DAN	151	8	17	12	3
Spring 2008	DAN	153	6	11	9	2
Spring 2008	DAN	154	2	5	8	0
Spring 2008	DAN	199	58	66	62	3
Spring 2008	DAN	201	10	10	9	1
Spring 2008	DAN	211	13	14	14	0
Spring 2008	DAN	212	12	12	12	0
Spring 2008	DAN	221	9	9	7	2
Spring 2008	DAN	222	9	9	9	0
Spring 2008	DAN	230	12	12	10	2
Spring 2008	DAN	250	13	13	11	2
Spring 2008	DAN	251	15	15	15	0
Spring 2008	DAN	298	4	11	12	0
Fall 2008	DAN	102	71	66	61	5
Fall 2008	DAN	103	19	19	18	1
Fall 2008	DAN	110	24	23	20	2

Fall 2008	DAN	111	48	45	38	6
Fall 2008	DAN	120	12	9	6	3
Fall 2008	DAN	130	0	16	16	0
Fall 2008	DAN	150	15	13	12	1
Fall 2008	DAN	199	77	70	66	4
Fall 2008	DAN	200	3	3	2	1
Fall 2008	DAN	211	13	13	12	1
Fall 2008	DAN	212	10	10	11	0
Fall 2008	DAN	215	12	12	12	0
Fall 2008	DAN	221	8	7	7	0
Fall 2008	DAN	222	4	4	4	0
Fall 2008	DAN	250	19	17	16	1
Fall 2008	DAN	251	14	13	11	2
Fall 2008	DAN	298	6	6	7	0
Spring 2009	DAN	102	79	76	70	6
Spring 2009	DAN	103	22	21	20	1
Spring 2009	DAN	110	11	11	11	0
Spring 2009	DAN	111	55	51	43	8
Spring 2009	DAN	120	16	15	15	0
Spring 2009	DAN	130	12	16	16	0
Spring 2009	DAN	153	11	9	6	3
Spring 2009	DAN	180	8	9	7	2
Spring 2009	DAN	199	57	62	46	3
Spring 2009	DAN	211	12	13	13	0
Spring 2009	DAN	212	12	13	13	0
Spring 2009	DAN	221	8	10	9	1
Spring 2009	DAN	222	3	4	4	0
Spring 2009	DAN	230	5	6	4	2
Spring 2009	DAN	250	19	18	17	1
Spring 2009	DAN	251	19	19	18	1
Fall 2009	DAN	102	105	102	97	5
Fall 2009	DAN	103	19	18	14	4
Fall 2009	DAN	110	16	14	11	3
Fall 2009	DAN	111	44	43	41	2
Fall 2009	DAN	120	14	13	12	1
Fall 2009	DAN	130	7	9	9	0
Fall 2009	DAN	145	6	6	5	1
Fall 2009	DAN	150	9	9	9	0
Fall 2009	DAN	151	11	14	12	2
Fall 2009	DAN	155	17	17	17	0
Fall 2009	DAN	160	8	7	6	1

Fall 2009	DAN	199	17	13	13	0
Fall 2009	DAN	201	0	1	1	0
Fall 2009	DAN	211	13	15	15	0
Fall 2009	DAN	212	12	11	11	0
Fall 2009	DAN	221	1	1	1	0
Fall 2009	DAN	250	2	2	2	0
Fall 2009	DAN	251	27	27	23	4
Fall 2009	DAN	298	2	2	2	0
Spring 2010	DAN	102	59	56	53	3
Spring 2010	DAN	103	20	23	16	3
Spring 2010	DAN	110	16	16	13	3
Spring 2010	DAN	111	79	74	63	11
Spring 2010	DAN	130	6	13	13	0
Spring 2010	DAN	145	10	11	10	1
Spring 2010	DAN	150	5	4	3	1
Spring 2010	DAN	151	9	10	8	1
Spring 2010	DAN	155	19	15	12	3
Spring 2010	DAN	180	6	6	6	0
Spring 2010	DAN	199	19	23	15	2
Spring 2010	DAN	200	3	3	3	0
Spring 2010	DAN	201	16	16	13	3
Spring 2010	DAN	202	30	30	30	0
Spring 2010	DAN	205	7	7	7	0
Spring 2010	DAN	212	12	14	14	0
Spring 2010	DAN	217	3	3	3	0
Spring 2010	DAN	221	10	8	8	0
Spring 2010	DAN	222	3	3	3	0
Spring 2010	DAN	230	6	8	8	0
Spring 2010	DAN	250	6	5	5	0
Spring 2010	DAN	251	18	17	13	5
Spring 2010	DAN	298			1	0
Fall 2010	DAN	102	85	82	77	5
Fall 2010	DAN	103	35	40	32	2
Fall 2010	DAN	110	30	31	29	2
Fall 2010	DAN	111	69	64	53	11
Fall 2010	DAN	120	12	12	12	0
Fall 2010	DAN	130	6	6	6	0
Fall 2010	DAN	150	9	8	7	1
Fall 2010	DAN	151	8	10	6	3
Fall 2010	DAN	152	2	2	3	0
Fall 2010	DAN	155	20	20	19	1

Fall 2010	DAN	200	7	7	7	0
Fall 2010	DAN	202	24	26	25	1
Fall 2010	DAN	211	3	3	3	0
Fall 2010	DAN	212	5	6	6	0
Fall 2010	DAN	215	7	7	7	0
Fall 2010	DAN	217	1	1	1	0
Fall 2010	DAN	221	6	6	5	1
Fall 2010	DAN	222	5	5	5	0
Fall 2010	DAN	250	6	7	6	1
Fall 2010	DAN	251	6	6	6	0
Spring 2011	DAN	102	85	78	0	3
Spring 2011	DAN	103	48	53	0	2
Spring 2011	DAN	110	36	35	0	1
Spring 2011	DAN	111	98	95	0	4
Spring 2011	DAN	150	10	8	0	1
Spring 2011	DAN	151	10	13	0	1
Spring 2011	DAN	155	24	22	0	1
Spring 2011	DAN	201	13	12	0	1
Spring 2011	DAN	221	9	9	0	1
Spring 2011	DAN	222	2	2	0	1
Spring 2011	DAN	250	6	6	0	1
EOT = End-of_Term						
SCH = Student Credit Hours						

7) Enrollment/Program Completers: Complete the following chart for enrollment and completers for the past three years.*Use information supplied by Institutional Research.

Year	Enrollment	Completers
1. Same as #8		

8) Enrollment/ Course Completers: Complete the following chart course completers for the past three years.* Use information supplied by Institutional Research.

Year	Enrollment	Completers
1. 2008-2009	17	1
2. 2009-2010	16	0
3. 2010-2011	27	2

9) If the program has degree or certificate, fill in the following information

Academic Year	# Graduates
'07-'08	3
'08-'09	1
'10-'11	2

10) Is there an enrollment cap? If so, please describe and explain the rationale?

NO

11) Have you observed that students regularly exit your program at a certain point prior to completion? If so, describe any patterns that you have observed.

Students have had a tendency to exit the program in dance when other degrees, acquired simultaneously, are awarded and the student moves on into their career. In the past few years, with the necessity of acquiring a "marketable" degree, students have shown less interest in finishing the dance degree. It has not serviced their needs in preparation for the job market. The new AFA degree in dance responds to this pattern.

12) **Program completers.** Is there a state license or national or professional credential available to graduates of this program? If so, describe student performance over the last three years.

N/A but hope to create Pilates Certification class. Students in non-credit Pilates Certification did pass exam.

13) **Textbooks and ancillary materials:** How often are instructional packages reviewed and revised?

Courses requiring textbooks and ancillary materials are **Dance History, Dance Teaching Methods, Choreography, and Careers in Dance**. Dance teaching methods and careers in dance curriculum will be delivered within the new **dance capstone class (DAN 290)**. This class, along with **Dance History** and **Choreography** are taught once a year and all materials are reviewed and revised yearly.

14) How often are course outlines reviewed and updated?

Every 2-3 years. Yoga and Pilates course outlines were reviewed and updated during the 2010-2011 academic year.

15) How often are class syllabi reviewed? Please include on-line course review.

Class syllabi are reviewed at the beginning of each semester, by the department chair.

16) **Curriculum:** Briefly describe any major curriculum changes over the past three years.

- Required "Human Anatomy and Physiology" and "Nutrition"
- Prescribed Performing Arts survey classes in "arts/humanities" section of AGECE
- Level 1 dance technique classes count toward degree (The primary focus of this program is **not** about graduating students who will dance professionally)
- Retiring previously required classes in "careers", "production", and "teaching methods" in favor of adding DAN 290, Dance Practicum, as a service learning capstone, individualized to

the interest of the graduating student (class taught simultaneously with ART 290, Visual Arts Practicum, with the purpose of unifying Fine Arts Department graduates as they prepare and present their work)

- Combining dance with theatre and music electives enriches student experience, presentations and outreach (recruitment). Dance Degree becomes more accessible to students with various interests within the Performing Arts
- NOT a terminal degree. Coursework will better transfer to bachelors degree programs

17) **Articulation:** Does the program have any articulation agreements (secondary or post-secondary)? If so, briefly describe.

All classes in the AFA Degree in Dance articulate to all three Arizona Universities. However, even though the AGECE requirements articulate to all three Arizona colleges (Northern Arizona University, Arizona State University, and University of Arizona), requirements differ significantly among state universities in regard to admitting dance majors. Auditions are required at ASU and UofA.

18) If applicable, is the program accredited by a programmatic accrediting agency? If so, name the agency and include the status of your most recent accreditation.

N/A

If applicable, how often does your Advisory Committee meet?

The Arts Advisory Committee meets two times a month during the academic year. Members of the committee advise on subject matter peripheral to the Dance Program, which still affects the students' opportunities to display and perform their art.

19) **Teaching Loads:** Complete the following table for overload/adjunct teaching for the past year: (In the "hours" column, list the number of overloads for FT and the numbers of hours taught for adjuncts. (Add rows if necessary):

	Student credit hours: Fall_'08__	Student credit hours: Spring '09	Student credit hours: Fall_'09__	Student credit hours: Spring_'10	Student credit hours: Fall_'10__	Student credit hours: Spring_'11
Full time faculty	N/A	N/A	N/A	N/A	7	9
Full time overload						1
Part time faculty	61	64	68	72	71	73

20) **Technology:** Describe the type of technology used in teaching departmental/ program classes. What percentage of classes includes technology in the delivery of instruction?

All dance technique classes use stereo system.

Projector is used for Dance History only.

SECTION III – SWOT and RECOMMENDATIONS

Internal factors: These are elements within the program or college, which includes tangibles (staff, resources, facilities, funds) or intangibles (curriculum, other resources such as time, energy). These are elements over which the program or college has some control.

21) What do you see as internal strengths of the program?

- *The part-time dance/fitness faculty is professional and diverse.
- *The facilities are attractive and functional.
- *There is a lot of support from the college and surrounding community for this program.

22) What do you see as internal weaknesses of the program?

- *As the program grows, there is a need for more dance/fitness technique classrooms and other performance space.
- *Ability of the curriculum to prepare students for careers was a weakness, but was addressed in the new AFA program.
- *It is difficult to create and deliver a program in the arts within an academic institution and force dance classes, performances, travel and guest artist opportunities to conform to the system and be treated equally with academic programs. For example: grading rubrics for students practicing to improve in a craft are more variable than grades earned from testing in academic classes. The length of dance class is determined by credit hour, not by the appropriateness of duration for a particular style of dance.

External factors: These are elements that are outside the operations of the program or college. The program or college has limited opportunity to control these factors.

23) What do you see as being the three greatest external opportunities for the program?

- *Students have the opportunity to build relationships with their instructors, most of whom can offer additional educational, career and performance opportunities outside of the institution.
- *Students have the opportunity to travel, in and out of state, to workshops, festivals, and conventions.
- *Adding the AFA in Dance to another degree helps students succeed in the job market.

24) What do you see as being the three greatest external threats for the program?

- *The perception that a dance degree is not “marketable”
- *More steady career opportunities for dance instructors outside the college
- *Struggling local dance studios, producing less potential students for CCC dance program

25) **Optional:** Evidence of faculty/professional staff professional development.

Dance and Fitness faculty regularly attend workshops and trainings on dance technique, choreography, and fitness teaching. Pilates and Yoga instructors are current on certification.

26) List the recommendations from your last program review and any recommendations from Program Advisory Committees (if applicable).

There has been no previous program review.

27) Describe how the action(s) were implemented in response to the recommendations.

N/A

28) How were action(s) evaluated and how did they contribute to continuous improvement of the program?

N/A

29) What are future aspirations of the program?

As a college, we educate a diverse group of students, who come with a variety of backgrounds and skills. Our desire is to prepare students to either continue their education or enter the world of work successfully upon graduation. The new **AFA Program in Dance with Performing Arts or Fitness Option** will offer a solid academic base, a survey of performing arts across time and culture, and training in individualized skills and techniques, current with societal trends, which personalize the program for each individual, as they navigate a career in dance and performing arts or dance fitness, unique to their individual passions and goals.

SECTION 4—ANALYSIS AND RECOMMENDATIONS

Based upon a review of the data collected for this report, this section should analyze the major issues facing the program, comment on the compatibility of the program's purpose, achievements, plans, and goals with those of the College and the College mission and strategic planning documents, and suggest strategies for achieving program and College goals. To accomplish these purposes the report should consider the following points as appropriate to the mission of the program. *These should not be a direct response to questions but rather a synthesis of the information gathered.*

PLANNING

1) Does the program have a mission statement and long-range plan that are endorsed by the faculty and that are used as the basis for annual strategic planning?

There is no mission statement for the new program at this date.

2) Are the program's goals aligned with College strategic planning goals?

Yes

3) To what degree does the program contribute to the mission of the college?

Promoting CCC as a Cultural Hub:

The Dance program currently presents two major performances each academic year, bringing community audiences to the Lone Tree Campus. Fall (average 300 in attendance), Spring, cooperative performance with music and theatre (average 300 in attendance) Promoting Traveling Exhibits and Performances throughout the District Dance program participants perform at local and district public/charter schools. CCC Students work together with high school students to produce performances, often collaborating with music and theatre students.

4) How do the program's plans and goals serve to fulfill its mission?

The dance program's goals are about offering a degree which will be a good fit for a variety of students in both the Performing Arts and Fitness. These goals will serve to increase numbers of dance majors and graduate students who are better prepared for today's job market.

5) Is the program trying to do too much?

No

6) Is the program not doing enough?

New program begins fall 2011. No information available to answer this.

CURRICULUM

7) Does the program undertake a thorough review of its instructional activities?

Yes

8) Do students receive appropriate mentoring and advisement?

Yes

9) Is the curriculum sound and sufficiently rigorous?

Yes

10) Are classes the appropriate size to accomplish its teaching goals?

Yes

11) Is the program fulfilling its responsibilities in regards to general education, special requirements, and prerequisites?

Yes

RESOURCES

12) How efficiently are faculty and staff resources utilized?

Faculty are carrying their highest permissible load hours and teaching in their areas of specialty.

13) Does the program provide development and training programs to faculty and staff?

Staff are welcome to attend out of town trainings and classes which are provided to the students, at no charge.

14) Is the program properly staffed to fulfill its responsibilities?

Yes

- 15) Should the program concentrate its efforts and resources differently to create the greatest possible synergy throughout the College?

The new dance program will accomplish this by tying into the General Education requirements for each student. There will be much more cross-over in students and resources.

- 16) Is the program receiving adequate support from the College?

Yes

- 17) Are program facilities adequate?

Yes, however, with the popularity of our Dance Fitness classes, a new dance studio would be helpful to facilitate growth in the near future.

- 18) Has the college provided sufficient support to adequately staff the program? Are library and other resources appropriate to support the program? What, if any, of the program's requests for additional resources does the panel support, and why

Yes, yes, N/A

- 19) How might the program's resources be redistributed to realize its goals and those of the College?

They are currently being fully utilized

PROGRAM IMPROVEMENT

- 20) What successes have you had in the program?

The retired program has successfully acquired a reputation of quality. The Flagstaff community recognizes excellence in the dance program. The program has been a key element in making CCC a "Cultural Hub".

- 21) What concerns do you still have?

Concerns are mostly about preparing the students to acquire careers after graduation. Jobs in the arts are difficult to acquire.

- 22) How are you recommending these concerns be addressed and how will you evaluate their success?

By creating the new Dance Program, which is transferable to all three Arizona universities and prepares students for a variety of career paths, I am anticipating a more successful transition for our students into the world of work. I will evaluate with follow-up communication with our graduates.

- 23) How are you going to evaluate whether the recommendations were a good choice?

I will look at the percentage of students who successfully move forward to bachelor's degrees and employment in Performing Arts and Fitness fields.

- 24) Describe the implementation plan for incorporating recommendations.

Recommendations have been implemented into the new Dance Program, which begins fall 2011.

Instructional Program: DANCE AAS/AFA _____

Department Chair/Director: Barbara Klimowski _____

Dean: Dr. Ingrid Lee _____

Date: 6/19/11 _____